1. **Title of the module**

PSYC8630 (SP863) Advanced Topics in Business Psychology

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None.

1. **The programmes of study to which the module contributes**

Compulsory to Organisational Psychology MSc-T. Available wild.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of key concepts and emerging themes in psychological and behavioural science applied to the workplace

8.2 Demonstrate a systematic understanding of evidence-based professional practice and interventions in workplace settings

8.3 Demonstrate an awareness of the wider business context and the consultancy cycle

8.4 Demonstrate a systematic understanding of professional and ethical standards relevant to the work of business psychologists

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Critically reflect on key themes through oral discussion and written analysis
   2. Demonstrate critical thinking and creativity, to evaluate and generalise materials appropriately
   3. Select and synthesise complex materials through organising, developing, and evaluating relevance
   4. Demonstrate a systematic approach to complex problem solving, individually and in groups
   5. Plan work and study independently, and use resources in a way suited to further study or professional practice
2. **A synopsis of the curriculum**

This module examines key concepts and emerging themes in Psychology applied to work and organisations; for example, work motivation, leadership and management, nudging, and well-being — with a particular focus on areas of research within the School of Psychology. Applications of psychological and behavioural science to work and organisations will be enriched by case studies and situated in the wider business context in which psychologists practice and provide consultancy, including relevant ethical and legal frameworks.

1. **Reading list (indicative, current at time of publication. Reading lists will be published annually)**

Arnold, J., & Randall, R., et al. (2010). *Work psychology: Understanding human behaviour in the workplace* (6th ed.). Essex: Pearson.

Ashleigh, M., & Mansi, A. (2012). *The psychology of people in organizations*. Essex: Pearson.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

* 1. **Assessment methods**

Main assessment methods

Examination 2 hours 60%

Group Poster Presentation 1,000 words 40%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group Poster Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/12/2019 | Minor | September 2021 | 12 | No |
|  |  |  |  |  |

Revised FSO Jan 2018