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| **Module Title:**  Health and Wellbeing at Work | | **Module Code:** GC7412  **Level:** 7  **Credit:** 30  **ECTS credit:** 15 | | | **Module Leader**:  Milda Perminiene | | |
| **Pre-requisite:** N/A | | | **Pre-cursor:** N/A | | | | |
| **Co-requisite:** N/A | | **Excluded combinations:** N/A | | | | **Suitable for incoming study abroad?** Y | |
| **Location of delivery: UEL/Other/By distance learning (please delete as appropriate)**  **If ‘Other’ please insert location here:** UEL | | | | | | | |
| **Summary of module for applicants:**  This module will ensure that you develop key determinants of mental wealth that help ensuring your employability in the face of the 4th Industrial revolution. In addition to gaining a critical understanding of the models, methods, and strategies for workplace health and wellbeing, you will have an opportunity to develop your own interpersonal and intrapersonal abilities that ensure resilience, cognitive and psychological flexibility, which are required in the ever-changing organizational environment. This module will equip you with the tools that help improving productivity in organization, retain staff, and make organization a desirable place for prospective employees. The content is delivered giving emphasis on evidence based models and interventions, applicable in dealing with contemporary issues within the workplaces. | | | | | | | |
| **Main topics of study:**  **INTRODUCTION:**  Hedonic and Eudaimonic Wellbeing  Social wellbeing at work  **TOPIC 1: Physical Intelligence and Mental Wealth in the workplace**  1. 1 Defining workplace stress and identifying its sources  1. 2 Coping with Stress, workplace Interventions in stress management  1. 3 Professional burnout, its causes and consequences  1. 4 Mental workload and fatigue management  1. 5 Work-family conflict  1. 6 Self-efficacy and work engagement  **TOPIC 2: Emotional Intelligence and work-life**  2. 1 Affective events theory  2. 2 Positive emotional states and processes (Positive psychology)  2. 3 Self-awareness, self-regulation, and emotional labour  2. 4 Mindfulness  2. 5 Emotional resilience and hardiness  2. 6 ACT model for Psychological flexibility  2. 7 Cognitive flexibility  2. 8 Values and behaviours at work  2. 9 Self-esteem at work    **TOPIC 3: Social Intelligence at the workplace**  3. 1 Conflicts at work and workplace bullying  3. 2 Types and sources of conflict  3. 3 Managing conflicts at work  3. 4 Negotiation  3. 5 Preventing bullying and harassment at work    **TOPIC 4: Cognitive Intelligence**  4. 1 Assessing health and wellbeing at work  4. 2 Individual and organizational needs’ assessment  4. 3 Theory of planned behaviour  4. 4 Models of work design and re-design | | | | | | | |
| **This module will be able to demonstrate at least one of the following examples/ exposures**  ***(please tick one or more of the appropriate boxes, evidence will need to be provided later in this document)***  ***Live, applied project*  X**  ***Company/engagement visits* ☐**  ***Company/industry sector endorsement/badging/sponsorship/award* ☐** | | | | | | | |
| **Learning Outcomes for the module**  ***Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.***   * *Digital Proficiency - Code = (DP)* * *Industry Connections - Code = (IC)* * *Emotional Intelligence Development - Code = (EID)* * *Social Intelligence Development - Code = (SID)* * *Physical Intelligence Development - Code = (PID)* * *Cultural Intelligence Development - Code = (CID)* * *Community Connections - Code = (CC)* * *UEL Give-Back - Code = (UGB)*   At the end of this module, students will be able to:  *Knowledge*  *1.Demonstrate understanding of the key theoretical and practical models to facilitate workplace health and wellbeing (EID, SIC, PID, CID)*  *2. Identify measurement tools and strategies for health and wellbeing assessment at the individual and organizational level (DP, EID, SID, PID, CID)*  *Thinking skills*  *3. Recognise models and theories relevant for implementing health and wellbeing interventions in the particular organizational context (DP, EID, SID, PID, CID)*  *Subject-based practical skills*  *4. Examine the needs of an individual and organization for workplace health and wellbeing (DP, EID, SID, PID, CID)*  *5. Select models that help facilitating emotional, social, and physical intelligence (DP, EID, SID, PID, CID)*  *Skills for life and work (general skills)*  *6. Communicate on contemporary health and wellbeing models and interventions to public audience and fellow researchers (DP, IC, SID, CID, PID, EID)* | | | | | | | |
| **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**  **For on campus students:**  Lectures  Seminars  Workshops  Tutorial support  Group discussions  Moodle (online discussions)  Case analyses  Use of mobile devices and software applications to capture the process and outcomes of health and wellbeing interventions/ training | | | | | | | |
| **Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:**  **Technical Report** (work in pairs)  **Presentation** (work in pairs) | | | | **Weighting:**  70%  30% | | | **Learning Outcomes demonstrated:**  1-5  6 |
| **Reading and resources for the module**:  Einarsen, S. (1999). The nature and causes of bullying at work. *International journal of manpower*, *20*(1/2), 16-27.  Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress*, *23*(1), 24-44.  Furnham, A. (2012). *The psychology of behaviour at work: The individual in the organization*. Psychology Press (159-2016; 231-269; 354-384;435-461)  Grandey, A. A. (2000). Emotional regulation in the workplace: A new way to conceptualize emotional labor. Journal of occupational health psychology, 5(1), 95.  Gross, J. J. (1999). Emotion regulation: Past, present, future. Cognition & Emotion, 13(5), 551-573.  Matthiesen, S. B., & Einarsen, S. (2010). Bullying in the workplace: Definition, prevalence, antecedents and consequences. *International Journal of Organization Theory & Behavior*, *13*(2), 202-248.  Robbins, S., Judge, T. A., & Campbell, T. (2010). Organizational Behaviour, Harlow.  Ross, R. R., & Altmaier, E. M. (1994). *Intervention in occupational stress: A handbook of counselling for stress at work*. Sage.  Schabracq, M. J., Winnubst, J. A., & Cooper, C. L. (Eds.). (2003). *The handbook of work and health psychology*. John Wiley & Sons.  **Recommended Readings:**  Chen, P. Y., & Cooper, C. L. (Eds.). (2014). Work and wellbeing. John Wiley & Sons.  Grandey, A., Diefendorff, J., & Rupp, D. E. (Eds.). (2013). Emotional labor in the 21st century: Diverse perspectives on emotion regulation at work. Routledge.  Johnson, C., & Keddy, J. (2010). Managing conflict at work: Understanding and resolving conflict for productive working relationships. Kogan Page Publishers.  Weinberg, A., & Doyle, N. (2017). Psychology at work: Improving wellbeing and productivity in the workplace. British Psychological Society. | | | | | | | |
| **Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures**  ***Live, applied project***  Students will be asked to review literature (theories, models, and existing research evidence) on the chosen health and wellbeing intervention/ training model, which they will then apply in organizational context or use with a group of working individuals. The systematic literature review and the outcomes of the intervention/ training will then be reported as a conference presentation or a presentation to organization’s representatives. | | | | | | | |
| **Indicative learning and teaching time**  **(10 hrs per credit):** | **Activity** | | | | | | |
| 1. Student/tutor interaction:  60 hrs | Lectures, seminars, tutorials, demonstrations, practical classes and workshops, case analyses | | | | | | |
| 2. Student learning time:  240 hrs | Seminar reading, assignment preparation, background reading, group work | | | | | | |
| Total hours (1 and 2): 300 hrs |  | | | | | | |

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| **Module Title:**  Assessing & Developing People in the Workplace | | **Module Code:** GC7413  **Level: 7**  **Credit: 30**  **ECTS credit: 15** | | | **Module Leader**:  Jérémy Lemoine | | |
| **Pre-requisite:** None | | | **Pre-cursor: None** | | | | |
| **Co-requisite:** None | | **Excluded combinations:** None | | | | **Suitable for incoming study abroad?** Y | |
| **Location of delivery: UEL/Other/By distance learning (please delete as appropriate)**  **If ‘Other’ please insert location here:** UEL | | | | | | | |
| **Summary of module for applicants:**  This module will develop an appreciation and understanding of the importance of assessment and development for work organisations. It will examine the challenges around measuring human capabilities and characteristics, and look at the links between these factors and organisational success. It will evaluate what psychology has contributed to our understanding of how people learn, and analyse the impact that human resource development has on organisational success. Overall, this module will give students the tools and techniques to succeed in assessment and development roles, as well as nurturing a critical and analytical perspective, so that students can become practitioners with a healthy dose of scepticism about some of the more fanciful claims made about assessment and development in the workplace | | | | | | | |
| **Main topics of study:**   * The context, aims and effectiveness of selection and assessment within organisations * The principles of psychometrics to determine the usefulness of various selection methods * The use and usefulness of interviews, ability tests, personality measures and assessment centres * The principles of fairness and justice in selection systems and be able to apply these critically to organisational approaches to hiring people * The context, aims and effectiveness of learning and development within organisations * The contribution of psychological research evidence to the areas of learning and memory * The application of psychological theory and principles to the design and delivery of a learning intervention * The application of psychology to manage the training group, handle conflict and build rapport * The principles and practice of evaluating the effectiveness of training and development * Contemporary approaches to the delivery of training and development interventions | | | | | | | |
| **This module will be able to demonstrate at least one of the following examples/ exposures**  ***(please tick one or more of the appropriate boxes, evidence will need to be provided later in this document)***  ***Live, applied project***  ***Company/engagement visits***  ***Company/industry sector endorsement/badging/sponsorship/award*** | | | | | | | |
| **Learning Outcomes for the module**  ***Please use the appropriate headings to group the Learning Outcomes. While it is expected that a module will have LOs covering a range of knowledge and skills, it is not necessary that all four headings are covered in every module. Please delete any headings that are not relevant. You should number the LOs sequentially to enable mapping of assessment tasks.***  ***Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.***   * *Digital Proficiency - Code = (DP)* * *Industry Connections - Code = (IC)* * *Emotional Intelligence Development - Code = (EID)* * *Social Intelligence Development - Code = (SID)* * *Physical Intelligence Development - Code = (PID)* * *Cultural Intelligence Development - Code = (CID)* * *Community Connections - Code = (CC)* * *UEL Give-Back - Code = (UGB)*   At the end of this module, students will be able to:  *Knowledge*   1. Demonstrate an understanding of assessment and selection methods 2. Demonstrate an understanding of how the application of psychological principles can enhance the design, delivery and evaluation of learning and development interventions 3. Demonstrate an appreciation of how different approaches to assessment, selection and development can marginalise certain groups in society (CID)   *Thinking skills*   1. Demonstrate a critical and analytical appreciation of the benefits and disadvantages of various assessment, selection and development techniques 2. Demonstrate creativity and innovative thinking in addressing a selection and assessment difficulty for a client (EID) (SID)   *Subject-based practical skills*   1. Design, deliver and evaluate a training intervention for an organisation or a client group, using knowledge of best practice in assessment, selection and development (DP) (IC) (CC) (EID) (SID) (CID)   *Skills for life and work (general skills)*   1. Communication and rapport building with different audiences (EID) (SID) (CID) 2. Delivering complex information in an engaging way to an audience (EID) (SID) (CID) | | | | | | | |
| **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**  **For on campus students:**  Lectures  Seminars  Workshops  Group Discussions  Tutorial Support  On Line Support  Moodle (On Line Discussions) | | | | | | | |
| **Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:**  Component 1: Design, deliver and evaluate a development intervention about a selection or assessment issue (Group Project)  Component 2: Written Technical Report (Individual Project) | | | | **Weighting:**  60%  40% | | | **Learning Outcomes demonstrated:**  1,2,5,6,7,8  1,2,4,5,8 |
| **Reading and resources for the module**:  **These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format**  **Core**  Cook, M (2016). Personnel Selection: Adding Value Through People (6th Edition).  Chichester. Wiley-Blackwell.  Stewart, J & Rogers, P (ed) (2017). Studying Learning & Development: Context, Practice & Measurement. London. CIPD-Kogan Page.  **Recommended**  Beevers, K & Rea, A (2016). Learning & Development Practice (3rd Edition). London. CIPD-Kogan Page.  Coaley, K (2014). An Introduction to Psychological Assessment & Psychometrics (2nd Edition). London. Sage.  Nikolaou, I & Oostrom, J (ed) (2015). Employee Recruitment, Selection & Assessment: Contemporary Issues for Theory & Practice. Hove. Psychology Press.  Page-Tickell, R (2018). Learning & Development: A Practical Introduction (2nd Edition). London. Kogan Page.  Paine, N (2019). Workplace Learning: How to Build a Culture of Continuous Employee Development. London. Kogan Page  Searle, R (2003). Selection & Recruitment: A Critical Text. London. Palgrave MacMillan. | | | | | | | |
| **Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures**  ***Live, applied project***  In small groups, students will be required to identify an organisation or a group of people with a specific learning and development need relating to some aspect of selection and assessment, and to design, deliver and evaluate a learning intervention aimed at addressing this issue. This could take many forms, such as CV writing for unemployed people, perceptual bias for recruiters or identifying role requirements for HR Professionals. Students will negotiate learning needs with the client group, design an intervention based on best practice in training and development, deliver the intervention to a live audience and evaluate its impact. The session will be video recorded and this will be submitted for assessment, along with the training materials.  ***Company/engagement visits***  ***Company/industry sector endorsement/badging/sponsorship/award*** | | | | | | | |
| **Indicative learning and teaching time**  **(10 hrs per credit):** | **Activity** | | | | | | |
| 1. Student/tutor interaction:  60 hours | Activity and hours (Defined as lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in studio/workshop, fieldwork, external visits, work based learning (not placements), formative assessment) See further descriptions in guidance <http://www.uel.ac.uk/qa/Moduleindicativelearningandteachingtime.docx>  60 hours to include:   * Lectures * Seminars * Workshops * Individual and group tutorial support * Moodle (online discussions) * Online support | | | | | | |
| 2. Student learning time:  240 hours | Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary preparation, unsupervised studio work etc):  240 hours to include:   * Seminar reading and preparation * Tutorial support towards completion of the assessed work * Assignment preparation * Background reading * Group work | | | | | | |
| Total hours (1 and 2): 300 hours |  | | | | | | |

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| **Module Title:**  Work Design, Organisational Change and Development | | **Module Code:** GC7414  **Level:** 7  **Credit:** 30  **ECTS credit:** 15 | | | **Module Leader**: Sonya Dineva | | |
| **Pre-requisite:** None | | | **Pre-cursor:** None | | | | |
| **Co-requisite:** None | | **Excluded combinations:** None | | | | **Suitable for incoming study abroad?** Yes | |
| **Location of delivery: UEL/Other**  **If ‘Other’ please insert location here:** AKMI Metropolitan College Greece | | | | | | | |
| **Summary of module for applicants:**  This module will equip you with practical skills and knowledge of the application of contemporary psychological theories and research to the world of business. It will help you find your way around work organisations as a professional psychologist by introducing you to various aspects and levels of organisational operation and development.  You will learn how to analyse numerous strategies and interventions based on occupational psychology, management practices and human factors psychology. Then, as part of the module, you will understand how to successfully apply this knowledge to help organisations to function more safely and effectively as well as adequately respond to changes in their environment.  As a result, you will be able to design safe and highly efficient workplaces and perform all the stages of organisational consulting – essential skills for your future career. | | | | | | | |
| **Main topics of study:**   * Essence of work organisations and main organisation theories * Exploring static and dynamic aspects of work organisations: Organisational structure, roles, goals, culture and climate * Consulting business clients: Individual, group and organisational level of analysis of organisational issues * Workplace design: Critical review of management practices for optimising organisational effectiveness and productivity * Psychology and occupational safety: Error prevention, risk mitigation and evaluation of human and system performance * Understanding the external environment: Whole systems thinking * Organisational planning and development: How to think strategically * Models and methods for organisational and individual change * Negotiation as the basis for organisational success | | | | | | | |
| **This module will be able to demonstrate at least one of the following examples/ exposures**  ***(Please tick one or more of the appropriate boxes, evidence will need to be provided later in this document)***  ***Live, applied project***  ***Company/engagement visits***  ***Company/industry sector endorsement/badging/sponsorship/award*** | | | | | | | |
| **Learning Outcomes for the module**  ***Please use the appropriate headings to group the Learning Outcomes. While it is expected that a module will have LOs covering a range of knowledge and skills, it is not necessary that all four headings are covered in every module. Please delete any headings that are not relevant. You should number the LOs sequentially to enable mapping of assessment tasks.***  ***Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.***   * *Digital Proficiency - Code = (DP)* * *Industry Connections - Code = (IC)* * *Emotional Intelligence Development - Code = (EID)* * *Social Intelligence Development - Code = (SID)* * *Physical Intelligence Development - Code = (PID)* * *Cultural Intelligence Development - Code = (CID)* * *Community Connections - Code = (CC)* * *UEL Give-Back - Code = (UGB)*   At the end of this module, you will be able to:  ***Knowledge***  1. Demonstrate knowledge of the way organisations work and change based on their internal and external interactions and circumstances (EID, SID, PID, CID);  2. Demonstrate an understanding of the main interventions that aim at optimising an organisational system and the underlying psychological principles for such practices (EID, SID, PID, CID);  ***Thinking skills***  3. Show the ability to analyse organisational processes and reported challenges (EID, SID, PID, CID);  4. Show the ability to critically and creatively reflect on a range of management techniques applied to solve organisational issues (EID, SID, PID, CID);  ***Subject-based practical skills***  5. Evidence the ability to perform organisational screening based on various explorative methodsand setdevelopmental priorities (IC, EID, SID, PID, CID, CC);  6. Evidence the ability to design and evaluate interventions addressing previously identified organisational needs and managing employees’ resistance to change (IC, EID, SID, PID, CID, CC);  ***Skills for life and work (general skills)***  7. Engage confidently in academic and professional communication, including professional report writing as well as presenting and disseminating technical information to a wide audience (DP, IC, EID, SID, PID, CID, CC). | | | | | | | |
| **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**  **For on campus students:**  Lectures  Seminars  Workshops  Individual and group tutorial support  Online discussions  Online support | | | | | | | |
| **Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:**  **Component 1:** Group presentation (30 minutes)  **Component 2:** Technical report (2500 words) | | | | **Weighting:**  40 %  60 % | | | **Learning Outcomes demonstrated:**  1, 3, 5, 7  1, 2, 4, 6, 7 |
| **Reading and resources for the module**:  **These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format**  **Core**  Berlin, C. & Adams, C. (2017). *Production ergonomics: Designing work systems to support optimal human performance.* London, England: Ubiquity Press.  Mullins, L.J. & Christy, G. (2016). *Management and organisational behaviour (11th ed.).* Harlow, England: Pearson Education.  **Recommended**  Armstrong, M. & Taylor, S. (2014). *Armstrong's handbook of HRM practice (13th ed.).* London: Kogan Page.  Aylott, E. (2014). *Employee relations*. London: Kogan Page.  Bridger, R. S. (2009). *Introduction to ergonomics*. Boca Raton, FL, US: CRC Press.  Boje, D.M., Burnes, B. & Hassard, J. (2012) *The Routledge companion to organisation change*.  London. Routledge.  Franklin, M. (2014). *Agile change management: A Practical Framework*. London. Kogan Page.  Kirwan, B. & Aisworth, L. K. (Eds.) (1992). *A guide to task analysis*. Boca Raton, FL, US: Taylor & Francis Group.  Levenson, A. (2014). *Employee surveys that work.* San Francisco: Berrett-Koehler Publishers.  MacKenzie, I. S. (2013). *Human-computer interaction: An empirical research perspective*. Waltham, MA, US: Elsevier.  Miles, J.A. (2014). *New directions in management and organisation theory*. Newcastle upon Tyne: Cambridge Scholars Publishing.  Noyes, J. M. (2001). *Designing for humans*. New York, US: Taylor & Francis Group.  Warner Burke, W. (2014). *Organization change: Theory & Practice (4th Edition).* London: Sage.  Wickens, C. D., Hollands, J. G., Banbury, S. & Parasuraman, R. (2012). *Engineering psychology and human performance*. Harlow. Pearson. | | | | | | | |
| **Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures**  ***Live, applied project* & *Company/engagement visits***  During lectures and tutorials the lecturers will provide real-life examples related to the practical application of occupational psychology as well as invite subject matter experts to share their own professional experience. In addition, they will plan practical activities and exercises to demonstrate the ways knowledge can be used in various situations as well as offer you valuable comments and formative feedback.  You will further be engaged in summative assessment, involving work in small groups on a real-life project, where you will be able to apply all the accumulated knowledge in a critical way and analyse the outcomes of your efforts. You will be required to conduct organisational screening and assess organisational needs, using various approaches and models. Based on your findings, you will then design and evaluate an intervention, aimed at addressing the identified developmental priorities, which will be further complemented by an action plan for facilitation of the intervention implementation process and managing employees’ resistance to change.  ***Company/industry sector endorsement/badging/sponsorship/award*** | | | | | | | |
| **Indicative learning and teaching time**  **(10 hrs per credit):** | **Activity** | | | | | | |
| 1. Student/tutor interaction:  60 hours | Activity and hours (Defined as lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in studio/workshop, fieldwork, external visits, work based learning (not placements), formative assessment) See further descriptions in guidance <http://www.uel.ac.uk/qa/Moduleindicativelearningandteachingtime.docx>  60 hours to include:   * Lectures * Seminars * Workshops * Individual and group tutorial support towards completion of the assessed work * Online discussions * Online support | | | | | | |
| 2. Student learning time:  240 hours | Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary preparation, unsupervised studio work etc):  240 hours to include:   * Seminar reading and preparation * Assignment preparation * Background reading * Group work * Assimilation and reflection on formative and summative feedback | | | | | | |
| Total hours (1 and 2):  300 hours |  | | | | | | |

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| **Module Title:**  Leading, Engaging and Motivating People at Work | | **Module Code:** GC7415  **Level**: 7  **Credit:** 30  **ECTS credit: 15** | | | **Module Leader**: Jeff Salter | | |
| **Pre-requisite:** N/A | | | **Pre-cursor:** N/A | | | | |
| **Co-requisite:** N/A | | **Excluded combinations : N/A** | | | | **Suitable for incoming study abroad?** Y | |
| **Location of delivery:** UEL/ AKMI | | | | | | | |
| **Summary of module for applicants:**  The module covers the core skills area of leadership, engagement and motivation that are necessary for accreditation by the British Psychological Society. It will enable you to develop a critical understanding of the nature, theories, style and measurement of leadership and their strengths and weaknesses. More specifically, the module will enable you to discern how and why leadership succeeds and fails and further appreciate why and when people engage with and remain motivated at work. Overall, the module will provide you with insights and techniques to become reflective and analytical leaders in your post-qualification experiences, enhancing your own standards and those of the people you lead. | | | | | | | |
| **Main topics of study:**   * Exploring key theories and approaches to leadership * Exploring management and leadership processes; strategic thinking, reflective practice, working to values * Examining and being aware of ‘dark side’ leadership traits * Evaluating concepts of leadership, power and influence * Understanding motivation and engagement at work * Understanding the challenges of the psychological contract, trust, inclusion and diversity at work * Understanding performance appraisal and management and their impact on motivation and engagement. | | | | | | | |
| **This module will be able to demonstrate at least one of the following examples/ exposures:**  *Live, applied project* **x**  *Company/engagement visits* ☐  *Company/industry sector endorsement/badging/sponsorship/award* ☐ | | | | | | | |
| **Learning Outcomes for the module**   * *Digital Proficiency - Code = (DP)* * *Industry Connections - Code = (IC)* * *Emotional Intelligence Development - Code = (EID)* * *Social Intelligence Development - Code = (SID)* * *Physical Intelligence Development - Code = (PID)* * *Cultural Intelligence Development - Code = (CID)* * *Community Connections - Code = (CC)* * *UEL Give-Back - Code = (UGB)*   At the end of this module, you will be able to:  **Knowledge**  1. Develop a comprehensive understanding of the concepts of leadership, engagement and motivation at work (IC, CID)  **Thinking skills**  2. Demonstrate critical analysis of models of leadership (including dark side leadership traits), management, strategic thinking, power, influence, motivation and engagement at work. (EID, SID)  **Subject-based practical skills**  3. Demonstrate application of theoretical models of leadership, reflective practice, working to values, the psychological contract, trust, inclusion and diversity to organisational case studies and/or your practice (IC, SID, CID)  4. Develop leadership skills in a simulated leadership exercise (EID, SID, DP)  **Skills for life and work (general skills)**  5. Critically reflect on leadership styles and traits, notions of trust at work, the psychological contract, power, inclusion and diversity and how these elements effect communication and relationships with others at work. (CID, SID, EID)  6. Work independently and collaboratively on an applied project. (CID, EID, SID) | | | | | | | |
| **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**  Lectures  Seminars  Workshops  Group discussions  Tutorial and online support  Moodle (online discussions) | | | | | | | |
| **Assessment methods which will enable you to demonstrate the learning outcomes for the module:**  **Component 1: Individual Essay (2500 words)**  **Component 2: Small Group Leadership Task (1 hour)** | | | | **Weighting:**  60%  40% | | | **Learning Outcomes demonstrated:**  1, 2, 3, 5  4, 6 |
| **Reading and resources for the module**:  **Core**  **Pendleton, D. and Furnham, A. (2016). Leadership: All you need to know (2nd edition). Hampshire: Palgrave Macmillan.**  **Recommended**  Arnold, J., Cooper,C.L., Robertson, I.T., (1998). Work Psychology: Understanding Human Behaviour In the Workplace (3rd edition) London: Financial Times  Bolman. L. and Deal, T (2017) Reframing Organisations: artistry, choice and leadership (6th edition) San Francisco: Jossey Bass  Buchanan, D. & Badham, R. (2008). Power, politics and organizational change, Sage, London  Chartered Institute of Personnel and Development (CIPD). (2012). *Where has all the trust gone?: Stewardship, leadership and governance.* London: Chartered Institute of Personnel and Development.  Conway, N. & Briner, R. (2005) *Understanding psychological contracts at work.* Oxford University Press.  Haslam, A. S., Reicher, S. D., & Platow, M. J. (2011). *The new psychology of leadership: Identity, influence and power.* London & New York: Psychology Press.  Hogan, R. & Kaiser, R. (2005). What we know about leadership, *Review of General Psychology, Vol. 9*, pp.169-180.  Latham, G. P. (2012). *Work motivation: History, theory, research, and practice.* (2 edition). Thousand Oaks, CA: Sage  Padilla, A., Hogan, R., & Kaiser, R. B. (2007). The toxic triangle: Destructive leaders, susceptible followers, and conducive environments. *The Leadership Quarterly, 18*(3), 176-194.  Semler, R. (1999) *Maverick! The Success Story Behind the World’s Most Unusual Workplace*. London: Random House. | | | | | | | |
| **Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures**  ***Live, applied project***  You will be asked to firstly write an assignment reviewing, evaluating and applying theory to practice and secondly participate in a leadership simulation exercise requiring you to review and apply the literature on leadership, motivation and engagement at work. You will also be exposed to examples of the professional application of organisational psychology theory from lecturers, other subject matter experts and your peer group within taught and tutorial sessions. | | | | | | | |
| **Indicative learning and teaching time**  **(10 hrs per credit):** | **Activity** | | | | | | |
| 1. Student/tutor interaction:  60 | Lectures, tutorials (individual and group), seminars, workshops, online interaction | | | | | | |
| 2. Student learning time:    240 | Seminar reading and preparation  Tutorial support towards completion of the assessed work  Assignment preparation and group/team work  Background reading  Reflection and assimilation of feedback | | | | | | |
| Total hours (1 and 2): 300 |  | | | | | | |

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| **Module Title:**  Becoming a Professional Psychologist | | **Module Code:** GC7416  **Level:** 7  **Credit:** 30  **ECTS credit:** 15 | | | **Module Leader**:  Jérémy Lemoine | | |
| **Pre-requisite:**  N/A | | | **Pre-cursor:**  N/A | | | | |
| **Co-requisite:**  N/A | | **Excluded combinations:**  N/A | | | | **Suitable for incoming study abroad?** Y | |
| **Location of delivery:** On campus /Distance learning | | | | | | | |
| **Summary of module for applicants:**  The module aims to develop the understanding, skills and critical awareness necessary for conducting original research at a postgraduate level and to enhance students’ knowledge of a range of research approaches appropriate to the study of applied psychology and develop practical skills in quantitative and qualitative data analysis. This must be understood at two levels: 1) the knowledge required to read research articles and therefore be able to develop a critical literature review and 2) the necessary skills to propose and carry out a research project. | | | | | | | |
| **Main topics of study:**  All the things you need to start thinking about your research topic  - Introduction to research methods in applied psychology  - Quantitative vs. Qualitative…or a mixed methods marriage?  - Developing research questions  - Reviewing previous literature, writing a proposal, considering ethical implications  - Practical guides to collect quantitative information  - Practical guides to collect qualitative information | | | | | | | |
| **This module will be able to demonstrate at least one of the following examples/ exposures**  ***(please tick one or more of the appropriate boxes, evidence will need to be provided later in this document)***  ***Live, applied project***  ***Company/engagement visits***  ***Company/industry sector endorsement/badging/sponsorship/award*** | | | | | | | |
| **Learning Outcomes for the module**  ***Please use the appropriate headings to group the Learning Outcomes. While it is expected that a module will have LOs covering a range of knowledge and skills, it is not necessary that all four headings are covered in every module. Please delete any headings that are not relevant. You should number the LOs sequentially to enable mapping of assessment tasks.***  ***Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.***   * *Digital Proficiency - Code = (DP)* * *Industry Connections - Code = (IC)* * *Emotional Intelligence Development - Code = (EID)* * *Social Intelligence Development - Code = (SID)* * *Physical Intelligence Development - Code = (PID)* * *Cultural Intelligence Development - Code = (CID)* * *Community Connections - Code = (CC)* * *UEL Give-Back - Code = (UGB)*   At the end of this module, students will be able to:  *Knowledge*  1. Develop a comprehensive understanding of epistemology, ontology, axiology, techniques/methodologies and methods relevant for the research in applied psychology.  *Thinking skills*  2. Critically synthesise previous literature.  3. Produce research questions and/or hypotheses related to the field of applied psychology relevant to the student.  4. Outline a clear rationale explaining the need for the chosen research.  5. Become familiar with, understand, anticipate and address ethical implications related to research in practice.  *Subject-based practical skills*  6. Implement the knowledge gained in the design of a methodologically sound research project.  *Skills for life and work (general skills)*  7. Work independently and collaboratively on a chosen project. (SID)  8. Critically implement the latest developments in the applied psychology field relevant to the student. | | | | | | | |
| **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**  **For on campus students:**  *Online lectures & tutorials available on the VLE*  Students will have access to online materials (i.e., lectures and tutorials) to develop their methodological skills.  *Seminars*  Peer study group/action learning sets  *Individual supervision*  As research projects/investigations and types of analysis vary across discipline, the nature and time allocation of supervision sessions will necessarily vary.  Supervision contact time allowances are stipulated below. How that supervision time is distributed across teaching weeks will depend on the nature of the student’s project/investigation.  How supervision is delivered will also vary across teaching weeks, and according to a student’s personal preference. Supervision may take the form of face-to-face contact, telephone or email discussion, or, review of a submitted draft etc. In all cases, however, students can reasonably expect to be offered some face-to-face contact, even if they then prefer to opt for telephone or email supervision. Transparency in the face-to-face offer both supervisor and student to work within reasonable limits. Student preference, and supervisor response would normally be noted in the supervision record which the student produces. | | | | | | | |
| **Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:**  Component 1: Classroom/forum participation aimed at the resolution of standardized research questions. | | | | **Weighting:**  10% | | | **Learning Outcomes demonstrated:**  1 |
| Component 2: Research proposal (5000 words +/- 10% leeway). The research proposal will be supervised by an academic. | | | | 90% | | | 1-8 |
| **Reading and resources for the module**:  **Recommended**  Breakwell, G. M. (2012). Research Methods in Psychology. London: SAGE.  Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Method Approaches (3rd or 4th ed). London: SAGE.  Creswell, J., & Plano Clark, V. (2010). Designing and conducting mixed methods research. London: SAGE.  Dancey, C.P. & Reidy, J. (2011). Statistics without maths for psychology (4th or 5th ed). London: Prentice Hill.  Field, A. (20 2013). Discovering statistics using SPSS (3rd or 4th ed). London: SAGE.  Green, G., Martin, P., & Fox, M. (2007). Doing practitioner research. London: SAGE.  Langdridge, D. (2007). Phenomenological Psychology. Theory, Research and Method. Harlow: Pearson, Penintence Hall.  McLeod, J. (2003). Doing Counselling Research. London: SAGE.Wentz, E. A. (2013). How to Design, Write, and Present a Successful Dissertation Proposal. London: SAGE.  Willig, C. (2008) Introducing qualitative research in Psychology: Adventures in theory and method (2nd Ed). London: SAGE. | | | | | | | |
| **Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures**  ***Live, applied project***  Students will be asked to create a research project that will require them to investigate a topic and apply the knowledge they have learned to a real-world situation.  To complete their research proposal, students will need to:  - review the literature  - identify an objective and formulate some hypotheses  - create a procedure that will allow them to test their hypotheses  - identify the target population  - identify the appropriate methods of data analysis to answer their research questions  - identify the potential limitations of their study  - describe the potential implications of their project for both research and practice  - disseminate their research proposal | | | | | | | |
| **Indicative learning and teaching time**  **(10 hrs per credit):** | **Activity** | | | | | | |
| 1. Student/tutor interaction:  24 | Lectures, tutorials, seminars, individual supervisions. | | | | | | |
| 2. Student learning time:  276 | Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary preparation, unsupervised studio work etc):  Literature searches, reading, peer study group work, guided research, proposal writing.  **For distance learning students**, the module will be taught through the use of study materials developed specifically for distance learning. Students will have access to dedicated support staff and academic tutors as well as an Online Student Community throughout their studies. Preparation for and undertaking assessments are included in the teaching and learning time. Because of the direction and support in the study guide, student/ tutor interaction time should be minimal. However, dedicated support staff and academic tutors will be available through the Online Student Community and will address all queries in line with our student charter for distance learning. | | | | | | |
| Total hours (1 and 2):  300 |  | | | | | | |

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| **Module Title:**  Developing as a Researcher | | **Module Code:** GC7417  **Level:** 7  **Credit:** 60  **ECTS credit:** 30 | | | **Module Leader**:  Jérémy Lemoine | | |
| **Pre-requisite:**  Becoming a Professional Psychologist | | | **Pre-cursor:**  N/A | | | | |
| **Co-requisite:**  N/A | | **Excluded combinations:**  N/A | | | | **Suitable for incoming study abroad?** N | |
| **Location of delivery: UEL/Other**  **If ‘Other’ please insert location here:** AKMI Greece | | | | | | | |
| **Summary of module for applicants:**  The module aims to develop the understanding, skills and critical awareness necessary for conducting original research at a postgraduate level and to enhance students’ knowledge of a range of research approaches appropriate to the study of occupational and business psychology.  The module also aims to assist students in making a research contribution to the field by introducing students to the problems of real-world research, thus equipping them to complete and write-up their dissertation.  This module will help students to develop both their qualitative and quantitative methodological skills and provide support for their dissertation, by:  1) developing the knowledge required to read research articles and therefore be able to develop a critical literature review and;  2) developing the necessary skills to propose and carry out a research project from conception (i.e., objective, hypotheses) to its conclusion (i.e., submission of a research article to a peer-review journal). | | | | | | | |
| **Main topics of study:**   * Introduction to research methods in applied psychology * Critical review of previous literature * Developing research questions * Considering ethical implications * Quantitative vs. Qualitative…or a mixed methods marriage? * Practical guides to collect quantitative information * Practical guides to collect qualitative information * Developing, piloting and implementing a research design employing appropriate quantitative and/or qualitative techniques * Selection of appropriate methods and procedures * Critical evaluation of own research * Writing for professional audience | | | | | | | |
| **This module will be able to demonstrate at least one of the following examples/ exposures**  ***(please tick one or more of the appropriate boxes, evidence will need to be provided later in this document)***  ***Live, applied project***  ***Company/engagement visits***  ***Company/industry sector endorsement/badging/sponsorship/award*** | | | | | | | |
| **Learning Outcomes for the module**  ***Please use the appropriate headings to group the Learning Outcomes. While it is expected that a module will have LOs covering a range of knowledge and skills, it is not necessary that all four headings are covered in every module. Please delete any headings that are not relevant. You should number the LOs sequentially to enable mapping of assessment tasks.***  ***Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.***   * *Digital Proficiency - Code = (DP)* * *Industry Connections - Code = (IC)* * *Emotional Intelligence Development - Code = (EID)* * *Social Intelligence Development - Code = (SID)* * *Physical Intelligence Development - Code = (PID)* * *Cultural Intelligence Development - Code = (CID)* * *Community Connections - Code = (CC)* * *UEL Give-Back - Code = (UGB)*   At the end of this module, students will be able to:  *Knowledge*  1. Identify key issues or problems in the specific research or applied area and demonstrate the ability to re-formulate research design in real time. (IC, EID, SID, CID, CC)  2. Undertake a critical review of literature. (EID, SID, CID)  3. Become familiar with, understand, anticipate and address ethical implications related to research in practice. (EID, SID)  *Thinking skills*  4. Outline a clear rationale explaining the need for the chosen research and produce research questions and/or hypotheses. (EID, SID, CID)  5.Demonstrate an ability to adapt appropriate methods for research question.  6. Critically interpret their data in line with the original research question and wider literature and theory.  *Subject-based practical skills*  7. Undertake data analysis as appropriate for method and focus. (DP)  8. Use appropriate software (statistical or qualitative) for the corresponding analysis. (DP)  *Skills for life and work (general skills)*  9. Demonstrate written communication appropriate for a research report and undertake an extensive piece of writing appropriate for a professional readership. (EID, SID, CID)  10. Work independently and collaboratively on their project. (IC, SID, CC)  11. Use abstraction and analysis in solving complex problems. (IC, EID, SID, CID, CC) | | | | | | | |
| **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**  **For on campus students:**  *Online lectures & tutorials available on the VLE*  Students will have access to online materials (i.e., lectures and tutorials) to develop their methodological skills.  *Workshops*  Peer study group/action learning sets  *Individual supervision*  As research projects/investigations and types of analysis vary across discipline, the nature and time allocation of supervision sessions will necessarily vary.  Supervision contact time allowances are stipulated below. How that supervision time is distributed across teaching weeks will depend on the nature of the student’s project/investigation.  How supervision is delivered will also vary across teaching weeks, and according to a student’s personal preference. Supervision may take the form of face-to-face contact, telephone or email discussion, or, review of a submitted draft etc. In all cases, however, students can reasonably expect to be offered some face-to-face contact, even if they then prefer to opt for telephone or email supervision. Transparency in the face-to-face offer both supervisor and student to work within reasonable limits. Student preference, and supervisor response would normally be noted in the supervision record which the student produces. | | | | | | | |
| **Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:**  Professional Journal Article on the basis of research dissertation undertaken. | | | | **Weighting:**  100% | | | **Learning Outcomes demonstrated:**  1-9 |
| **Reading and resources for the module**:  **Recommended**  Burnett, J. (2009). Doing Your Social Science Dissertation. London: SAGE  Field, A. (2017). Discovering statistics using SPSS (5th ed). London: SAGE  Ogden, E. H. (2007). Complete Your Dissertation or Thesis in Two Semesters or Less. Lanham,  MD: Rowman & Littlefield. | | | | | | | |
| **Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures**  ***Live, applied project***  Students will be asked to conduct a research project that will require them to investigate a topic and apply the knowledge they have learned to a real-world situation.  To complete their dissertation, students will need to:  - review the literature  - identify an objective and formulate some hypotheses  - create a procedure that will allow them to test their hypotheses  - recruit participants who meet their inclusion criteria  - collect data  - analyse the data  - interpret the results & describe the outcomes of their study  - identify the potential limitations of their study  - describe the implications of their project for both research and practice  - disseminate the outcomes of their research project | | | | | | | |
| **Indicative learning and teaching time**  **(10 hrs per credit):** | **Activity** | | | | | | |
| 1. Student/tutor interaction:  60 hours | Activity and hours (Defined as lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in studio/workshop, fieldwork, external visits, work based learning (not placements), formative assessment) See further descriptions in guidance <http://www.uel.ac.uk/qa/Moduleindicativelearningandteachingtime.docx>  60 hours to include:   * Online lectures * Online tutorials * Workshops * Individual supervisions * Moodle (online discussions) * Online support | | | | | | |
| 2. Student learning time:  540 hours | Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary preparation, unsupervised studio work etc):  540 hours to include:   * Literature searches * Reading * Undertaking research * Writing up dissertation | | | | | | |
| Total hours (1 and 2):  600 |  | | | | | | |

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|  |  | Module Title: | Module Code: GC7921 | Module Leader: | | |
|  |  | Coaching Theory and Practice | Level: 7 | Julia Papworth | | |
|  |  |  | Credit: 30 |  |  |  |
|  |  |  | ECTS credit: 15 |  |  |  |
|  |  | Pre-requisite: N/A | Pre-cursor: N/A |  |  |  |
|  |  | Co-requisite: N/A | Excluded combinations: N/A | Suitable for incoming study abroad? Yes | | |
|  |  |  |  |  |  |  |

Location of delivery: On campus and Distance Learning Summary of Module for Applicants

This module will take you through the core theories and practice of evidence-based coaching and the cross-fertilisation between coaching and positive psychology. You will build a range of effective coaching practical and professional skills that allow competent integration of theoretical models and approaches. Theories and techniques will be evaluated by reference to empirical research and conceptual analysis. You will develop a critical understanding through reflective learning, coaching supervision, peer learning and exploration of research and psychological theories underpinning coaching. At the end of this module you will be expected to have developed as an effective, reflective practitioner.

Main Topics of Study

1. Coaching theories and approaches
2. Key skills and core competences in coaching practice o Coaching tools, processes and interventions

o Establishing an ethical practice; contracts/agreements, boundaries between coaching, coaching psychology and other professional interventions

o Cross-fertilisation between coaching and positive psychology

1. The role of coaching supervision in reflective practice and professional development

This module will be able to demonstrate at least one of the following examples/ exposures

(please tick one or more of the appropriate boxes, evidence will need to be provided later in this document)

Live, applied project ☒

Company/engagement visits ☐

Company/industry sector endorsement/badging/sponsorship/award ☒

Learning Outcomes for the Module

Where the LO meets one of the competencies, a code has been entered next to the LO that links to the following competences

Digital Proficiency - Code = (DP)

Industry Connections - Code = (IC)

Emotional Intelligence Development - Code = (EID)

Social Intelligence Development - Code = (SID)

Physical Intelligence Development - Code = (PID)

Cultural Intelligence Development - Code = (CID)

Community Connections - Code = (CC)

UEL Give-Back - Code = (UGB)

At the end of this Module, students will:

Knowledge

1. Develop an understanding of the main psychological theories that underpin and support evidence-based coaching practice (CID, EID, SID, PID)

Thinking skills

1. Reflect and evaluate the application of coaching practice (CID, EID, SID, PID, DP)
2. Critically discuss the existing empirical research on coaching practice (CID, EID, SID, PID) and its cross-fertilization with Positive Psychology

Subject-based practical skills

1. Demonstrate competent use of a range of tools and techniques and the core competency coaching skills in response to a client’s emerging needs (EID, SID, PID, CID, UGB)

Skills for life and work (general skills)

1. Demonstrate your development as a reflective practitioner (CID, SID, EID, PID)
2. Use a range of communication and networking skills (IC, CC, UGB, CID, DP)

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

Lectures, seminars, workshops, tutorial support, online interaction, webinars

Assessment methods which enable student to demonstrate the learning outcomes for the Module:

Component 1: 2,000 word critical reflective essay and coaching log

Component 2: 30-40 minute video of a 1:1 coaching session

|  |  |
| --- | --- |
| Weighting | Learning Outcomes |
|  | demonstrated |
| 50% | 1,2,3,4,5 |

50% 1,2,4,5,6

Reading and Resources for this Module:

Core Text

van Nieuwerburgh, C. (2017). An Introduction to Coaching Skills: A Practical Guide (2nd ed). London:

Sage.

Recommended

Bisson, M. (2017). Coach Yourself First: A Coach's Guide to Self-Reflection. Leicestershire: Matador.

Bluckert.P (2016). Psychological dimensions of executive coaching. London: MrGraw-Hill.

Cox, E (2013). Coaching Understood – A pragmatic inquiry into coaching process. London: Sage

Cox, E., Bachkirova, T. & Clutterbuck, D. (Eds) (2009). The Complete Handbook of Coaching. London:

Sage.

Downey, M (2014). Effective Modern Coaching: The principles and art of successful business

coaching. London: LID.

Green, S. & Palmer, S. (2018). Positive Psychology Coaching in Practice. London: Routledge.

Hay, J (2007). Reflective practice and supervision for coaches. London: OUP: McGraw-Hill.

Lancer, N., Clutterbuck, D. & Megginson, D. (2016). Techniques for Coaching and Mentoring (2nd Ed).

London: Routedge.

Palmer, S. & Whybrow, A. (2019). The Handbook of Coaching Psychology. Hove: Routledge

Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures:

Live, applied project

As part of the module assessment students will be required to submit the recording of one coaching session which is part of a series of practices that involve engagement with real-world clients. Students will also provide a critical reflective essay and coaching log to demonstrate their ability to critically reflect on their own practice.

Company/industry sector endorsement/badging/sponsorship/award EMCC Practitioner Accreditation

|  |  |
| --- | --- |
| Indicative learning and teaching time | Activity |
| (10 hrs per credit): |  |
| 1. Student/lecturer interaction, some | For on campus students: |
| of which may be online: | Lectures and Seminars: 20 hrs |
|  |
|  | Workshops and tutorials: 20 hrs |
| 45 hours | Supervision: 5 hrs |
|  |
|  | For distance learning students: |
|  | Provision will be offered through pre-recorded video lectures and |
|  | webinars |
| 2. Student learning time: | For on campus students: |
| 255 hours | Preparation for on campus teaching and background reading: 120 |
|  | hrs |
|  | Assignment preparation: 100 hrs |
|  | On-line activities: 10 hrs |
|  | Peer-study and group work: 22 hrs |
|  | Assimilation and reflection on assessment feedback: 3 |
|  | hrs |
|  | For distance learning students: |
|  | The module will be taught through study materials developed |
|  | specifically for distance learning. |
|  | Preparation for on campus teaching and background reading: 120 |
|  | hrs |
|  |  |

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| --- | --- |
|  | Assignment preparation: 100 hrs |
|  | Other online activities: 10 hrs |
|  | Peer-study and group work: 22 |
|  | Assimilation and reflection on assessment feedback: 3hrs |
|  |  |
| Total hours (1 and 2): | 300 hrs |
|  |  |

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| **Module Title:** | **Module Code:** GC7913 | | **Module Leader:** |
| The search for something |  |  | Dr. Rona Hart |
| higher | **Level:** M | |  |
|  | **Credit:** 15 | |  |
|  | **ECTS credit:** 7.5 | |  |
|  |  |  |  |
| **Pre-requisite:** N/A |  | **Pre-cursor:** none |  |
|  |  |  | |
| **Co-requisite:** N/A |  | **Excluded combinations :** N/A | |
|  | |  | |
| **Is this module part of the Skills** | | **University-wide option:** No | |
| **Curriculum?** No |  |  |  |
|  |  |  |  |

**Location of delivery:** On campus and distance learning

**Main aim(s) of the module:**

The aim of the module is to expand students’ horizons in regard to: 1) the key spiritual and transcendence-based topics relating to positive psychology and its applications; 2) the range of existing and potential applications of positive psychology via eudaimonic happiness.

**Main topics of study:**

* Flow and optimal experiences
* Peak experiences
* Mindfulness – and its relationship with positive psychology
* Spirituality in the context of positive psychology
* Eudaimonia and its role in human flourishing
* Self-transcendence
* Passion and wellbeing
* Yoga and positive psychology
* Meaning in life
* Purpose and wellbeing
* Existential psychology and wellbeing

**Learning Outcomes for the module:**

At the end of this module, students will be able to:

*Knowledge*

1. Demonstrate an understanding of the historical, philosophical and conceptual background to eudaimonia in positive psychology.
2. Demonstrate an understanding of how research findings from the field of positive psychology can be applied in practice, with particular focus on meaning, spirituality, and flow.
3. Critically evaluate our current understanding of the relationship between mindfulness and positive psychology
4. Develop an informed perspective on the field of eudaimonia in positive psychology and integrate the knowledge acquired into a personal journey of self-transcendence.

*Thinking skills*

1. Critically analyse concepts, current issues and debates in relation to the main topics of positive psychology
2. Critically assess the legitimacy, purpose and impact of applying positive psychology in eudaimonic areas.
3. Analyse opportunities for enhancing eudaimonia for individuals and groups.

*Subject-based practical skills*

1. Develop and/or adapt positive psychology programmes or interventions to self-transcendence, providing a compelling rationale and clear recommendations for implementation.

*Skills for life and work (general skills)*

1. Demonstrate ability to present ideas, thoughts, research, study, etc. in a comprehensive, professional and understandable manner.
2. Articulate an argument in written form.
3. Develop an understanding of positive psychology as being an applied discipline, with incumbent responsibilities in terms of ethical and reflective practice.

**Teaching/ learning methods/strategies used to enable the achievement of**

|  |  |  |  |
| --- | --- | --- | --- |
| **learning outcomes:** | |  |  |
| Lectures, seminars, practical workshops | |  |  |
|  |  |  |  |
| **Assessment methods which** | **Weighting:** | **Learning** | |
| **enable students to demonstrate** |  | **Outcomes** | |
| **the learning outcomes for the** |  | **demonstrated** | |
| **module:** |  |  |  |
|  | 100% | 1, 2, 3, 4, 5, 6, 7, |  |
| Essay (2,500 words) |  | 8, 9 |  |

**Reading and resources for the module**:

**Core:**

Hart, R., Ivtzan, I., & Hart, D. (2013). Mind the Gap in Mindfulness Research: A comparative account of the leading schools of thought. *Review of General* *Psychology, 17(4),* 453-466.

Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2015). Second Wave Positive Psychology: Embracing the Dark Side of Life. London: Routledge.

Lopez, S.J. &Snyder, C.R., (2009) *Positive Psychology: The Oxford Handbook of* *Positive Psychology. Oxford: Oxford university Press.* Chapter 18, 26, 55, 57, 58,64.

Snyder, C.R., Lopez, S.J. & Pedrotti, J.T.(2011) *Positive Psychology: The* *Scientific and Practical exploration of human strengths. London: Sage.* Chapter10.

Vallerand, R. J., Blanchard, C., Mageau, G. A., Koestner, R., Ratelle, C., Leonard, M. & Gagne, M. (2003). Les Passion de l’Ame: On obsessive and harmonious passion. Journal of Personality and Social Psychology, 85(4), 756-767.

**Recommended:**

Austin,J. H. (1998). *Zen and the brain: Toward an understanding*

*of meditation and consciousness.* Cambridge, MA: MIT Press.

Carpentier, J., Mageau, G. A., & Vallerand, R. J. (2012). Ruminations and flow: Why do people with a more harmonious passion experience higher well-being? Journal of Happiness Studies, 13, 501-518.

Csikszentmihalyi,M.(1975). *Beyond boredom andanxiety.* San Francisco: Jossey Bass.

Csikszentmihalyi, .,& Csikszentmihalyi,I. (Eds.) (1988).*Optimal experience*.

NewYork: Cambridge University Press.

Csikszentmihalyi,M (1992). *Flow: The psychology of happiness.* London: Rider. Csikszentmihalyi, M., Hektner, J., & Schmidt, J. (2006). *Measuring the quality of* *everyday life. The ESM Handbook*. New York: Sage.

Emmons, R.A. (1996). Striving and feeling: Personal goals and subjective wellbeing. In P.M. Gollwitzer & J.A.Bargh (Eds.), *The psychology of action:* *Linking cognition and motivation to behavior* (pp.313—337). New York: GuilfordPress.

Fredrickson, B.L., Cohn, M.A., Coffey, K.A., Pek,J., & Finkel, S.M. (2008). Open hearts build lives: Positive emotions, induced through loving-‐kindness meditation, build consequential personal resources. *Journal of Personality and Social* *Psychology*, 95, 1045-1062.

Hart, R., Ivtzan, I., & Hart, D. (2013). Mind the Gap in Mindfulness Research: A comparative account of the leading schools of thought. *Review of General* *Psychology, 17(4),* 453-466.

Howels, A., Ivtzan, I., & Eiroa-Orosa, F.J. (2016). Putting the ‘app’ in Happiness: A randomised Controlled Trial of a Smartphone-Based Mindfulness Intervention to Enhance Wellbeing. Journal of Happiness Studies.

Ivtzan, I., & Lomas, T. (2015). Mindfulness in Positive Psychology: The Science of

Meditation and Wellbeing. London: Routledge.

Ivtzan, I., Young, T.K., Jeffrey, A.D., Martman, J.L., Hart, R., & Eiroa-Orosa, F.J. (2015).Integrating Mindfulness in Positive Psychology: A Randomised Controlled Trial of an 8-week Positive Mindfulness Programme (PMP). Manuscript submitted for publication.

Ivtzan, I., & Papantoniou, A. (2014).Yoga meets Positive Psychology: Examining the integration of Hedonic (Gratitude) and Eudaimonic (Meaning) Wellbeing in relation to the Extent of Yoga practice. Journal of Bodywork & Movement Therapies, 18, 183-189.

Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2015). Second Wave Positive Psychology: Embracing the Dark Side of Life. London: Routledge.

Ivtzan,I., Chan,C.P.L., Gardner, H.E., & Prashar, K. (2011). Linking religion and spirituality with psychological wellbeing: Examining self-‐actualisation, meaning in life, and personal growth initiative. *Journal of Religion and Health, 51,* 13-‐30.

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**Indicative learning and Activity teaching time**

|  |  |
| --- | --- |
| **(5 hrs per credit):** |  |
| 1. Student/lecturer | Activity (e.g. |
| interaction, some of | lectures/seminars/tutorials/workshops/studio |
| which may be online: | work/moderated online discussions, online chat etc): |

|  |  |
| --- | --- |
| 25 hrs | Lectures |
|  | Seminars |
|  | Practical workshops |
| 2. Student learning time: | Activity (e.g. seminar reading and |
|  | preparation/assignment preparation/ background |
|  | reading/ on-line activities/group work/portfolio/diary, |
|  | studio work etc): |
| 125 hrs |  |
|  | Background reading |
|  | Essay writing |
|  | Client visits |
|  | Assignment preparation |
| Total hours (1 and 2): | 150 hrs |

