University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Individual Differences in the Workplace			
Code: PSYC11007	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	E Edgerton		

Summary of Module

This module introduces the student to a number of topics within the area of individual differences that are relevant to the world of work. The module explains the methodological approach that differentiates individual differences from other fields in psychology. Each topic area begins by examining the history, definitions, theories and measurement approaches before moving on to review contemporary approaches and issues. Students will gain experience in using and interpreting a range of assessments tools to encourage their critical awareness of testing within the area of Individual Differences and the ethical considerations involved. Throughout the module there is an emphasis on the importance of research to support an understanding of the controversies in the field and ways in which these controversies may be resolved. All of the topic areas will be supported by workshops consisting of a range of activities that focus on developing a critical understanding of contemporary research from the psychology of work. At the end of this module, students will have become autonomous, research-minded, critical thinkers. In addition, they will be knowledgeable problem solvers.

Purpose and Scope of the module
- Introduction to the psychology of individual differences
- Measurement and methodology in individual differences research
- Personality: definitions, theoretical approaches, measurement, the trait approach and the five factor model, the person-situation debate and interactionism
- Intelligence (including emotional intelligence): concepts, context, definitions, theories and relevance to workplace, assessment (Factor analysis, tests, factors influencing test performance, test and the workplace)
- Individual differences, employment and career choice

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate Demonstrate an advanced critical understanding of the different psychological theories concepts and principles used to understand individual differences in the area of intelligence
L2	Demonstrate an advanced critical understanding of the different psychological theories concepts and principles used to understand individual differences in the area of personality
L3	Demonstrate a critical awareness of current issues in the application of psychometric assessment tools in the workplace
L4	Demonstrate an extensive, detailed and critical knowledge and understanding of the psychology of individual differences to the individual within the workplace
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **11** A critical understanding the development of the trait approach to personality A critical understanding of a range of perspectives of motivation A critical understanding of the development of the construct of emotional intelligence. A critical awareness of current issues in psychometric testing in the workplace

2

Practice: Applied Knowledge and Understanding	SCQF Level **11** Usie a range of assessment tools covering the areas of personality, motivation and emotional intelligence and applying these within a work context
Generic Cognitive skills	SCQF Level **11** Apply critical analysis, evaluation and synthesis to current issues relating to individual differences in the workplace Critically review research-based evidence from a variety of sources
Communication, ICT and Numeracy Skills	SCQF Level **11** Communicate information effectively using appropriate methods, to different audiences. Undertake critical evaluations of statistical and graphical data. Use a range of ICT applications to support and enhance work in areas such as information retrieval and data analysis and presentation.
Autonomy, Accountability and Working with others	SCQF Level **11** Exercise substantial autonomy and initiative in conducting a range of tasks and activities. Take responsibility for identifying and addressing their own learning needs in both current and new areas. Demonstrate the application of information which draws on a critical reflection of their own and others' roles and responsibilities.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12

Tutorial/Synchronous Support Activity	24
Independent Study	164
	200 Hours Total

Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Christiansen, N.D. and Tett, R.P. (Eds.) (2013). Handbook of Personality at Work. Routledge. Cooper, C. (2015). Intelligence and Human Abilities: Structure, Origins and Applications. Routledge Maltby, J, Day, L. and Macaskill, A. (2022). *Personality, Individual Differences and Intelligence* (5th ed.). Harlow: Pearson Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. For the purposes of this module, academic engagement equates to the following:

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology and Social Work
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Psychology PG
Moderator	G Inglis
External Examiner	J Bohan
Accreditation Details	BPS
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 - Individual portfolio worth 50%
Assessment 2 - Individual Research Poster worth 50%
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Portfolio	✓		✓	✓		50	0

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**

Poster Presentation		✓	✓		✓	50	0

Combined Total for All Components	**100%**	**XX hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)