University of the West of Scotland

Module Descriptor

Session: 2023/24

<table>
<tr><td colspan="4">Title of Module: Individual Differences and Work</td></tr>
<tr><td>Code: PSYC09014</td><td>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</td><td>Credit Points: 20</td><td>ECTS: 10 (European Credit Transfer Scheme)</td></tr>
<tr><td>School:</td><td colspan="3">School of Education & Social Sciences</td></tr>
<tr><td>Module Co-ordinator:</td><td colspan="3">G Inglis</td></tr>
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Summary of Module

This module introduces the area of individual differences that are relevant to the workplace. The topics covered are personality, , emotional intelligence and ability testing. The module will draw on some material covered at earlier levels however, the focus here is to explore these areas in detail by introducing new concepts and methodologies that can be adopted and applied within a work context to provide a critical, psychological understanding of the individual. The module highlights the methodological approach that differentiates the area from other fields in psychology. Each topic area will begin by examining definitions and measurement approaches before moving on to review relevant issues. The topic of personality will focus on the trait approach, the issue of consistency and the utility of the psychometric approach. The topic of group working and how this relates to personality and work performance will also be addressed. The section on emotional intelligence will review different conceptualisations such as trait versus ability and its applications in real-world situations in the workplace. Finally, ability testing will consider contemporary debates on the nature of intelligence and the relevance of these to work-related abilities. In all of the topic areas, there will be a focus on contemporary research from the psychology of work. The format and content of this module facilitates the learning of a range of skills important to potential employers. These skills include: self-reflection, verbal presentations, group poster presentation, seminar discussions and negotiating skills. Students will be autonomous, research-minded and collaborative critical thinkers.

- To develop students' understanding of key aspects of individual differences, including personality and intelligence.

- To develop students' understand of the role of psychometrics in measuring individual differences in personality, emotional intelligence and cognitive ability.

- To develop students' understanding of how individual differences are relevant to the workplace.

- To support students in developing key graduate attributes and employability skills, including personal reflection and team working skills.

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 an awareness of the characteristics and rationale behind the study of individual differences.
L2	Demonstrate a critical appreciation of the different psychological perspectives and methodologies used to understand individual differences.

L3	Demonstrate a critical understanding of the applications of psychometric assessment tools.
L4	Critically evaluate the application of the psychology of individual differences to our understanding of 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 **9** Understand the development of the trait approach to personality Understand different approaches to personality and intelligence testing Understand multiple perspectives of intelligence
Practice: Applied Knowledge and Understanding	SCQF Level **9** Administer and understand a personality test. Present personality data in visual and oral formats
Generic Cognitive skills	SCQF Level **9** Provide a critical appraisal of available tools used to assess personality and intelligence and the controversies surrounding this. Collate research-based evidence from a variety of sources.
Communication, ICT and Numeracy Skills	SCQF Level **9** Communicate information effectively through visual and oral presentations. Analyse and interpret statistical data using appropriate software. Make effective use of information retrieval systems.
Autonomy, Accountability and Working with others	SCQF Level **9** Work effectively in a team to produce a group-based project. Systematically identify and address their own learning needs in both current and new areas
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code: PSYC08013 PSYC08014	Module Title: Qualitative Research Skills in Psychology Quantitative Research Skills in Psychology
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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	10
Laboratory/Practical Demonstration/Workshop	14
Independent Study	126
Asynchronous Class Activity	30
Personal Development Plan	8
Choose an item.	
Choose an item.	
Choose an item.	
	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:

Maltby, J, Day, L. and Macaskill, A. (2022). Personality, Individual Differences and Intelligence (5th ed.). Harlow: Pearson

Cooper, C. (2015). Intelligence and Human Abilities: Structure, Origins and Applications. New York: Routledge

Furnham, A. (2012). The Psychology of Behaviour at Work (2nd Ed.). Hove, UK: Psychology Press (E-Book edition)

Matthews G., Deary, I.J. and Whiteman, M.C. (2009). Personality Traits (3rd ed.). Cambridge: Cambridge University Press

Raykov, T. and Marcoulides, G.A. (2011). Introduction to Psychometric Theory. New York: Routledge

(**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.

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	BSc Psychology
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Ug/Pg Psychology
Moderator	E Edgerton
External Examiner	T Fallon
Accreditation Details	BPS
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).   Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).   **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**   Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – Individual work-based portfolio weighted at 50%
Assessment 2 – Poster presentation weighted at 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)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Portfolio of written work		✓	✓	✓	50	0

Component 2						
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Demonstrations/ Poster presentations/ Exhibitions	✓	✓	✓		50	0

<u>Change Control:</u>

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)