



University of
East London

MAPPCP

Master's in Applied Positive
Psychology & Coaching Psychology



*Information sheet for prospective
students*

MAPPCP COURSE OUTLINE

(This version updated on 21st December 2018)

OVERVIEW

This unique course, the first of its kind in the world, brings together positive psychology and coaching psychology in order to create an innovative programme for people wishing to promote success and wellbeing in applied settings. This course harnesses the respective strengths of its two streams to create an exciting synthesis: from positive psychology, the course brings a strong foundation in cutting-edge theory and research relating to wellbeing; from coaching, the course features advanced training in working with clients in professional contexts. As a result, students will be well versed in the relevant scientific literature and confident in applying their knowledge and skills in practice.

MODULE OVERVIEW

The course features eight modules. Three focus on positive psychology; three develop coaching knowledge and skills; and two will support you to undertake and write up academic research. Details are as follows:

1. GC7911 Perspectives on Wellbeing (30 credits)

This core module provides a review of key theory and research in positive psychology, outlining constructs that are central to the field, including eudaimonic and hedonic wellbeing, happiness, strengths, positive emotions, optimism, self-regulation, resilience and wisdom. It also offers students the opportunity to experiment with a variety of positive psychology interventions and research tools. Reflecting on cutting-edge developments in

the field -- some led by members of the team at UEL -- the module also introduces the 'second wave' of positive psychology, in which students are invited to think critically about conventional perspectives on happiness and wellbeing.

2. GC7912 Multidimensional Flourishing (15 credits)

This core module presents a multidimensional model of wellbeing that helps conceptualise the scope and remit of positive psychology. The Layered Integrated Framework Example (LIFE) model identifies four key ontological domains: Mind (psychological processes and experiences); Body/brain (physiology and behaviour); Culture (intersubjective worldviews, values, and relationships); and Society (structural and systemic aspects of human networks). The model is a 'metatheoretical' framework that allows students to situate existing theory and research according to these four domains. Furthermore, the module introduces applied interventions to enhance wellbeing in each of these domains.

3. GC7913 The Search for Something Higher (15 credits)

Is happiness enough for a good life? Is merely feeling good an adequate measure of someone's quality of life? This module investigates the deeper aspects of wellbeing by deconstructing 'eudaimonia'. It offers a personal investigation of topics such as: flow, mindfulness, meaning in life, spirituality, and passion. This module contextualises these topics in positive psychology and enables transformative self-exploration.

4. GC7914 The Practice of Evidence-based Coaching (30 credits)

This core module provides students with an informed perspective of theoretical models underpinning effective coaching practice. The course covers humanistic, behavioural and cognitive-behavioural approaches to coaching. The module will support students to develop the practical skills of coaching, learn about conversational frameworks and explore the concept of “a way of being”. The module provides a balance of theory and practice and involves group work and coaching triads.

5. GC7915 Coaching in Professional Contexts (15 credits)

This is the start of a more in-depth consideration of coaching practice that can ultimately lead to professional accreditation. It will explore different applications of coaching across a range of contexts and provide some additional advanced tools and theories to underpin professional practice.

6. GC7916 Developing a Professional Coaching Practice (15 credits)

This module provides further support for personal accreditation with a chosen professional body. To support students to take their coaching practice to the next level, advanced linguistic and creative approaches to coaching are explored. Students will be able to select from a wide range of tools to work with clients in a personalised way.

7. GC7917 Research Methods and Dissertation 1* (30 credits)

The aim of this module is to provide a comprehensive introduction to research design and methodology at Master’s level to facilitate conducting your own research project. Students are presented with lectures on research design incorporating the philosophy of science and

the practical aspects of preparing for and conducting research. Both quantitative and qualitative approaches are considered alongside their practical application.

8. GC7918 Research Methods and Dissertation 2* (30 credits)

The aim of this module is to provide expert support for the students during their dissertation project. The module provides information about the dissertation's structure, aims, methodology, and design. In addition, issues such as ethics and choosing a journal for submission are discussed, and instruction on data analysis methods are provided. The intention of this module is to provide students with a structure to support progress with their dissertations.

*Research methods modules are provided through blended learning.

MAPPCP ACADEMIC TEAM

Dr Jolanta Burke – Senior Lecturer in Applied Positive Psychology [On maternity leave for this academic year]

Dr Andrea Giraldez-Hayes – Senior Lecturer in Coaching Psychology and Programme Leader for MAPPCP

Rosie Hancock – Lecturer in Applied Positive Psychology and Co-Leader for Module GC7911 (Perspectives on Wellbeing)

Dr Rona Hart – Senior Lecturer in Applied Positive Psychology, and Module Leader for GC7913 (The Search for Something Higher) and for Research Methods

Dr Kate Hefferon – Honorary Reader in Applied Positive Psychology

Dr Itai Ivztan – Honorary Senior Lecturer in Applied Positive Psychology

Hanna Kampman - Lecturer in Applied Positive Psychology and Co-Leader for Module GC7911 (Perspectives on Wellbeing)

Dr Tim Lomas – Senior Lecturer in Applied Positive Psychology, and Module Leader for GC7912 (Multidimensional Flourishing)

Julia Papworth. Lecturer in Coaching Psychology and Module Leader for GC7914 (Evidence Based Coaching)

William Pennington – Senior Lecturer in Coaching Psychology, and Module Leader for GC7915 (Coaching in Professional Contexts) and GC7916 (Developing a Professional Coaching Practice)

Pradnya Surana – Lecturer in Applied Positive Psychology

Prof Christian van Nieuwerburgh – Professor in Coaching and Positive Psychology

MAPPCP STUDENT EXPERIENCE TEAM

Cecilia Yardley – Academic Advisor and Programme Leader Deputy

STRUCTURE

The following timetables show the MAPPCP programme structure for full-time on campus students, and for part-time distance learning students. The MAPPCP timetable (supplied separately) shows details of teaching times and assignment submission dates.

For students following the on-campus programme, all teaching takes place during intensive weekends (Friday, Saturday and Sunday), involving approximately one weekend per month.

Students take 60 credits per semester (term), with two taught semesters per academic year.

On Campus (Full-time) Starting October 2018

Module name	Code	Credits	Core/ Optional	Sem* A	Sem B	Sem A
A: Perspectives on wellbeing	GC7911	30	Core			
B: The practice of evidence-based coaching	GC7914	30	Core			
C: Multidimensional flourishing	GC7912	15	Core			
D: The search for something higher	GC7913	15	Optional			
E: Coaching in professional contexts	GC7915	15	Core			
F: Developing a professional coaching practice	GC7916	15	Optional			
G: Research methods 1 (proposal)	GC7917	30	Core			
H: Research methods 2 (dissertation)	GC7918	30	Core			

*Sem = Semester/Term

On Campus (Full-time) Starting January 2019

Module name	Code	Credits	Core/ Optional	Sem* B	Sem A	Sem B
A: Perspectives on wellbeing	GC7911	30	Core			
B: The practice of evidence-based coaching	GC7914	30	Core			
C: Multidimensional flourishing	GC7912	15	Core			
D: The search for something higher	GC7913	15	Optional			
E: Coaching in professional contexts	GC7915	15	Core			
F: Developing a professional coaching practice	GC7916	15	Optional			
G: Research methods 1 (proposal)	GC7917	30	Core			
H: Research methods 2 (dissertation)	GC7918	30	Core			

*Sem = Semester/Term

For distance learning students, the programme follows the same general schedule but is entirely online. Students take 30 credits per semester with two taught semesters each year.

Distance Learning (Part-time) Starting October 2018

Module name	Code	Credit	Core/ Optional	2018/19 Sem* A	2018/19 Sem B	2019/20 Sem A	2019/20 Sem B	2020/21 Sem A	2020/21 Sem B
A: Perspectives on wellbeing	GC7911	30	Core						
B: The practice of evidenced-based coaching	GC7914	30	Core						
C: Multidimensional flourishing	GC7912	15	Core						
D: The search for something higher	GC7913	15	Opt						
E: Coaching in professional contexts	GC7915	15	Core						
F: Developing a professional coaching practice	GC7916	15	Opt						

G: Research methods 1 (proposal)	GC7917	30	Core						
H: Research methods 2 (dissertation)	GC7918	30	Core						

Distance Learning (Part-time) Starting January 2019									
Module name	Code	Credit	Core/Optional	2018/19 Sem B	2019/20 Sem A	2019/20 Sem B	2020/21 Sem A	2020/21 Sem B	2021/22 Sem A
A: Perspectives on wellbeing	GC7911	30	Core						
B: The practice of evidenced-based coaching	GC7914	30	Core						
C: Multidimensional flourishing	GC7912	15	Core						
D: The search for something higher	GC7913	15	Opt						
E: Coaching in professional contexts	GC7915	15	Core						
F: Developing a professional coaching practice	GC7916	15	Opt						
G: Research methods 1 (proposal)	GC7917	30	Core						
H: Research methods 2 (dissertation)	GC7918	30	Core						

SUGGESTED READING

Biswas-Diener, R. (2010). *Practicing Positive psychology coaching*. New Jersey: John Wiley & Sons.

Cox, E., Bachkirova, T. & Clutterbuck, D. (2014). *The Complete Handbook of Coaching*. 2nd edn. London: Sage.

Lomas, T., Hefferon, K., & Ivtzan, I. (2014). *Applied Positive Psychology: Integrated Positive Practice*. London: Sage.

Lyubomirsky, S. (2008). *The how of happiness*. London: Sphere. USA: Atria books.

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

Whitmore, J. (2009). *Coaching for Performance: GROWing Human Potential and Purpose: The Principles and Practice of Coaching and Leadership*. 4th edn. London: Nicholas Brealey.

Reading strategy:

We recommend starting out with just one positive psychology text book, and one coaching text book from this list above. These foundational texts are available in the UEL library (in printed and digital formats).

We provide significant amount of literature on the course which is available free of charge and therefore we do not recommend purchasing more than one or two text books for the entire course.

FAQs

1. What are the entry requirements?

We require applicants to have an undergraduate degree. This could be from any discipline, not necessarily psychology, but preferably from a social science discipline.

The grade we require is 2.1, however exceptions in relation to the grade can be made if the applicant can demonstrate sufficient experience in positive psychology and/or coaching.

There is no interview requirement for MAPPCP.

Please note that the programme relies heavily on academic skills acquired in the undergraduate degree, such as academic writing, capacity to conduct academic research, statistics knowledge, managing database searches, using academic IT environment (such as moodle) and using software (such as SPSS). Therefore, we regret to say that we cannot admit students without an undergraduate degree.

For further information on entry requirements, please contact applicant enquiries at:

Tel: +44 (0)20 8223 3333; email: study@uel.ac.uk.

2. When do applications open and close?

Applications are open throughout the year for January or September courses entries.

Applications for the September entry end in **June**, and applications for January entry end in **November**. **Please apply early** to avoid delays, since late entries will not be admitted to the course once the programme has started.

3. How much does the course cost?

The fees are stated on our website.

Please click on the following Link to view the fees for the on-campus programme:

<https://www.uel.ac.uk/Postgraduate/Courses/MSc-Applied-Positive-Psychology-and-Coaching-Psychology>

Please click on the following Link to view the fees for the distance learning programme.

<http://www.uel.ac.uk/Postgraduate/Courses/MSc-Applied-Positive-Psychology-and-Coaching-Psychology-by-distance-learning>

Notes:

The fees increase every year by the rate of inflation.

The fee shown on the website for the full-time course is for 180 credits.

The fee shown on the website for the part-time and distance-learning programmes are per 30 credit modules.

The total fee for the entire Msc programme, for the on-campus (UK/EU students) and distance learning routes is the same.

4. Does MAPPCP accept international students?

Yes, for both September and January start dates. For all queries regarding international admissions and studying, please contact the International Office at: Tel: +44 (0)20 8223 2805; email: international@uel.ac.uk.

5. Does the distance learning option require any attendance?

No. Attendance is not required with the distance learning option and all teaching is provided through on-line video lessons and live webinars.

6. Is it possible to take only positive psychology or the coaching modules?

No, this is not possible. Since this is a combined course and both elements need to be studied.

7. Do I have to do the full MSc, or is it possible to receive a certificate or diploma?

Yes, the programme offers two intermediate awards:

1. **A Postgraduate Certificate in Applied Positive Psychology and Coaching Psychology** which is awarded following the successful completion of 60 credits (comprising 'Perspectives on wellbeing' and 'The practice of evidence-based coaching').

2. A Postgraduate Diploma in Applied Positive Psychology and Coaching Psychology

is awarded for achieving 120 credits for all the non-research modules ('Perspectives on wellbeing', 'Multidimensional Flourishing', 'The Search for Something Higher', and 'The practice of evidence-based coaching', 'Coaching in Professional Contexts' and 'Developing a professional coaching practice').

If you wish to take one of these intermediate awards, please apply to the MSc programme, and once accepted, email the programme leader to request to exit with the Postgraduate Certificate or the Postgraduate Diploma. Please ensure to make this request well before teaching starts.

8. Is MAPPCP recognised by any professional associations?

MAPPCP is not currently associated with any professional body. As a postgraduate programme from a British University, the MSc degree is recognised within the UK as well as internationally. Students who complete the MSc are eligible to continue their studies towards a PhD.

Students who complete MAPPCP would be eligible to apply for professional recognition from a number of professional associations (e.g. Association for Coaching, European Mentoring and Coaching Council and the International Coaching Federation).

We encourage students to select a professional body at the start of the programme that fits with their plans as a professional coach and location. During the programme you can then create your portfolio for the accrediting body, at the same time as

completing assignments. Some elements of the modules will relate specifically to accreditation but not necessarily about specific bodies.

9. How are classes offered to distance learners? If I take the Distance Learning (DL) course, do I have to attend classes on campus or virtual 'live' sessions?

No attendance is required from DL students. All classes are recorded and shown on the digital learning platform (Moodle) so they can be accessed at your convenience.

In most cases, videos will be offered at least a week before class teaching unless recorded in class in which case they will be offered a few days *after* the class teaching. This is for quality control and editing. All other teaching materials (such as PowerPoint slides, exercises, literature lists) will be offered about a week prior to the teaching day.

In most modules, there are some sessions where you will have the opportunity to interact 'live' virtually with students and lecturers, however, these are not offered in all modules, and are not compulsory, and we understand that some students may not be able to participate in these sessions due to time-zone differences.

All supervision and tutoring sessions are virtual, and most are held on Fridays (see timetable) though if you cannot attend these Friday sessions you can arrange them individually at a time to suit you. The arrangements are generally very flexible. We currently have students around the world, and time difference is not a barrier to their participation.

All students are assigned to students' study groups from the outset and we do our best to assign students to these groups in accordance to their time zones and modules that they are taking.

Please note however that despite all the above provision, the DL route, by its very nature, is more flexible than the on-campus course, and requires the most independent learning, that is conducted on one's own. Please take this into account when considering the DL option.

10. It is stated above that Research methods modules are provided through a blended learning approach. What does this entail?

The blended learning approach provides a mixture of pre-recorded videos, and virtual and on campus sessions. In our research methods sessions, students are provided with a series of pre-recorded video lectures which they are required to watch before attending research methods tutorials. The tutorials are provided both on campus and virtually and students can choose whether they wish to attend tutorials on campus or online. The tutorials are geared to offer hands-on instruction and support on topics that are relevant to students' research projects, and therefore are student led.

11. How many hours of teaching are there per Semester? What is a realistic time commitment required for the course beyond attending lectures?

There are approximately 20-25 hours teaching time for a 15 credit module, and 40-48 hours of teaching in 30 credit modules. As noted above these sessions are delivered in an executive style of delivery involving attendance on weekends once every three weeks (see teaching dates in the MAPPCP timetable document).

You are also expected to devote time beyond class attendance for self-study (reading, practicing, preparing assignments), as well as for meeting your supervisor or academic advisor and group. We estimate that this amounts to 12 hours per week for a 30 credit module. Coaching and research methods modules are likely to require more than this. Please note that this programme requires significant self-study.

Therefore, if you were to take the part-time or distance-learning option, Term 1 involves one 30 credit module - Perspectives on Wellbeing. Thus, there would be 40 hours of lectures during the term. You will also need to devote approximately 12 hours per week for self-study and other activities. Altogether, this amounts to about 14 hours per week on average.

The full-time programme therefore requires about 30 hours per week on average.

12. Would you recommend embarking on the course while working?

MAPPCP is a highly demanding course in terms of the time required to complete its modules and prepare the submissions. See the time assessment provided above.

We do not recommend working (full-time or part-time) alongside taking the full-time course. We strongly recommend that students who take the full-time course take time off from employment for the duration of the course.

For students who are employed part time, we recommend taking the course through distance learning.

13. What are the assessments for the course?

Perspectives on Wellbeing – GC7911– a personal portfolio (approx. 5,000 words): a reflective exercise in which you will try out positive psychology interventions on yourself and report on the experience.

Multidimensional Flourishing – GC7912 - a case study consultancy project (approx. 2,500 words plus a slideshow presentation): producing a report on ways to resolve an organisational problem presented to you as a case study.

The Search for Something Higher – GC7913 - an essay (approx. 2,500 words) on a topic of the students choosing (that relates to the topics discussed in the module: mindfulness, spirituality or meaning).

The Practice of Evidence-based Coaching – GC7914 - undertake 20 hours of coaching and write reflective logs about the coaching practice, and submit a 30-minute video of your coaching practice

Coaching in Professional Contexts – GC7915 - undertake 10 hours of coaching in a professional context utilising personality theory and/or a psychometric tool and complete a critical coaching log. Create a professional development plan for your coaching practice that utilises a professional competency model.

Developing a Professional Coaching Practice – GC7916 - undertake 10 hours of coaching and critically reflect on a 20 minutes transcribed section of a session that demonstrates the use of advanced linguistic approaches to coaching and create a personal development plan that critically evaluates your coaching performance and creates a plan to either achieve professional accreditation and/or successfully apply your coaching practice in a professional context.

Research Methods 1 – a research proposal – GC7917 - (approx. 5,000 words): a proposal for an original piece of research, including literature review, methodology, and ethical protocol.

Research Methods 2 – a journal article – GC7918 - (approx. 8,000 words): a write-up of the research that that was undertaken following the proposal, produced in the form of a journal article.

14. Is there a requirement for taking a placement in MAPPCP?

MAPPCP does not require undertaking a placement.

15. Are there opportunities for internships in MAPPCP?

MAPPCP offers opportunities for voluntary internships. These can be brief and last a few days or long and last several months. Some internships involve working alongside MAPPCP lecturers and assisting them in their research projects, and others involve working with partner organisations in delivering positive psychology training or coaching.

16. Is it possible to get an exemption for modules (in coaching or positive psychology) completed at another university?

It is possible to get an exemption on earlier studies and transfer credits to MAPPCP. However, the modules that you have completed in another university have to match MAPPCP modules in terms of contents, level, credits, learning aims, and assessment type.

Please note the following:

- An exemption can only be considered after an applicant has been accepted to the programme.
- Once accepted, you will be asked to provide the relevant documents, which will be reviewed by staff in order to ascertain whether an exemption is due.
- Gaining an exemption is a lengthy process that can take 8-10 weeks to complete, therefore please apply early so that this process can be completed before teaching starts.
- Exemptions from research methods modules cannot be given for Msc dissertations completed in other universities.

17. What is the career destination of graduates?

Two cohorts of MAPPCCP have graduated so far, and these cohorts had a large number of mature graduates (age 30+) who mostly remained in their careers in education, HR, training, social work, health, and charity. Some of these graduates have reported changing roles or industries, and others reported advancing to middle management. About 20% have launched a coaching practice or gained a position of an internal coach in their companies, and a group among them have partnered to create a Positive Psychology training company.