

## MSc Applied Positive Psychology and Coaching Psychology (MAPPCP)

Course Aim and Title	MSc Applied Positive Psychology and Coaching Psychology
Intermediate Awards Available	PGCert Applied Positive Psychology and Coaching Psychology, PGDip Applied Positive Psychology and Coaching Psychology
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	
UEL Academic School	Psychology
UCAS Code	
Professional Body Accreditation	EMCC
Relevant QAA Benchmark Statements	EMCC coaching core competencies and standards for European Quality Award (EQA)
Additional Versions of this Course	Distance learning FT and PT
Date Specification Last Updated	April 2019

### Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

Demonstrate detailed knowledge of several areas and/or applications of Positive Psychology and Coaching Psychology, some of which are at the cutting edge of research in the disciplines.

Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.

Communicate ideas and research findings by written, oral and visual means.

What you will learn:

Knowledge

Comprehensive and systematic knowledge of concepts, theories and research in the fields of positive psychology and coaching psychology;

Awareness of the pertinent social, economic, political, historical and philosophical issues and the wider context of positive psychology and coaching psychology;

Critical awareness of current issues, debates and new insights within positive psychology and coaching psychology.

#### Thinking skills

Ability to critically evaluate current research and literature within the positive psychology and coaching psychology disciplines;

Abstraction, analysis and synthesis: evaluation of concepts at a meta-level, capability to identify assumptions, evaluation of statements with regard to evidence, detecting false logic or reasoning, identification of implicit values, appropriate generalisation, meaningful integration of facts and inferences;

Applying effective problem solving and effective decision-making to real life and research situations, taking into account the complexity and intricacies of the context.

#### Subject-Based Practical skills

Proficiency in using various positive psychology and coaching psychology questionnaires and measures;

An awareness of and understanding of ethical constraints associated with application of positive psychology and coaching psychology interventions;

Knowledge, understanding, skills and experience needed to carry out research into positive psychology and coaching psychology areas.

#### Skills for life and work (general skills)

Critical reflection on one's own practice, learning and experience;

Enhanced ability to work both individually and collaboratively;

Transferable skills of oral and written communication at a level appropriate for a professional readership/audience.

#### Learning and Teaching

Knowledge is developed through

Lectures, seminars and workshops;

Individual study time (including reading);

On-line WebCT discussions.

Thinking skills are developed through

Lectures;

Reflecting on practical exercises;

Peer study groups;

Preparation and production of assignments and evaluation

Practical skills are developed through

Workshops and individual and group exercises;

Research methods sessions and dissertation;

Consultancy project

Skills for life and work (general skills) are developed through

Interaction with peers during practices

Planning activities with feedback

Online discussions

Academic writing

#### Assessment

Knowledge is assessed by

Essays;

Blogs;

Reflective portfolio.

Thinking skills are assessed by

Essays;

Blogs;

Journal-ready article.

Practical skills are assessed by

Reflective portfolio;

Consultancy project;

Recorded coaching sessions

Skills for life and work (general skills) are assessed by

Demonstration of effective oral and written communication;

Reflective portfolio;

Consultancy project.

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

### Work or Study Placements

Our postgraduate course in Applied Positive Psychology and Coaching

Psychology is designed to enhance employability and students' career prospects.

There is no formal placement system on the course, but students are encouraged

to undertake relevant voluntary work or use positive psychology and coaching

psychology principles to develop practices within their existing

workplace. It is desirable that the Positive Consultancy Project (an assessment for

the 'Flourishing within organisational systems' module) is case study based, although this is not essential.

It is the student's responsibility to find a host organisation, though members of the course team may offer some help through their own network of contacts

outside.

### Course Structure

The course is comprised of 6 modules, totalling 180 credits. There are 2 positive psychology modules (totalling 60 credits), 2 coaching psychology modules (totalling 60 credits), and 2 research methods modules (totalling 60 credits). These are:

Perspectives on individual wellbeing (Mental Wealth) (Core Module: 30 credits)

Flourishing within organisational systems (Optional Module: 30 credits)

Positive leadership and professional coaching (Core Module: 30 credits)

Coaching theory and practice (Core Module: 30 credits)

Research in positive psychology and coaching psychology I (Core Module: 30 credits)

Research in positive psychology and coaching psychology II (Core Module: 30 credits)

The course has two modes of delivery (OC & DL), which mirror each other (students take the equivalent modules at the same time over the different streams).

The Distance Learning and Campus-based modules are identical in terms of learning outcomes and content and will be delivered in parallel. There will be opportunities for Distance Learning and Campus-based students to interact with one another through our Virtual Learning Environment. Distance Learning students will receive additional materials to support their study, including readings and pre-recorded videos of lectures and related content. OC & DL students will complete the same assignments, with minor variations (e.g. deliver a 15-minute presentation in class (OC) vs. deliver a 15-minute presentation through Skype) highlighted in module handbooks.

On campus, opportunities to practice skills and experiment with interventions will be built into the teaching days. Distance Learning students will be expected to undertake this practice within their own contexts and will have opportunity to share their experiences with other students (both Distance Learning and Campus-based) who are taking the same module.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>	<b>Core/Option</b>	<b>Available by Distance Learning? Y/N</b>

7	GC7920	Perspectives on individual wellbeing (Mental Wealth)	30	Core	Y
7	GC7921	Coaching theory and practice	30	Core	Y
7	GC7922	Flourishing within organisations	30	Optional	Y
7	GC7923	Research in PP and CP 1	30	Core	Y
7	GC7924	Coaching theory and practice	30	Core	Y
7	GC7925	Research in PP and CP 2	30	Core	Y

*Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

An optional module may in some instances also be selected from modules offered on a different programme, subject to prior agreement of the course leader associated with the student's named award.

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

#### Course Specific Regulations

No exemptions or variations in regulations

#### Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

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The duration of this course is one calendar year full-time if enrolment is in September or January, and two calendar years part-time. The time limit for completion of a course is four years after first enrolment on the course.

#### Further Information

More information about this course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

No additional costs

#### Alternative Locations of Delivery

No alternative locations of delivery