Programme Handbook:
Applied Positive Psychology
(MSc and PgCert/PgDip)
2021-2022

BUCKINGHAMSHIRE NEW UNIVERSITY
EST. 1891

Contents

Introduction

This handbook has been specially tailored to your individual programme of study. It includes information about your programme, its structure and the staff that you will meet and is intended to provide you with answers to many of the questions you may have about studying on your PgCert/PgDip/**MSc Applied Positive Psychology** (abbreviated **MAPP**) course.

We understand how important it is to you that you have opportunities to come into campus for teaching and learning and to meet and learn with other students. Safety remains our key priority, and with current Government guidelines in mind, we are working hard to provide you with our full offering of learning choices as quickly as possible. As you can imagine, this is taking us a little longer than usual to work out.

We are planning for all students to have full face-to-face teaching options this academic year as they did before the pandemic. However, we will follow all government guidance and are prepared to adapt teaching as needed while ensuring that your learning isn't compromised.

The number of in person hours of contact will differ between student groups, depending on the course you are studying. You will be provided, through a combination of in-person and online opportunities, with all the classes, guidance and support you need to engage in your learning experience. As the MAPP is already an FDL (flexible & distributed learning) course, you will be provided with a variety of opportunities and platforms for learning - individually, in pairs or small groups, and with your class – to suit your personal needs.

Your Programme of Study

Welcome to Buckinghamshire New University's MSc (or PgCert/PgDip) in Applied Positive Psychology (MAPP). The programme is offered by the Department of Psychology within the School of Human & Social Sciences.

Positive psychology is an internationally recognised sub-discipline of psychology that focuses on the scientific study of what makes people, groups and institutions flourish. As positive psychology is still a relatively 'young' discipline, a large part of the current body of work focuses on the early stages of the 'research cycle', comprising the theorising of the nature of human happiness, wellbeing, and flourishing, and the implications for positive development. Positive psychology seeks to work to the professional and ethical standards of psychology generally, as well as grounding its exploration and findings in the scientific method.

The course aims to develop you as reflexive practitioners in professional and organisational settings with the knowledge and skills to facilitate positive change for yourself, or your current or future client group(s). The focus of the course for you will be in developing a leading-edge of expertise in positive psychology along with developing an understanding of the principles, values and norms of being a socially responsible social scientist. In Year 1 of the programme, the Postgraduate Certificate (PgCert)

stage, you will undertake core modules in different aspects of positive psychology. In Year 2, the Postgraduate Diploma (PgDip) stage, there is an increased focus on applying and evaluating positive psychology in professional settings, and critically exploring models of change in the context of broader models of human development.

Alongside the Year 2 modules (or, if you choose, Year 3), you will undertake a substantial independent project for your dissertation (the MSc stage). This may take the form of an empirical study or a community or work-placed project that allows you to actively combine a critical theoretical analysis with reflexive experiential work. The MSc dissertation can also be studied in a third year.

We wish you every success on the MAPP and in all your engagements with this educational and professional community.

Programme Aims, Learning Outcomes and Structure

For details of your Programme Aims and Learning Outcomes and a table showing how your programme is structured, please find your course on the website at www.bucks.ac.uk and access the Programme Specification.

Programme Aims

The MSc Applied Positive Psychology (MAPP) programme subsumes the Postgraduate Certificate (PgCert) in Applied Positive Psychology and the Postgraduate Diploma (PgDip) in Applied Positive Psychology.

The main educational aims of the **Postgraduate Certificate (PgCert)** in Applied Positive Psychology are to:

• Introduce and explore the primary theories and research in positive psychology, and their inter-relationships.

• Provide structured opportunities through which students may explore and apply positive psychology theories and research within these selected areas.

• Coach students in their exploration and application of the primary research and theories of positive psychology in these four selected areas in their personal lives and professional contexts.

• Identify where existing research and theories may be built upon and extended.

• Provide students with the skills necessary to understand the development of positive psychology interventions in order to promote individual and group wellbeing.

In addition to the above, the main educational aims of the **Postgraduate Diploma (PgDip)** in Applied Positive Psychology are to:

• Provide opportunities for students to critically explore models of change (processes and their effect) available within the practice of applied positive psychology.

- Provide students with a critical understanding of a range of qualitative and quantitative research methods and skills typically used in positive psychology and the development and evaluation of interventions.

- Provide opportunities for students to work collaboratively and reflectively in the development, delivery and evaluation of positive psychology interventions.

- Identify and determine where positive psychology theories, methods and research may be used within groups and organisations.

In addition to the above, the main educational aims of the **Masters (MSc)** in Applied Positive Psychology are to:

- Provide the opportunity for students to critically evaluate published literature on a chosen topic within positive psychology.

- Provide the opportunity for students to conduct, under supervision, a substantial independent dissertation project on a chosen topic within positive psychology.

- Provide the students the opportunity to develop a self-awareness and ability to work as a reflective practitioner/researcher.

Programme Learning Outcomes

On successful completion of the **Postgraduate Certificate (PgCert)** in Applied Positive Psychology the students will be able to:

- Critically evaluate psychological theory and research on the concepts of flourishing, wellbeing, happiness, human strengths, positive subject emotions, hope and resilience.

- Demonstrate a critical understanding of how positive psychology may be applied to individual development.

- Demonstrate a critical understanding of the potential place, use and contribution of positive psychology in an individual, group and/or organisational context.

- Undertake structured personal and professional developmental activity in four selected areas of positive psychology focused on the growth of their personal wellbeing.

In addition to the above, on successful completion of the Postgraduate Diploma (**PgDip**) in Applied Positive Psychology the students will be able to:

- Critically evaluate models of change (process and their effect) available within the practice of applied positive psychology.

- Critically understand and demonstrate a range of qualitative and quantitative research methods and skills used in positive psychology.

- Identify, develop, conduct to professional and ethical standards and critically assess positive psychology interventions which promote individual, group and/or organisational wellbeing.

- Demonstrate a reflective capacity to identify and systematically grow or develop aspects of positive psychology.

- Demonstrate an understanding of how positive psychology interventions may be ethically and professionally made with specific client and/or organisational groups.

In addition to the above, on successful completion of the **Masters (MSc)** in Applied Positive Psychology the students will be able to:

- Critically evaluate psychological theory and research on a chosen topic within positive psychology, with a view to identifying a specific research question or problem to be addressed.

- Conduct, under supervision, an independent piece of empirical research or a problem-based learning dissertation on this topic demonstrating a mastery of the subject area.

Programme Structure

The full MAPP programme is offered part-time over two* academic years as shown below:

Year 1		Module	Credit value
Semester 1	1	PS726: *Introduction to Positive Psychology: Happiness, Wellbeing, and Flourishing*	15 credits
	2	PS727: *Strengths-Based Development and Engagement*	15 credits
Semester 2	3	PS728: *Positive Subjective Emotions and Experience*	15 credits
	4	PS729: *The Psychology of Hope and Resilience*	15 credits

Year 2*		Module	Credit value
Semester 1	5	PS737: *Positive Psychology in Practice*	15 credits
	6	PS738: *Applied Research Skills*	15 credits
Semester 2	7	PS731: *The Journey of Change*	15 credits
	8	PS739: *Data Analysis & Interpretation*	15 credits
Semesters 1 & 2+	9	PS740: *Postgraduate Dissertation* **(MSc students only)** (+ continues over summer – late Aug/early Sep submission)	60 credits

PgCert — Year 1
PgDip — Years 1 & 2 (taught modules)
MSc* — all modules including Dissertation

The PgCert award (60 credits) comprises the four taught modules in Year 1. The PgDip award (120 credits) comprises all eight taught modules across Year 1 and Year 2 (i.e., excluding the Dissertation).

The MSc in Applied Positive Psychology (180 credits) comprises all taught modules plus a 60 credit Dissertation project/module spanning Year 2* and the following summer (submission of dissertation late August or early September). Students are encouraged to think about possible dissertation topics early in the programme to allow ideas to be developed and refined.

*Note that there is an option to undertake the dissertation in a third year instead of alongside the taught modules in the 2nd year. The decision to transfer to the '3-year track' should be made in consultation with the Course Leaders, and will need to be arranged by the beginning of Semester 1 in Year 2.

How your programme is taught

The programme is delivered as 'flexible and distributed learning' (FDL), which is a unique combination of online/distance learning and blended/face-to-face weekend workshops, from which students can choose according to their needs and schedule.

Online/Distance Learning – Content

Most of the time, your learning will be independent/self-paced, or 'distance' learning. The **online component** draws on the use of the University's 'virtual learning environment' (VLE) – Blackboard (Bb) – which is accessible via any web-browsing device (see below). Learning materials including pre-recorded 'lecture' presentations and supplementary reading, videos, etc. will be uploaded to this VLE once a month in 'Part' folders, approximately 2 weeks prior to the weekend workshops, and can be accessed at the students' convenience. Students will have access to a Discussion Board for each module through which students can pose questions, share relevant information, and discuss course content together as a class and with tutors.

Weekend Workshops

One weekend a month from October – May (i.e. 8 weekends a year), we hold a full weekend workshop. Teaching at the workshops will take place between 9:30am and 4:30pm on the Saturday and Sunday of each teaching weekend. Each day will be devoted to one module (e.g., Saturday PS726 – Intro to PP: Happiness, Wellbeing & Flourishing; Sunday PS727 – Strengths) and will cover the content for that month's folder ('Part') of materials. These sessions are interactive and you are encouraged to discuss and share your thoughts with your fellow students, based around the online learning materials, personal experience, and independent reading. You will also be encouraged to support and coach your fellow students and be supported/coached by them as appropriate.

Traditionally this was **face-to-face/attendance**, though attendance was completely optional and for those unable to attend, the sessions were audio recorded for later listening. The Covid pandemic over the past year-and-a-half has necessitated a shift to online workshops. However, now that restrictions are lifting, we aim to return to the in-person workshops many of our students find so valuable. The world has changed, however, and beyond the unpredictable nature of this pandemic, our cohorts are also growing and becoming more and more international. It has become clear over the past academic year

that there is demand for 'live' online access to these workshops, and that this provides yet another choice for interaction for our students. As such, we are trying something a bit new this year, and we ask you to please bear with us as we develop this new way of learning to make our weekend workshops as inclusive and innovative as possible.

Workshops this year will be delivered, where possible, as **blended/hybrid workshops**. Most of these weekend workshops will be held at Missenden Abbey Conference Centre in Great Missenden, with some being held at the High Wycombe or Aylesbury Campuses of Buckinghamshire New University.). You will be advised of the dates and locations of the teaching weekends ahead of each academic year. We recognise that not all students will want to/be able to attend the weekend workshops in person, that some will be undertaking the programme completely 'at a distance', and the course is designed to support students wanting to study this way – **attendance (either virtually or in person) is _always optional_**. However (under normal, non-Covid conditions), all students are welcome to attend the workshops should they wish, and audio recordings of these sessions will still be made available on Blackboard for later reference for those unable to participate 'live'. You can choose to attend none, some, or all of the workshops, according to your needs.

The blended component means that although we will provide a classroom and a **classroom facilitator** (tutor who will be in the room to answer questions and help coordinate learning in the room, as well as liaise with the lecturer online and the students participating virtually) so that students can learn together and interact in person if they wish, lecturing components and class discussions will still be led mainly online and broadcast into the room. This means that those unable to physically attend can still interact with each other and students in the classroom online, and the classroom facilitator will be able to coordinate between students in the classroom and the lecturer online/the other students participating 'virtually'.

**A note on PPE/face coverings:** Although in England, at the time of writing this programme handbook, mandatory face coverings are no longer required, the University still requests that students and staff wear masks when indoors together or when not seated at a table to eat, particularly to protect anyone who may not be fully vaccinated yet. Thank you for your understanding.

Travel, Refreshments & Accommodation: If you are attending, you will need to arrange travel and accommodation yourself. Tea/coffee/refreshments and lunch are provided at Missenden Abbey over the weekend when the course is held there. Tea/coffee may be provided at the HW/Aylesbury campuses when we are teaching there, but lunch is not currently provided when workshops are on these campuses; however, these are in short walking distance of town centres and cafes, restaurants and shops are readily available. Students will need to provide their own accommodation if overnight stays are required. Missenden Abbey is a hotel as well as conference venue, and some rooms are 'set aside' for MAPP students, so please inform the staff at booking that you are a MAPP student, to access these booked rooms. Please note however that accommodation is limited and first-come, first-served, and therefore early booking is recommended to avoid disappointment. _Given the unpredictable nature of these pandemic times, also ensure you check on cancellation policies in the case of a renewed lockdown requiring we cancel all in-person teaching at short notice._

Evening Webinars

Additionally, the course tutors offer a monthly 'evening webinar' tutorial for each year-group via Blackboard (Bb) Collaborate*(*see note below*), which allows students to speak/chat with course tutors and fellow students in real time to discuss any questions regarding the course. In response to feedback, we are endeavouring to introduce more activities into these webinars, so you can expect occasional guest speakers or activities during these sessions to aid your learning of the material. These are held approximately a week-and-a-half following each weekend workshop, from 7-8.30pm UK time on a Tues or Thurs evening (depending on year-group – this year, Year 1 webinars are on a Tues evening, and Year 2 webinars are on Thurs); these too are recorded for later reference or for those unable to participate 'live'.

Note: We are currently investigating the possibility of using Microsoft Teams and/or Zoom instead, or in addition to Bb Collaborate, for all our online teaching. Please bear with us as we continue to experiment and explore platform options.

Action Learning Sets (aka Peer Study Groups)

Students will also be allocated to small 'action learning set' groups at the beginning of the term, of approximately 5-7 students each. These small student-led study groups are intended to act as a peer support group throughout the course, enabling students to learn from and 'co-coach' one another through the journey. You will be entitled to move groups if you wish; please speak to a Course Leader.

Personal Tutorials

Additional personal tutorials and email/video call/phone support are offered by tutors on an ad hoc basis *upon request*. Students can contact the Module Leader of each module or a Course Leader for guidance. Each 'action learning set' will also be allocated a dedicated faculty member 'facilitator' who will act as an additional 'Personal Tutor', available to approach for group or individual questions.

Pattern of Delivery

Blackboard
Module materials made available monthly in 'parts' (e.g., pre-recorded presentations)

2 weeks

Weekend workshop
Activities and key themes discussed (audio-recorded)

9-11 Days

Blackboard collaborate
'Webinar'
Online session focusing on questions arising for students (recorded)

Virtual Learning Environment (Blackboard)

The University's 'virtual learning environment'(VLE) – Blackboard (Bb) – is accessible via desktop, laptop and tablet/mobile devices. Here you will get access to online programme information and access to other online resources while at BNU. You can also communicate and collaborate with your fellow students and programme tutors via the Bb Discussion Forums and through Bb Collaborate.

Blackboard is accessed directly via https://my.bucks.ac.uk regardless of whether or not you are on University premises. You will receive an induction to using Blackboard early in the programme so that you can access its full potential during the course of your studies.

The personal projects that are a central part of the pedagogic process in the programme allow you to explore an aspect of theory of your choice, and apply it within the context of your personal life. Individual and group tutorials (either in person, via phone, Bb Collaborate, or Skype/FaceTime/Zoom/MS Teams, etc.) allow support and guidance in the choice and progression of these projects.

The modules will revolve around the use of Bb and Bb Collaborate (and potentially MS Teams and/or Zoom) to deliver course materials and support students' learning in the following ways:

- *Providing written and audio/video-based course materials.* These will include module guides; reading lists; recorded audio-visual 'lecture' presentations and PowerPoint slides; activities; wellbeing measures; assessment briefs.
- *Online 'webinar' sessions delivered via Bb Collaborate.* These allow a tutor to lead sessions (e.g., alongside PowerPoint slides) that can be viewed both real-time and asynchronously (i.e., they are recorded and can be viewed at a later date).

- *Communicating with students*. Bb will be used to communicate with students as a group and also individually in between the regular teaching sessions. This can be done by posting announcements (which are emailed to the group) or via direct individual emails.

- *Providing ongoing support.* Tutorials are built into the programme and can be hosted using Bb Collaborate or conducted via Skype or similar if requested. These may also be in person or via phone if appropriate. Additional tutor-student, and student-student peer support, is facilitated through the use of the Bb Discussion Board facility. The programme also strongly encourages students to provide peer support through 'co-coaching' with assignments, which can be facilitated at a distance via Bb Collaborate or the Discussion Boards, or more generic applications such as Skype. Time is given to co-coaching at some weekend workshops also.

- *Sharing additional resources*. Students will be guided on how to use LibrarySearch to search for and access academic sources to support their learning (many of which are available online). Links to additional web resources or general interest information will be shared using the Discussion Board as well as occasionally via our Twitter feed (@BNU_MAPP) and Linkedin pages (see the Useful PP Links link on module shells). Some of our MAPP alumni have set up web resources to support all

those interested in finding out more about positive psychology and professional networking (e.g. http://ppnetwork.org/). Students also often choose to set up their own informal social media support or information sharing groups, via platforms such as Facebook, WhatsApp, or Google Drive/Dropbox/OneDrive.

- *Summative assignment submission.* All pieces of coursework (e.g., reflective journals, posters, presentation slides, reports) are submitted via the electronic submission and marking portal, Turnitin, on Bb, through 'portals' within the 'Submit Your Work' link under each Bb module 'shell'.

Modules

The programme runs on a semester system, and during each semester, you will be studying 2 modules *simultaneously*. If you are doing your dissertation in your second year, alongside your other modules, you will be doing 3 modules each semester simultaneously (2 taught + the dissertation module which spans the whole year).

YEAR 1

Semester 1

Code: PS726   Introduction to Pos. Psych. – Happiness, Wellbeing and Flourishing

This module provides an overview of the development of positive psychology and the range of research and writing that has occurred since, and before, its inception. The module will critically explore the concepts of *happiness*, *wellbeing* and *flourishing*, and provide an opportunity to focus on and apply positive psychology theory in one's own life.

Assessments		Weighting
CW1	Reflective Journal (2500 words)	50%
PR1	Presentation (either oral or poster)	50%

Code: PS727   Strengths-based Development and Engagement

This module critically explores three models of human strengths (i.e. 'Values in Action Signature Strengths', 'Strengths Finder' and 'Strengths Profile' [formerly 'Realise2']), the potential relationship between them, and how it is theorised that these strengths may be developed. The module will provide an overview of where these theories of 'strengths' sit within and contribute to the concepts of well-being and 'flourishing'. In addition, the module will explore the psychological structure of

'flow' and how the use and development of strengths may link to the experience of 'flow' and 'engagement'.

Assessments		Weighting
CW1	Reflective Journal (2500 words)	50%
PR1	Presentation (either oral or poster)	50%

Semester 2

Code: PS728   **Positive Subjective Emotion & Experience**

This module explores the nature and role of positive subjective emotions, and how these contribute to the concepts of wellbeing and flourishing. This will involve a critical exploration of Barbara Fredrickson's Broaden and Build Theory of Positive Emotions, and how this theory sits within and contributes to the wider area of positive psychology. The role of negative emotions in wellbeing, as well as the dynamic between emotions, is also explored.

Assessments		Weighting
CW1	Reflective Journal (2500 words)	50%
PR1	Presentation (either oral or poster)	50%

Code: PS729   **The Psychology of Hope & Resilience**

This module explores psychological theory and research into hope and resilience, in particular offering an identification of the key lifespan, developmental and behavioural characteristics of hope and resilience. The module will explore the relationship between hope and resilience, where they contribute to positive psychology in general, and concepts of wellbeing and flourishing in particular.

Assessment		Weighting
CW1	Case Study Report (3500 words)	100%

Code: PS737   **Positive Psychology in Practice**

This module introduces and critically explores a range of evidence-based 'positive psychology interventions' designed to achieve improvements in wellbeing that have been used with young people and adults (e.g., 5 ways to wellbeing; positive psychotherapy, hope therapy, quality of life therapy, positive therapy, and positive organisation development). Students will be given a selection of interventions they may attempt on a co-coaching basis to explore and develop the skills within the learning group.

Assessments		Weighting
CW1	Reflective account of experience of facilitating and undertaking intervention (2000 words)	50%
CW2	Case Study Report (2500 words)	50%

Code: PS738   **Applied Research Skills**

This module introduces students to some of the main concepts associated with planning, designing, and conducting applied social research. Students will be guided through a cycle of activity including: a critical literature review; identifying a relevant research question; study design; and the consideration of ethics. A major emphasis will be on the practical aspects of social research and the skills associated with planning and conducting research in applied settings.

Assessments		Weighting
CW1	Critical literature review (2500 words)	50%
CW2	Research proposal (2000 words)	50%

Semester 2

Code: PS731   **The Journey of Change**

 This module provides an exploration of the process of change, focusing on its challenging nature and

how it is experienced in reality. These ideas will be explored through concepts such as the 'Changing for Good' model, the Hero's Journey, and models of human development. The module considers how these models sit within and contribute to positive psychology generally and to the concepts of wellbeing and flourishing.

Assessment		Weighting
CW1	Case Study Report (3500 words)	100%

Code: PS739   Data Analysis & Interpretation

This module follows on from the content of module PS738 Applied Research Skills. The module introduces students to research methodology associated with the practical data collection, data analysis and interpreting and evaluating the outcome of their work, whether quantitative or qualitative in nature. Students will be guided through a cycle of activity from data collection, data analysis and evaluation of findings, and the communication of findings. It is intended that the module will support students' dissertation work where appropriate in that data collected may form the basis of a pilot study for a dissertation project.

Assessments		Weighting
CW1	Thematic analysis of an interview with fellow student (2000 words)	30%
EX1	1 hour (open book/notes) multiple-choice question statistics exam	20%
PR1	Oral or poster presentation reporting on data analysis in relation to a personally chosen research question	50%

+ Year 2 BOTH Semesters (or separately in Year 3)

Code: PS740   Postgraduate Dissertation

A dissertation at Master's level requires students to demonstrate an in-depth and critical understanding of theories, concepts and methodologies on which their research, theoretical model, or product/intervention is founded and to present this work with a high level of fluency and clarity. They will also be expected to engage in significant consideration of the ethical issues inherent in their project. In order to do this, students need to read extensively and develop a critical expertise. This

module provides students the opportunity to conduct a substantial independent and novel project under the guidance of a supervisor. This may be an empirical project, a work-based learning project, developing an evidence-based intervention or product, or a literature-based project, as appropriate and agreed with the student's supervisor. For more information on each type of project, please see the PS740 module/dissertation handbook.

In all cases, the dissertation will conform to the format of a journal article, and will be based around the specific requirements of an appropriate, real peer-reviewed journal of choice, which enables the potential for subsequent submission to said journal for publication, if desired. Overall, the dissertation project is an opportunity for students to investigate an area of their programme subject area that interests them and to advance their own understanding and professional work, as well as potentially benefit those around them.

Assessments		Weighting
CW1	Reflective account of the research process, to include summary of supervision meetings (1,500 words)	20%
CW2	Final dissertation submission (approx. 6,000-8,000 words)	80%

Planning your studies

Postgraduate level study is demanding and requires a sustained immersion in the forms and fields of knowledge that make up specialist subject areas. Writing and analysing at postgraduate level require an ongoing engagement with complex ideas and ongoing and up-to-date contact with the core literature on specialist subjects. For all of these reasons, you are expected to dedicate at least *8-10 hours per week* to self-guided study on the programme, in addition to the available contact hours at weekend workshops which will be approximately 6 hours per month for four-five months on each 15 credit module. We recognise that many students on this programme will be in full-time employment alongside other commitments and so we endeavour to support and guide your reading so that it is focused appropriately.

The programme is offered through a 'flexible and distributed learning' (FDL) approach – a combination of online/distance learning and face-to-face* weekend workshops. Although attendance at the workshops is not obligatory (as we recognise that some students will be studying at quite a distance), the weekend workshops are an important part of the programme, and students tell us frequently how much they benefit from discussing the course content with tutors as well as fellow students, and sharing progress with assignments; therefore if there is a financial and practical possibility of attending, you are encouraged to attend at least once. We may ask you to confirm attendance at the workshops ahead of each MAPP teaching weekend.

Contributing to action learning set meetings, online discussions and online webinar sessions is also an

important part of the programme, especially if you are not attending the workshops. You can use various tools within Blackboard (e.g. Discussion Boards) and other technology platforms to stay in touch with one another and to discuss course content with tutors as well as fellow students, and to share your progress with assignments. In all cases, we seek to work with you to support you in your studies and help you pace your work appropriately.

The weekend workshops and online webinars are audio-recorded and the recordings uploaded to Bb; you are encouraged to listen in at your convenience to these recordings if you are unable to attend 'live', as useful information is often shared at these events. If you feel you are having difficulty keeping up with the course, please speak to one of the tutors as early as possible to discuss options or sources of extra support available to you.

Assessment

For detailed information on this section you may wish to consult the [formal policies on academic assessment](). Specific regulatory documents are also referred to as required.

How you will be assessed

A major theme of the programme is the balance between the academic nature of the discipline and the application of positive psychology. The forms of assessment reflect this. For example, in some modules you are asked to maintain a reflective journal based around a personal project in which you are invited to focus on and apply a particular aspect of positive psychology related to that module. Thus, you apply this in your own life over a period of 6-8 weeks and reflect on your experience and link this to the academic literature. You will be supported in your choice of topic and guided in your reflections and reading. You will be asked to submit an edited version of your reflective journal for assessment, and prepare a presentation to share with the group on some aspect of your project at the end of the module.

In other modules, you will again have the freedom to choose the focus for your assignment and submit a case study report. In this way, you are able to focus your reading and your practice in areas that are especially meaningful to you, and ones in which you wish to develop expertise. Throughout the programme we seek to support your choices, encouraging you to focus where your aspirations and interests lie.

The Applied Research Skills module and Data Analysis and Interpretation modules both have assessments that are designed to aid you to develop as a reflective practitioner-researcher and support you in your planning and preparation for your dissertation work. In all cases, you will be provided relevant Assignment Briefs via Blackboard and given further guidance in the course materials.

How to reference sources appropriately

We expect and require you to present work that is your own. In the course of your academic writing,

you will be expected to develop your own views and ground these in the ideas, research and published work of others. In doing so, however, you must always acknowledge these authors in your own work. You do this by identifying the sources of these ideas and evidence, which is known as 'referencing'.

Without clear referencing, a reader may have difficulty distinguishing your ideas from those of others, and this may lead to suspicions of 'plagiarism'. Similarly, if you offer no comment or narrative to connect citations with your argument, especially later in your course, this may also appear to be plagiarism. Plagiarism is the use of someone else's work without due acknowledgement, whether or not this was intentional. Plagiarism applies not only to text, but to other media such as graphics, tables, formulae, computer code, illustrations or any representation of ideas in print, electronic or any other media. It applies to published text such as books and journals and unpublished text such as lecture slides and hand-outs, other students' work as well as your own previously assessed work ('self-plagiarism' - as credit cannot be given twice for the same work). If you do not clearly reference your work, you may find yourself under investigation for academic misconduct.

There are many systems for the citation of references. In psychology, the conventional system of referencing is the one developed by the **American Psychological Association (APA).** The APA system of referencing is specific to the discipline of psychology and is used by most academic journals in psychology. It is very similar to the Harvard system (which students of other disciplines may be familiar with), with a few minor differences. It is recommended that you follow the APA style guidelines provided by Cite Them Right. The Library, in consultation with the Learning Development Unit (LDU) and other stakeholders, has purchased a license for the web-based referencing resource [Cite Them Right Online](#), hosted by the academic publisher Palgrave Macmillan. The resource is accessible on campus without a password, and off-campus via OpenAthens using your University username and password. Additional guidance regarding the APA system of referencing will be found on *Blackboard* in the reading and referencing information sections for each of the MAPP modules as well as various places online, including the APA's own online blog. If in doubt, ask one of the tutors for help.

Turnitin

BNU uses *Turnitin*, a web-based service that provides a comprehensive checking of submitted student work for matching text on web pages, electronic journals and previously submitted student work. Although Turnitin does not 'detect' plagiarism, it does assist the identification of potential plagiarism and incorrect or poor source referencing. It also allows your tutors to mark your work electronically and for you to view your marks and feedback online for your assignments.

How to submit your work

For all pieces of assessment you will receive a written Assignment Brief, which will be provided to you electronically via Blackboard under each Bb module 'shell'. The Assignment Brief will provide you with full details of the nature of the task, the expected format for presentation, details of how the

work will be assessed and the criteria that will be used and any constraints (such as word count) or requirements (such as referencing of sources). The Brief will also provide details of how you should submit your work, the submission date and deadline time as well as when and how you can expect to receive feedback. Assessment and feedback will typically be via Turnitin.

There may be instances where you are asked to undertake shared learning with other students but the final submitted work must be your own. You must not collude with another student to present the same work either as separate submissions or as submissions for another piece of work. If you do so, this may lead to you being investigated for academic misconduct, which could have serious consequences for your marks.

Arrangements for examinations and time-constrained assessments (TCAs)

If you are registered on a module which has a formal examination you will be automatically registered for the examination. Time Constrained Assessments (TCAs) are assessments with an examination-type format, but which usually occur within normal 'class' time or may be administered via Blackboard. Module tutors will provide information about these, but it is your responsibility to ensure you attend online when required – you must attend at the time / date published by your tutor.

The only time-constrained exam currently on the MAPP programme occurs in the PS739 Data Analysis and Interpretation module in Year 2 – a 1 hour multiple choice, open book/notes statistical analysis exam. Alternate time arrangements may be possible in certain circumstances; please speak to a Module Leader if the published time is problematic for you.

What to do if you are going to be unable to submit your work on time or attend an exam

If you are going to be unable to submit your work by the deadline, attend an examination or are experiencing other difficulties you should inform your Module Leader(s) and/or Programme Leader immediately.

They will be able to advise you on the most appropriate course of action, which may be an application for an extension, a claim for mitigating circumstances or in some cases an application to interrupt your studies. For more information see the Academic Advice pages on the University website.

Please note: Doing nothing may make things more difficult for you in the long run in terms of marks/passing or course fees. At the earliest sign of trouble, please contact your course tutors or administrators for help, and do not suffer in silence or just let the course lapse.

Any work submitted beyond the stated deadline without an approved extension will be considered to be a 'late submission'. Depending on the nature of the assignment you may still be able to submit your work up to 10 working days beyond the original submission date but this will generally have an impact on the mark awarded. On the MAPP programme, work is capped at a bare pass mark of 40% if an assignment is submitted late without a prior approved extension or mitigating circumstances.

Assignments will not be accepted more than 10 working days beyond the original submission date and a non-submission will be recorded. If you submit by the stated deadline, you cannot also submit your assignment during the late submission window.

Marking and feedback on your work

Your Assignment Brief should indicate how your submitted work will be marked and what assessment criteria and weighting will be used. Assessment will be linked to Module Learning Outcomes.

Your Module Leader will give you a provisional percentage mark or grade for your submitted work; normally this can be viewed alongside written feedback by going back into your submission in Turnitin. All marks are provisional until they have been formally ratified by an Assessment Board following both an internal and external moderation processes.

You can normally expect to receive feedback on your assessed work *within three working weeks of the submission date*. Where work has been submitted electronically, feedback will also normally be available electronically via the Turnitin e-submission portal. Where it is not possible to receive feedback within the three-week period, you should receive an alternate date from the Module Leader.

What happens if you fail a module or piece of assessment?

If you have not received a pass mark for a module or piece of assessment you may be required to be reassessed (referred) in the component(s) that you have failed.

Referral is not automatic and a decision will be made by an Assessment Board, who will consider your overall profile of marks for the assessment stage in accordance with the [Academic Assessment Regulations](). If you are set referral work, this may differ from the original piece of work submitted so you should not simply resubmit the original piece of work. Either way, you should wait for the Board to confirm what (if any) referral has been set and when and how this should be submitted.

Internal & external moderation

A percentage of marked assignments are reviewed (moderated) by a second internal marker from the course team, to ensure internal consistency in and quality of marking standards. If your work has been chosen for internal moderation, this will normally be indicated in your feedback.

A percentage of the work will also normally be reviewed by an external examiner from outside the university. External examiners act as independent and impartial advisors and provide informed comment on the standards set and student achievement in relation to those standards. They are a crucial part of the quality assurance of higher education.

You will be made aware of the External Examiner moderating your award via the Programme Committee organization on Blackboard, where you will also be able to access the most recent external examiner annual report. *Under no circumstances, however, should you attempt to make*

direct contact with any external examiner regarding your individual performance; doing so may lead to disciplinary action.

How your final award is calculated

To achieve a Postgraduate Certificate (PgCert) in Applied Positive Psychology a student must pass modules 1-4 below. To achieve a Postgraduate Diploma (PgDip) in Applied Positive Psychology a student must pass all 8 modules below.

1. Introduction to Positive Psychology: Happiness, Wellbeing and Flourishing
2. Strengths-based Development and Engagement
3. Positive Subjective Emotion and Experience
4. The Psychology of Hope and Resilience
5. Positive Psychology in Practice
6. Applied Research Skills
7. Data Analysis and Interpretation
8. The Journey of Change

To achieve a Masters (MSc) in Applied Positive Psychology a student must pass all 8 modules above, plus a 60 credit Postgraduate Dissertation project. The calculation of this award will be as standard for an MSc Programme.

Your Programme Team

Programme Roles

The following are a set of roles that are found on programmes offered by the University. Depending on the nature of the inquiry you have, you may wish to contact the relevant individual. If you feel that issues have not been resolved at the levels mentioned below, you can also contact your Head of School.

Programme/Course Leader(s)

Your Programme Leaders, also known as the Course Leaders, are those with overall responsibility for your course of study (the entirety of the MAPP). You can bring to your Programme/Course Leaders any issues you may have with the overall running of your programme.

Module Leader(s)

Modules are individual parts of the programme. Your Module Leader(s) will be the person(s) directly responsible for co-ordinating the various parts of the module and normally setting assessment briefs. The Module Leader(s) will normally be your first point of call for issues specifically relating to each specific module, for example extension requests for an assignment or questions about specific content/assessments.

Personal Tutoring

You are invited and entitled to approach any member of the course team if you have a question you wish to raise, explore, or be supported in. We would encourage all students to seek a tutorial once per semester for guidance with assignment choices. Tutorials may also be focused around broader issues relating to the programme as a whole, workload, and so on. If there is a reason where that member of the team believes another member of the team is better placed to respond, they will tell you. Please note, module-related questions should typically, in the first instance, be raised with the Module Leader directly. Each student will be assigned to an 'action learning set' peer study group, which will have a dedicated member of staff allocated to it as a facilitator and Personal Tutor for the members of that action learning group, so you may approach this Personal Tutor as well with any queries or concerns.

Technicians and IT Support

Technicians are available to support you with the technical aspects of your programme, for example any equipment you require for conducting research, or to book the psychology lab. For questions about software/computer access issues or Blackboard, the IT helpdesk and Open4Learning are there to help troubleshoot problems.

School Registry Officer

Your School Registry Officer is a member of administrative staff in Academic Registry and has responsibility for ensuring that the administrative side of your programme runs smoothly. Your School Registrar will normally be your first port of call for questions about and interpretation of any regulations which relate to your programme, and if you have questions about your enrolment status or need to change your registration in any way.

Course Administrator

The Course Administrator supports the School Registry Officer and has responsibility for day- to-day administrative issues on your programme, including keeping track of your overall marks profile.

Contact Details

Contact details for staff with key responsibility for your programme.

Contributions to the MAPP are from tutors from a range of backgrounds including psychology, counselling, coaching, education, and recruitment. Most of the course team members hold doctorates or are chartered psychologists in an applied field and are engaged in ongoing research and scholarship and/or work as practitioners. Most are based at the High Wycombe campus.

Name	Role	Rm/ Tel Extn	Email
Core Academic Team			
Dr Genevieve Cseh	**MAPP Course Co-Leader;** **Module Leader:** - PS726 (Intro to PP) - PS728 (Emotions); **Module Co-Leader:** PS738/739 (Research Methods) PS740 (Dissertation)	E3.02 4314*	genevieve.cseh@bucks.ac.uk ** Mostly working remotely from home in Scotland; please email in first instance*
Dr Ceri Sims	**MAPP Course Co-Leader;** **Module Leader** PS727 (Strengths) PS729 (Hope & Resilience) **Module Co-Leader** PS737 (PP in Practice) PS731 (Journey of Change) PS740 (Dissertation)	E3.02 4324	ceri.sims@bucks.ac.uk
Dr Matthew Smith	**Module Co-Leader** PS737 (PP in Practice) PS731 (Journey of Change) PS738/739 (Research Methods) PS740 (Dissertation)	E3.02 4323	matthew.smith@bucks.ac.uk
Possible Associate Lecturers (TBC)			
Mr Dan Collinson	Associate Lecturer		dan.collinson@bucks.ac.uk
Mrs Sarah Cramoysan	Associate Lecturer		sarah.cramoysan@bucks.ac.uk
Ms Lisa Jones	Associate Lecturer		lisa.jones@bucks.ac.uk
Ms Sarah Monk	Associate Lecturer		sarah.monk@bucks.ac.uk
Ms Kate McAllister	Associate Lecturer		kate.mcallister@bucks.ac.uk
Dr Kristin Thompson	Associate Lecturer		kristin.thompson@bucks.ac.uk
Management			
Prof Paul Morgan	Head of School	S4.01c 4021/ 3177	paul.morgan@bucks.ac.uk sarah.a.hughes@bucks.ac.uk (PA)
Dr Ciaran O'Keeffe	Associate Head of School	S4.12 3285	ciaran.okeeffe@bucks.ac.uk
Affiliates/Guest Lecturers			
Dr Piers Worth	Visiting Professor (Retired)		piers.worth@bucks.ac.uk
Prof Alex Linley	Visiting Professor		alex.linley@capp.co

Dr Carmel Proctor	Visiting Teaching Fellow	carmel@pprc.gg
Dr Rosie Miller	Visiting Research Fellow	rosie.miller@changewave.co.uk

Administrative/Technical Support

The Academic Registry will normally be your first port of call for questions about your enrolment and any regulations which relate to your programme. They can also advise you on your options should you have any queries about your course.

Academic Registry is located on Floor 2 of East Wing at High Wycombe, where there is a Helpdesk for Student and Course Administration. At Uxbridge, Academic Registry staff can be found via the Helpdesk on Floor 2. You can find details about who to contact regarding your course if you have any administrative questions on the Registry Help Desk page.

Name	Role	Rm	Extn	Email
Rebecca Rossi	Course Administrator	E2.08	3528	rebecca.rossi@bucks.ac.uk
Fleur Smith	School Registry Officer	E2.08	(60)5163	fleur.smith@bucks.ac.uk
IT Helpdesk	Tech Support	Gateway, 2nd Floor	5000	it@bucks.ac.uk
Lynne Rushton	Psychology Technician	E3.02	5025	psychologylab@bucks.ac.uk
	Librarians	HW Library; Gateway 2nd Floor	4510	library@bucks.ac.uk

Student Wellbeing and Support

Your journey through University can be an amazing time of change in your life. Throughout your studies, it is important to care for your physical health as well as your mental health and wellbeing. There may also be times where you may feel that you need support to help you get the most out of your time here.

Here you will find information, support and guidance to help you manage any issues that might impact on your studies, as well as your general wellbeing, and we offer a range of options and services to help you.

For any questions or concerns, your first point of contact should be our Student Wellbeing and Engagement Team at the Student Hub. Here you can ask about support at the university, understand more about your options for help, and even find out how to register with a local GP. You can contact the team on students@bucks.ac.uk

Making the journey through higher education can be hard sometimes. So if you ever feel like you need a bit of extra support, we can offer professional therapy and help away from your day-to-day environment. It's all confidential, and completely free too. Please email the team to request an

appointment on counselling@bucks.ac.uk

The Inclusion, Diversity and Disability Team are here to help ensure that you get the most from your experience in an inclusive learning environment. We are happy to discuss individual needs at any stage of your application or during your studies. You can contact the team on inclusion@bucks.ac.uk

The University also has free, 24/7 online support via TogetherAll. This includes peer support, information and resources, self-assessments and wellbeing courses. You can access the service by registering on www.togetherall.com using your Bucks student email address.

Specialist facilities for the programme

The Psychology Department has a dedicated lab space available to students for research and dissertation work, which particularly those students who are local and who might be carrying out empirical dissertation projects might wish to utilise. The lab includes a large space with a meeting area for focus groups and comfortable seating for one-to-one interviews. This also contains 'play' space for Virtual Reality, an interactive display screen, and five experiment cubicles containing computers for running experiments.

The department has access to an HTC Virtual Reality headset with hand controls that runs on the Steam platform, eye-tracking equipment, and Biopac Student Lab which includes the ability to collect physiological measures such as heart rate, skin conductance/stress responses, reaction time, and EEG brain wave activity. We also have links to the Sports and Human Performance lab with more physiological data collection equipment, and an observation suite including a one-way observation window and access to video recording facilities. For more information, or for bookings, please contact the Psychology Technician via psychologylab@bucks.ac.uk. You can also find more information on the website https://bucks.ac.uk/life-at-bucks/facilities/psychology-lab

MyBNU

MyBNU is your student portal, making it easy for you to manage student life by giving you access to all university systems, information, and news in one place.

MyBNU is available as an App from the Android and Apple stores, or you can access it from a web browser at: https://mybnu.bucks.ac.uk/

Through MyBNU, you can:

- Access Blackboard
- Access BNU Connect to complete online enrolment/ re-enrolment and get your results
- View your assignment and personal task list
- Check and send emails
- Find campus maps and directions
- Access 'Academic Advice'

- Find library resources and check your library loans and fees
- Check your contact details (**it is important that you inform us if these need updating**)
- Find the contact details of and email academic staff
- Complete student surveys
- Access the website
- Find out about the Students' Union
- Get information about university services and facilities
- Get IT support or find out how to download apps and software
- Find links to make e-payments
- See the university Twitter feed
- Get up to date news feeds from sites of interest to you
- See campaigns informing and reminding you about e.g. enrolment, exams, results, graduation, NSS surveys etc.

Please note that important University announcements will be made through MyBNU so you must login in regularly. If you download the App, urgent notifications can be sent direct to your phone so you never miss a critical message.

Academic Advice

The [Academic Advice pages](#) on the website are maintained by the **Academic Registry** and contain detailed advice on the following areas (clicking on each subheading below will take you to the webpage):

- [Managing your studies](#) including: Terms and Conditions for Admission that you agreed to on enrolment to the course; how to enrol and re-enrol; credit accumulation (if you wish to transfer in credit achieved elsewhere); and other important information such as attendance requirements, placements and dates of terms

- [Course Structure and Regulations](#) including: types of learning and teaching approaches you may encounter during your studies; the academic regulations which govern your academic progression and achievement of your programme; and how you can submit feedback on your course or module (including how that feedback is used to improve provision)

- [Resolving Problems](#) outlining what you can do if you encounter problems with any aspect of your time at the University or with your fellow students, such as if you have a concern about how your course is being run, or if you have a problem with another area of the University, e.g. accommodation

- [Student Conduct](#), which outlines our commitment to providing a University community which is valued by all, and the standards of conduct and behaviour that we expect of all students as members of that community

- [Changing Direction](#), which outlines your options should you find that the course you have chosen is not for you, such as changing courses or modes of study at BNU, interrupting or deferring your studies, transferring to another institution, or leaving Higher Education altogether

- [Assessment and Examination](#) including: a guide to assessment as a whole and how to submit coursework, how exams work, how we promote assessment integrity (including guidance on referencing of source material); an overview of the marking, moderation and feedback processes; the options available to you should you experience exceptional circumstances which affect your ability to complete assessment (e.g. if you are ill, or unavoidably absent for an exam); and what may happen if you fail a particular assignment or module

- [Results](#): how your award is calculated and conferred, how you will receive your results and your options if you think that a mistake has been made in the calculation or awards process.

- [Receiving your results](#): your final results for each Level/year of your programme will be available online through our [BNU Connect](#) student portal at the end of the Level/year after they have been confirmed by a Board of Examiners. (Marks and feedback for individual pieces of assessment will be released on Blackboard during the year.)

Through these pages you should be able to access the related policies and procedures as well as any related forms and additional guidance notes. All University policies, procedures and regulations are available via the following [policies webpage](#) or by clicking on the "About Us" on the website menu and then clicking on How Our University Operates.

Through these pages you can also find links to other central support services including the Inclusion, Diversity & **Disability Service**, the **Student Learning and Achievement Hub**, **Library**, and the **Students' Union Advice Service**.

Academic Integrity

The University expects all students to maintain the highest standards of academic integrity. This means that you must

- produce work that is the **result of your individual effort** unless the assessment explicitly requires a group submission of an individual piece of work, e.g. a group presentation.
- **Clearly acknowledge the sources used in your work**, following the referencing system for your programme.
- **not reuse for a new assessment any work or part of any work for which credit has already been granted**. In the rare case when this may be permissible the earlier work must be appropriately referenced following the system for your programme.
- include **accurate data and information obtained appropriately and ethically in your work**, and which represents your own endeavours, knowledge and understanding.
- adhere to and comply with all **applicable legal, professional, ethical and regulatory requirements**. This includes the University's regulations regarding conduct in examinations.

Academic misconduct is a breach of academic integrity. If your work does not clearly meet the expectations above, you may be accused of poor academic practice or academic misconduct. This can lead to your work being penalised for poor practice or being required to be resubmitted for cases of misconduct. In both cases this can impact on your degree classification

More information about the University's Academic Integrity policy can be found on our academic advice pages.

Your course team will support you so that you can ensure you maintain your academic standards, as can our Student Learning and Achievement Hub. The Student Learning and Achievement team run workshops and can also offer 1:1 tutorials to help you develop your evidence-based writing skills. They also provide a range of digital resources on their Blackboard organisation, such as video guides on referencing and information on how to access an online avoiding plagiarism course. For more information, contact studentachievement@buck.ac.uk.

Additional Programme Information

Feedback on your programme

We welcome feedback from you on your programme, any areas of good practice and ideas for improvement; you will be given the opportunity to comment on your programme at various stages.

Programme Committees / Student Representation

Each subject area has a Programme Committee where you can review and discuss operation of your programme and receive updates on actions that have been undertaken.

Programme committees meet at least twice during the academic year and membership includes your Programme Leader, Module Tutors, and student representatives drawn from all levels of the programme, as well as a representative of the Students' Union. Records of programme committees are available to all students via the Programme Committee Organisation on Blackboard. Here you can also find the most recent external examiner's report for your programme, a Students' Union and student survey summary and other recent reports about your course.

The Student Representation System is managed by the Students' Union who run annual elections and provide training. Please contact the Students' Union on SUrepresentation@bucks.ac.uk for more information on how you can get involved.

Introductory Reading List

Course-related texts

The following are a selection of helpful texts in the discipline. More detailed lists of suggested reading will be provided in each module. We are not suggesting you get or read them all. Any member of the course team will be happy to help you choose texts or journal articles from this list or elsewhere that may reflect your particular interests or motivation.

Carr, A. (2011). *Positive psychology: The science of happiness and human strengths*. Routledge.

Csikszentmihalyi, M. (1992). *Flow: The psychology of happiness*. Rider.

Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.) (2011). *Applied positive psychology: Improving everyday life, health, schools, work and society*. Routledge.

Fredrickson, B. (2009). *Positivity*. Crown.

Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications*. McGraw Hill.

Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2015). *Second wave positive psychology: Embracing the dark side of life*. Routledge.

Linley, A. (2008). *Average to A+: Realising strengths in yourself and others*. CAPP.

Lopez, S. J. (2014). *Making hope happen*. Simon and Schuster.

Lopez, S. J., & Snyder, C. R. (Eds.) (2011). *The Oxford handbook of positive psychology* (2nd ed.). Oxford University.

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2014). *Positive psychology: The scientific and practical explorations of human strengths (3rd ed.)*. Sage.

Lyubomirsky, S. (2007) *The how of happiness: A scientific approach to getting the life you want*. Penguin.

Sheldon, K. M., Kashdan, T. R., & Steger, M. F. (Eds.) (2011). *Designing positive psychology: Taking stock and moving forward.* Oxford University.

Study support texts and online resources

Cottrell, S. (2010). *Skills for success: Personal development and employability*. Palgrave Macmillan

Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument* (2nd ed.). Palgrave Macmillan

Cottrell, S. (2013). *The study skills handbook* (4th ed.). Palgrave Macmillan

There are *Study Skills Resources* also provided under the *Reading, Referencing and Study Skills* section of most of the module shells.

Buckinghamshire New University

High Wycombe Campus
High Wycombe
HP11 2JZ

Uxbridge Campus
106 Oxford Road
Uxbridge
UB8 1NA

Tel: 01494 522 141
Fax: 01494 524 392

www.bucks.ac.uk