A close-up photograph of a sunflower with bright yellow petals and a dark brown, textured center. The sunflower is the background for the top half of the page.

DRAFT Programme Handbook:
Applied Positive Psychology
(MSc and PgCert/PgDip)
2023-24



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Introduction

Curriculum 23

PLEASE NOTE: The curricula of all programmes at Buckinghamshire New University are changing significantly this year, including for the MAPP, and 2023-24 will see the introduction of our new 'Curriculum 23' programme designs for those starting in September 2023. This will see a shift from a semester system with 15-credit core modules previously to a new system with four terms, 20-credit modules, and new option modules allowing for greater customisation of and choice within the programme. We are currently still in the finalisation process of this redesign, and therefore at this point, some information may still be forthcoming and this Programme Handbook will be updated as this occurs. Therefore, at the moment, please see this as a draft overview of the plans for the new curriculum as they currently stand, with more accuracy and detail to come in the future. This information is still subject to some change. Thank you for being patient as we go through this transition period.

Our Curriculum Enhancements for September 2023

We want our learners to grow, develop and be able to make a real difference to society through their lives and their careers. Our future-focused curriculum builds on our proven success in meeting the needs of learners and employers in the 21st century.

Promoting Learner Choice

Many of our programmes give you the opportunity to choose your specialism for your future career. Rather than having to make your big career decision before you join us, we introduce you to various specialisms and offer you the flexibility to choose the pathway which leads to your chosen career and/or avenues of interest.

The Five Hallmarks of our Curriculum

1. **Work and place integrated** – professional placements, employer and workplace led projects giving your career a head start
2. **Active learning** – you are at the centre of your own learning through meaningful activities building your knowledge through your experience
3. **Digitally enabled** – developing your digital capabilities for enhanced graduate employability
4. **Authentic assessment** – many of your assessment tasks mirror real-life professional activities
5. **Inclusive and accessible** – in celebration of diversity we have developed a broad curriculum which recognises different views and that learners differ in the ways that they perceive and comprehend information. Our curriculum allows learners to learn, and demonstrate what they have learnt, in innovative and authentic ways.

Introduction to this Handbook

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.

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 and scholarly rigour.

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 and option modules introducing you to key elements of positive psychology and its application, with some area for choosing your own particular interest strands, and taking part in a short placement. In Year 2, the Postgraduate Diploma (PgDip) stage, there is an increased focus on critically understanding, applying and evaluating positive psychology in professional settings, through the use of research strategies, with some further avenues for choosing particular areas of interest or specialism.

Alongside the Year 2 modules (or, if you choose, in 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.

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.bnu.ac.uk/mapp 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.

This programme aims to:

1. Encourage identification and critical evaluation of positive psychology theories, related psychological perspectives and research that may be used individually as well as within organisations and the broader systemic context.
2. Enhance learning of skills to understand and develop positive psychology interventions to promote individual and collective well-being and performance
3. Promote opportunities to enable critical understanding of a range of qualitative and quantitative research methods and skills for exploring and evaluating positive psychology concepts, assessments and interventions
4. Facilitate the opportunity for learners to conduct, under supervision, an extended project on a chosen topic within applied positive psychology
5. Equip learners to develop self-awareness and ability to work as a professional reflective practitioner/researcher.

Programme Learning Outcomes

On successful completion of the programme you will be able to:

- Define psychological theory and research on concepts contributing to wellbeing and flourishing of individuals and systems
- Demonstrate understanding of how positive psychology may be applied to individual and systemic development
- Recognise a range of qualitative and quantitative research methods and skills used in positive psychology
- Synthesise models of psychological growth available within the practice of applied positive psychology embracing a holistic approach for psychological development
- Discuss critically the challenges of applying positive psychology interventions with others and in a professional context
- Evaluate a personal and professional developmental activity in selected areas of positive psychology focused on the growth of personal well-being and/or performance
- Analyse the impact of applying positive psychology theory, and broader psychological perspectives, in a personal, professional and/or wider systemic context
- Differentiate how positive psychology interventions may be ethically and professionally applied with specific clients, organisational groups and/or wider systemic contexts
- Investigate the philosophical and practical underpinnings of scientific research in positive psychology
- Appraise your own practice of positive psychology in relation to published literature through an extended research project
- Consolidate positive psychological theory in relation to your own experience within personal or work domains

- Communicate and present positive psychology project work to a professional standard
- Develop positive psychology interventions against professional and ethical standards to promote individual, workplace and/or wider systemic well-being
- Conduct research and interpret appropriate analyses of quantitative and qualitative data.
- Apply broader theories of psychological growth for understanding development over time within a personal or professional life domain.
- Review and evaluate theoretical and research literature from a range of sources
- Communicate complex ideas clearly and succinctly in written, oral, visual or audio, and/or interactive formats
- Learn material and communicate through various information technologies
- Reflect on, apply ethical principles in professional practice
- Apply autonomous learning and develop your own pathway of learning.

Programme Structure

The full MAPP programme is offered part-time over two (or three) academic years as shown below:

	Year	Term 1 (Oct-Dec)	Term 2 (Jan – Mar)	Term 3 (Apr – Jun)	Term 4 (Jul – Sep)
PgCert (60 credits)	1	The Positive Psychology of Wellbeing & Emotion (20 credits)	CHOOSE 1 OPTION* MODULE: <ul style="list-style-type: none"> • Strengths Approaches & Interventions in PP 	Positive Psychology in Practice (<i>with Placement</i>) (20 credits)	
	2	Applied Research Methods (20 credits)	<ul style="list-style-type: none"> • The Psychology of Hope & Resilience • Systemic & Environmental Approaches to PP • PP in Coaching • Positive Education (each 20 credits)	CHOOSE 1 OPTION* MODULE: <ul style="list-style-type: none"> • Creativity & the PP of the Arts • The Journey of Change (each 20 credits)	
PgDip (120 credits)					
MSc (180 credits)	<i>Either 2 or 3</i>		Extended Research Project (Dissertation) (60 credits)		

** Please note that for Options modules, a minimum number of students may be required for the module to run, so first choices of option modules are not always guaranteed.*

The PgCert award (60 credits) comprises three taught modules in Year 1. The PgDip award (120 credits) comprises six taught modules across Year 1 and Year 2 (i.e., excluding the Extended Research Project (ERP, aka dissertation). The MSc in Applied Positive Psychology (180 credits) comprises all six taught modules plus a 60 credit ERP module spanning Terms 2-4 in Year 2[§] (or three if deciding to do this separately in a third year). 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' will need to be made near the beginning of Year 2, in consultation with the Course Leaders (exact deadline for changing tracks TBC).

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, with both synchronous (live) and asynchronous (self-paced) components, from which students can choose according to their needs and schedule.

Online/Distance Learning – Content

Much of 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 in 'Part' folders, 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

(More detail TBC soon.) For most modules (excepting PP in Practice, PP in Coaching & Positive Education), two weekends each term, during Terms 1-3, we plan to hold workshops – which are run hybrid, giving those who wish to meet face-to-face the opportunity to come together a couple of times a term, with options to attend online instead if desired. Workshops are also recorded for later review and for those unable to attend 'live' either online or in-person on the day(s). These workshops will cover the content covered up until that point and aims to be interactive. You are encouraged to discuss and share your thoughts with your fellow students, based around the online learning materials, personal experience, and independent reading, and engage in various forms of learning, including individual work, pairwork/co-coaching, groupwork, class discussions and lectures. You will also be encouraged to support and coach your fellow students and be supported/coached by them as appropriate.

The face-to-face component of the hybrid workshops are anticipated to be mainly held at Missenden Abbey Hotel & Conference Centre in Great Missenden, or on occasion, alternatively, at the High Wycombe (or potentially Aylesbury) campuses of Buckinghamshire New University. You will be advised of the dates and locations of the teaching weekends ahead of each academic year – *for this year, the*

dates/locations will be listed below - TBC. We recognise that not all students will want to/be able to attend weekend workshops in person, and that some will be undertaking the programme either partially or completely 'at a distance'; the course is designed to support students wanting to study this way – **live attendance (either virtually or in person) is *always optional*.** However, all students are welcome to attend the workshops should they wish, and recordings of these sessions will still be made available on Blackboard for later reference for those unable to participate 'live' either way. You can choose to attend none, some, or all of the workshops, according to your needs.

The blended/hybrid structure of the weekend workshops means that we will provide a classroom and a **classroom facilitator** (lecturer who will be in the room to lecture, 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 may still be led mainly online and broadcast into the room, or the lecturer may be in the room and broadcast online. 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'. We acknowledge that there can be challenges to the hybrid model of teaching, but we endeavour to give students maximum choice in how they want to interact with the course, and to create an accessible community of learning wherever students may be located in the world, and believe this is the best way to achieve this.

Lecturer attendance note: *Please be aware that not all the lecturers are local to the campus and may not attend in person – e.g., Dr Cseh lives in Scotland and can only occasionally physically travel to the workshops, so she will most often attend and lecture online instead and be broadcast into/linked up with the classroom, while another lecturer will be in the room with the in-person students. We cannot guarantee a particular lecturer will be in person or online; there are numerous factors that must be taken into consideration in developing our rota of teaching staff. However, all lecturers can be reached for online consultations on request, and there will always be a lecturer both in the room and another online.*

Travel, Refreshments & Accommodation: If you are attending in person, you will need to arrange travel and accommodation yourself. Tea/coffee/refreshments and a 3-course buffet lunch are provided at Missenden Abbey over the weekend when the weekend workshops are held there. Tea/coffee will be provided at the HW/Aylesbury campuses at breaks when we are teaching there, and we endeavour to provide a basic sandwich lunch at these campuses, although options are more limited and you may prefer at these weekends to bring your own lunch or to head to a nearby café, restaurant or shop; both HW and Aylesbury are within short walking distance of town centres.

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' (protected from other events that might be taking place at the venue at the same time) for MAPP students, so please inform the staff at booking that you are a MAPP student, to access these booked rooms. It is advisable that you email reception@missenden.ltd.uk rather than phone them and always be sure to tell staff that you are a MAPP STUDENT at the time of booking – you may be asked to provide a student ID copy as proof;

students have reported having smoother transactions via email in the past. Please note however that accommodation is limited and first-come, first-served, and therefore early booking is recommended to avoid disappointment. There are also other nearby hotels (e.g. Premier Inns at Tring, Beaconsfield, Aylesbury). In HW, students tend to stay at the city centre Premier Inn or Travelodge, but other B&Bs etc are available in the area as well.

Lunchtime Webinars

Additionally, the course tutors offer approx. two-four (module-dependent) **'lunchtime webinar'** (*Time TBC*) tutorials each term 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 and to engage in further activities and discussions in relation to the course content. These will typically be held on alternating weeks with the Action Learning Set meeting weeks – see below); webinars too are recorded for later reference or for those unable to participate 'live'.

**Note: Occasionally we may also use MS Teams.*

Action Learning Sets (ALS, aka Peer Study Groups)

Students will also be allocated to small 'action learning set' groups at the beginning of their first 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. We endeavour to place students into as geographically-similar groups as possible to allow your ALS to function on the same or similar time zones and to potentially even meet up in person on occasion – something that may be particularly valuable to our more international students. You will be entitled to move groups if you wish; please speak to Ceri Sims ceri.sims@bnu.ac.uk regarding these ALS groups.

Although these groups are intended to be student-led and managed, you will be allocated a staff 'facilitator' who will be able to answer questions from your group and may occasionally attend meetings or facilitate activities. Suggested activities will be assigned every other week for action learning sets, alternating with lunchtime webinar weeks, and it is anticipated that you might choose to meet with your ALS at some point that week that is convenient for your group to carry out these suggested activities or to provide support to one another on assignments. Suggested activities for the ALSs are optional and not assessed, but are intended to enrich your learning on the course and are recommended formative work. Examples of suggested activities may include journal clubs, debates, or presentations.

Placements & Coaching Practice Sessions

For the *core Positive Psychology in Practice* module (Year 1, Term 3), you will be expected to arrange placement work (voluntary or paid) at a rate of about 1 hour/week for approximately **7-9** weeks within an organisation or setting which uses positive psychology techniques and interventions, and this placement will form the basis of your assessment work for the module. You may choose your own placement, but some suggestions and options will be presented for you to choose from as well. As a

result of this extra placement time, there will only be two lunchtime webinars (instead of four) for this module, and only one weekend workshop.





















For those students opting to take the *Positive Psychology in Coaching option* module in Term 2 (of either year), the delivery schedule will also differ. There will be one weekend workshop, plus a series of 5-6 online full afternoon workshops of coaching practice (usually following a lunchtime webinar), which will form the basis of a 'coaching practice portfolio' assessment for this module.

Additional Support

Additionally, 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.

Pattern of Delivery

(Sample) Pattern of Delivery / 10-Week Term

1	2	3	4	5	6	7	8	9	10
Part 1 Content Folder 		Part 2 Content Folder 		Part 3 Content Folder 		Part 4 Content Folder 		Part 5 Content Folder 	
	Lunchtime Webinar 	ALS Peer Study Group Meeting/ Activity 	Lunchtime Webinar 	ALS Peer Study Group Meeting/ Activity 	Lunchtime Webinar 	ALS Peer Study Group Meeting/ Activity 	Lunchtime Webinar 	ALS Peer Study Group Meeting/ Activity 	
			Weekend Workshop (Hybrid) 					Weekend Workshop 2 (Online) 	
← Independent Study/Reading, Discussion Board Posts, (ad hoc, by request) Personal Tutorials or Email Support →									
    									

Please note that the above is illustrative of the general expected pattern of delivery, not specific dates, and these may differ between terms and modules. Please see the calendar of events and individual module instructions once these are published for specifics.

Weekend Workshops and Lunchtime Webinar Dates/Locations 2023-24

TBC – please do not yet book travel until these have been confirmed.

Term 1 (October - December 2023)

PSY7001: **The PP of Wellbeing & Emotions**

Weekend Workshops

(09:30am - 4:30pm UK)

- Saturday 7 October 2023
(Hybrid – Missenden Abbey & Online)
- Saturday 9 December 2023
(Hybrid – Missenden Abbey & Online)

Lunchtime Webinars

(Wednesdays, 12-1pm UK)

- 18 October
- 01 November
- 15 November
- 29 November

Action Learning Set Weeks

(optional, student-led, w/c = week commencing, 1 hour recommended)

- w/c 9 October
- w/c 23 October
- w/c 6 November
- w/c 20 November
- w/c 4 December

Term 2* (January – March 2024)

OPTIONS: PSY7002: **Strengths**; PSY7004: **Hope & Resil**; PSY7007: **Systemic & Environ. PP**

(*Please see separate guidance if taking PSY7012: **PP in Coaching** or EDU7005: **Pos. Ed.(?)**)

Weekend Workshops

- Saturday 10 February 2024
(Hybrid – Missenden Abbey & Online)
- Saturday or Sunday*
9 or 10 March 2024
(Hybrid – **High Wycombe** & Online)

Lunchtime Webinars*

- 10 April
- 31 January
- 21 February
- 6 March

Action Learning Set Weeks*

- w/c* 8 January
- w/c 22 January
- w/c 5 February
- w/c 12 February
- w/c 11 March

Term 3 (April – June 2024)

PSY7003: **Positive Psychology in Practice** (with Placement)

Weekend Workshop

(09:30am - 4:30pm UK)

- **Sunday** 12 May 2024
(Hybrid – Missenden Abbey & Online)

Lunchtime Webinars

(Wednesdays, 12-1pm UK)

- 10 April
- 12 June

Placement and/or ALS Weeks

(student-led, w/c = week commencing, 1-2 hours/wk recommended)

- All other weeks, with expectation of placement starting by Week 2 (15 April)

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 and contacts (either in person, via email or phone, or Bb Collaborate/MS Teams/Zoom/Skype/FaceTime, etc.) allow support and guidance in the choice and progression of these projects.

The modules will revolve around the use of Blackboard (Bb) and Bb Collaborate (and occasionally MS Teams) 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.* Ad hoc tutorials are available and can be hosted using Bb Collaborate or conducted via Teams, Zoom, 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 Zoom. 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 some 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. <https://ppnetwork.org/> or <https://positivepsychologyguild.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 officially assessed 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/Assignment’ link under each Bb module ‘shell’.

Modules

The programme from this year on will be running on a 4-term schedule, with each term consisting of 10 weeks, and each term you will typically be undertaking one taught module at a time. Half of these are mandatory and common to all students (core), but in Term 2 of both years, and in Term 3 of your second year, you will have options for which module you wish to study. In the second year (if you are doing your dissertation project in the second year), you will be doing 2 modules at a time in Terms 2 and 3 (an option module and the ERP/dissertation module simultaneously both terms). The ERP/dissertation module then continues over the summer (Term 4).

YEAR 1

Term 1 (10 weeks: October – December): **CORE**

Code: PSY7001 The Positive Psychology of Wellbeing & Emotion (CORE)

This module provides an overview of the historical development of Positive Psychology – the ‘science of what makes life worth living’ through its various ‘waves’ of thought and goals, and the range of research, writing and critique that has occurred since its inception, as well as how this has emerged out of earlier research and traditions. The module focuses on how psychological research has explored the concepts of wellbeing and its overlaps and divergence from the concepts of ‘happiness’ and ‘flourishing’, and how these definitions have been and remain debated. This covers the individual emotional underpinnings and theories of emotion related to the full spectrum of human subjective emotional experience and ‘positivity’ in one’s life, what makes for ‘happy’ people, societies and institutions, and how theoretical approaches to these concepts have developed over time. The module explores these concepts by enabling students to experience these psychological theories and research findings from the ‘inside-out’ by applying and critically examining them in their own lives through a personal project, on which they will reflect in writing, in relation to the theory and research, and which they will share with their peers in a presentation at the end of the term.

PSY7001 Assessments		Weighting
CW1	Reflective Journal (2500 words)	50%
PR1	Presentation (either oral or poster)	50%

Term 2 (10 weeks: January – March): **CHOOSE ONE** FROM OPTIONS BELOW

Code: PSY7002 Strengths Approaches and Interventions in Positive Psychology (OPTION)

This module offers the background to Strengths approaches within Positive Psychology, linking Strengths to wellbeing and the development of measures and approaches for spotting and measuring strengths in people. It examines the development of strengths and research supporting strengths approaches and interventions in various domains including work, schools, and for therapy. It also examines related approaches in practice including Appreciative Inquiry and Solution focused approaches. The module also critically examines the role of strengths (versus weaknesses) in embracing the whole individual and the application of strengths at a wider systemic level. The module explores these concepts by enabling students to experience these psychological theories and research findings from the ‘inside-out’ by applying and critically examining them in their own lives through a personal Strengths Case Study, on which they will reflect in writing, in relation to the theory and research.

PSY7002 Assessment		Weighting
CW1	Case Study Report (3500 words)	100%

Code: PSY7004 The Psychology of Hope & Resilience (OPTION)

This module provides an overview of the conceptualisation of hope and resilience, their relationship to each other, their location within human lives, and how they have been researched by psychologists. The module offers an identification of the key lifespan, developmental and behavioural characteristics of hope and resilience, and explores where hope and resilience sit within and contribute to positive psychology generally as well as concepts of well-being and ‘flourishing.’ The module explores various perspectives, where these concepts are being developed and how they are being applied in practice.

PSY7004 Assessments		Weighting
PR1	Case Study Proposal Presentation	40%
CW1	Case Study Report (3500 words)	60%

Code: PSY7007 Systemic & Environmental Approaches in Positive Psychology (OPTION)

This module aims to explore interdisciplinary research and theoretical perspectives on the broader and more complex systemic and environmental influences on mental health, wellbeing and performance. This approach is in tune with the emerging zeitgeist of Positive Psychology (third

wave) that proposes a broader, more inter-connected view of PP that is less individualistic and more interdisciplinary, which considers systemic, cultural, organisational, environmental and/or ecological influences on and definitions of wellbeing. The module also critically examines existing macro level social and organisational-level PPIs, encompassing work from disciplines outside the traditional scope of psychology, including, amongst others, evolutionary biology, sociology and cultural anthropology, ethics, ecology, linguistics, information technology, and political science. Topics explored will include prosociality and cooperation in society and organisations, cultural and behavioural change theories, human connection with nature, social justice and activism, and positive politics and leadership. Students will develop and evaluate their own 'third wave' PP intervention for a particular population and present their proposed PPI creatively.

PSY7007 Assessments		Weighting
CW1	'Third Wave' PPI Proposal Report	50%
PR1	Creative Presentation of PPI	50%

Code: PSY7012 Positive Psychology in Coaching

This module provides an opportunity for students to develop their coaching skills and self-as-instrument as a coach through bringing positive psychology theories and approaches into one-to-one coaching sessions.

PSY7012 Assessment		Weighting
CW1	Portfolio of Coaching Practice (3500 words)	100%

Code: EDU7005 Positive Education and Other Evidence-Based Interventions

This module provides students with an opportunity to critically examine ways of promoting wellbeing in educational settings. The module introduces the key tenets of positive education and how these may be applied to enhance wellbeing, learning and teaching. Students will consider a range of contemporary evidence-based interventions and critically discuss their suitability for different educational contexts.

EDU7005 Assessment		Weighting
CW1	PPI Critical Report (3000 words)	100%

Term 3 (10 weeks: April – June): CORE

Code: PSY7003 Positive Psychology in Practice

This module is the first year one module that encourages students to focus specifically on applying

PP to others and to consider the domain of PP practice they choose to develop for themselves. The module covers background on Positive Psychology Interventions and the range of different methods that may be used. There is a primary focus on Self-as-Instrument in this module as well as a consideration of the practical and ethical issues of applying PP in a real-life organisational or professional setting. Students are expected to work closely with a student peer to develop their self-awareness and learning as a PP practitioner and to carry out a short placement where they can practice a PP approach or intervention within a particular environment of their choice.

PSY7003 Assessments		Weighting
CW1	Reflective Account (2500 words)	50%
PR1	Placement Presentation	50%

YEAR 2

Term 1 (10 weeks: October – December): **CORE**

Code: PSY7008 Applied Research Methods

TBC - This module develops learners' understanding and skills associated with planning, designing, and conducting applied social research within their field of study, discipline or professional contexts. Learners are guided through a cycle of activity: including critically reviewing literature; identifying a research question; research design; data collection and analysis. The course provides a support for independent work conducted as part of an Extended Research Project.

PSY7008 Assessments	Weighting
TBC	

Term 2 (10 weeks: January – March):
CHOOSE ONE OTHER OPTION FROM ABOVE Year 1 Term 2 List

Term 3 (10 weeks: April – June):
CHOOSE ONE OPTION module below

Code: PSY7014 Creativity and the Positive Psychology of the Arts

This module aims to explore the role of human creativity and its contribution to not only cultural progression but also wellbeing. A 'second wave' PP approach will be taken in exploring both the light and the dark sides of the creative process, and how this dialectic is crucial to successful creating; individual difference but also systemic and cultural factors that influence the creative process will be discussed, alongside how the creative process influences our emotions, cognition, and identities, and vice versa. The arts are perhaps the best known, 'iconic' source of creativity in our society – the module aims to explore what the arts mean to us as a species and as individuals. Creativity and the arts in our society are explored in a variety of settings, including education, healthcare, social activism and cultural change, and organisations. Students will explore their own relationship with creativity through exploratory activities with a variety of media and submit either an 'art journal' piece of self-reflective writing or a plan for facilitating a creative and/or arts PPI programme with others.

PSY7014 Assessment		Weighting
CW1	Creative Portfolio Report	100%

Code: PSY7005 The Journey of Change

This module supports students' understanding of humanity and the reality of change through exploring several perspectives outside positive psychology to act as a context for understanding how others may behave when responding to positive psychology interventions and the development of meaningful change across people's lives. The module explores these theories both for self-changers and for people needing support through change.

PSY7005 Assessment		Weighting
CW1	Case Studies Portfolio Reports (5000 words)	100%

+ Year 2 (or separately in Year 3): Terms 2-4 (January – September): CORE

Code: PSY7006 Extended Research Project (aka Dissertation - CORE)

This module provides students an exciting opportunity to conduct a substantial independent research project, under the guidance of a supervisor, that addresses an issue of relevance to the learner's professional context and/or interest. The topic selected must be relevant to their course of study as negotiated with the course team and show relevance to real world issues and, where appropriate, the students' own sector. The structure and format will provide students with the opportunity to shape their area of research to suit their interests and professional aspirations: this may be an empirical project, a work-based learning project, a developmental project (e.g. developing a product or intervention strategy) or a literature-based integrative review project..

PSY7006 Assessments		Weighting
CW1	Oral exam/presentation (20 mins)	25%
CW2	Final dissertation (~ 6,000-8,000 words)	75%

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. Each 20 credit module is expected to take 200 hours of study time over a 10-week term – i.e. 20 hours per week of activity, both self-guided and structured.

For all of these reasons, you are expected to dedicate about **9 hours per week** to self-guided study on the programme, *plus* 50 hours total for assignment work each term/20-credit module and participating in another 60 hours of more formal teaching time (including watching/reading provided content, interacting with peers via discussion boards and ALS peer study groups, and attending/catching up with workshops and webinars). 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 as much as possible 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 hybrid weekend workshops, with a combination of synchronous (‘live’, scheduled) and asynchronous (at your own pace) learning. Although live attendance at the workshops is not obligatory (as we recognise that some students will be studying at quite a distance or have other competing commitments), the weekend workshops and webinars 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 consider attending a workshop at least once in person, and/or to participate actively online. We may ask you to confirm in-person attendance at the workshops ahead of each MAPP teaching weekend, for practical/catering purposes.

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 and/or Teams (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 webinars are recorded and the recordings uploaded to Bb shortly thereafter; 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 to yourself. Thus, you apply this in your own life over a period of approx. 5-8 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 or portfolio showcasing your experiences. 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 Methods module is 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 – 7th edition)**. 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 Student Learning and Achievement (SLA) team 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 can 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.

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.

Turnitin submission portals will usually be open at least 1 week ahead of a deadline. This should give you enough time to submit once or twice ahead to check your similarity report, if you so wish, and to get in a final version ahead of the deadline. If you notice that a portal is not yet available a week ahead, please get in touch with the Module Leader.

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.

Turnitin

BNU uses *Turnitin portals*, a web-based service that allows you to submit all your work electronically via submission 'portals'; it also allows your tutors to mark your work electronically and for you to view your marks and feedback online for your assignments. Turnitin also provides 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, and will provide a similarity percentage score on all submitted work. Students typically can submit their work as many times as they like up to a deadline, in order to use this facility to check their own

paraphrasing skills and similarity report, and this will overwrite previously submitted versions of the file up until the deadline. On occasion, please note that there may be a lag of 24 hours before Turnitin allows a refreshed submission (especially if you have already submitted it three times before), so please bear that in mind when planning your submissions.

What to do if you are 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.

Usually the best course of action in the first instance is to ask your Module Leader for an **extension** by submitting an Extension Request Form (available under the Assignment Info section of all module shells on Bb). Typically, if granted, you will be given a 2 week extension; occasionally this may be extended to a maximum of 3 weeks. You should aim to submit this extension request before the deadline, but it may be acceptable up to 2 working days after a deadline is passed.

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 late up to 10 working days (i.e., 2 weeks) 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 50% if an assignment is submitted late without a prior approved extension or an application for 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 again during the late submission window.

If something extreme happens in your life and you are unable to apply for an extension or require more time to complete your work than the normal extension time allows, you might want to consider applying for something called '[mitigating circumstances](#)'. This is a slightly more involved process and is decided by an external panel, but would allow you to resubmit any late non-submitted work by the end of the year for an uncapped mark. Please speak to your Module Leader as soon as possible if something like this occurs so that they can advise you appropriately about the best course of action for your circumstances.

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. Assessments will be linked to Module Learning Outcomes.

Tutors marking your work 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.

Marks given are out of a score of 100 typically. Marks 50-59 are a pass (C), 60-69 are in the merit range (B), and 70 or more are in the distinction range (A). Marks below 50 are a fail. 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 it is not possible to receive feedback within the three-week period, you should receive a notification and an alternate date from the Module Leader.

Please note: Although you may ask for further clarification from a tutor about their mark or feedback, the only grounds for [appealing your mark](#) are if you have evidence that proper marking procedures have not been followed (e.g., marks were calculated incorrectly, proper moderation procedures were not followed, etc.). Dissatisfaction or disappointment with the result of an assessment is **not** sufficient grounds for an academic appeal. Similarly, no appeal is allowed on matters relating to academic or – in the case of practice-based assessments – professional judgement.

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

If you fail an assignment, you may be given a second opportunity to redo the same assignment or another, different ‘referral’ assessment at the end of the year for a capped (at 50 max.) mark, but usually only IF you end up failing the module as a whole (to allow you an opportunity to pass and progress). This decision is made by an end-of-the-year assessment board, who will consider your overall profile of marks for the assessment stage in accordance with the [Academic Assessment Regulations](#). Referral is not guaranteed or automatic. If you are set referral work, this may differ from the original piece of work submitted, so you should not simply assume you can 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.

If you failed your assignment or did not submit it due to extenuating circumstances, you might be eligible to apply for something called [Mitigating Circumstances](#), which would allow you to complete/redesign the assignment at referral for an UNCapped mark (more information about Mitigating Circumstances can be found in the previous section of this handbook and on the linked website above. 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.

Internal & external moderation

A percentage of marked assignments are randomly reviewed (moderated) by a second internal marker from the course team, to ensure internal consistency in and quality of marking standards, particularly where several lecturers may be marking an assessment together. 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 (final mark 40+) modules 1-3 below. To achieve a Postgraduate Diploma (PgDip) in Applied Positive Psychology a student must pass all 6 modules below.

1. The Positive Psychology of Wellbeing & Emotion
2. ONE of the following OPTION modules:
 - Strengths Approaches and Interventions in Positive Psychology
 - The Psychology of Hope and Resilience
 - Systemic & Environmental Approaches in Positive Psychology
 - Positive Psychology in Coaching
 - Positive Education and Other Evidence-Based Interventions
3. Positive Psychology in Practice
4. Applied Research Methods
5. ONE more of the OPTION modules ABOVE
6. ONE of the following OPTION modules:
 - Creativity and the Positive Psychology of the Arts
 - The Journey of Change

To achieve a Masters (MSc) in Applied Positive Psychology a student must pass all 6 modules as detailed above, *plus* a 60-credit Extended Research Project (aka Masters Dissertation) module. The calculation of this award will be as standard for an MSc Programme. Please note that different assessments may be 'weighted' differently in contributing to your final overall result – for example, the Placement Presentation for Positive Psychology in Practice counts for half of the 20-credit module's overall mark, while the final dissertation counts for 75% of the 60-credit dissertation module mark.

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 Co-Leaders, are those with overall responsibility for your course of study (the entirety of the MAPP). You can bring to your Programme/Course Co-Leaders any issues you may have with the overall running of your programme. Any concerns dealing with the overall course or any of the tutors should be taken to your Course Co-Leaders in the first instance. The Course Co-Leaders also act as your Personal Tutors for any personal and pastoral issues you might have, and they will be able to advise and/or direct you to the appropriate resources. Your MAPP Course Co-Leaders are Dr Genevieve Cseh genevieve.cseh@bnu.ac.uk and Dr Ceri Sims ceri.sims@bnu.ac.uk.

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 for that particular module.

Associate Lecturers (ALs)

In addition to Module Leaders, a team of Associate Lecturers will also be involved in teaching at workshops and webinars, dissertation supervision, ALS facilitation (see below), and marking. Like the Module Leaders, you can ask ALs questions about assignments or module content; however, they may refer you to the Module Leader in some circumstances if a module-level decision has to be made.

Action Learning Set (ALS) Facilitator(s)

You will be allocated to an 'action learning set' (abbreviated to ALS – *not to be confused with ALs, i.e. Associate Lecturers, although ALS facilitators will often be ALs!*) early on in your academic career, which is a dedicated small peer support and study group. It is intended that these will be mainly student-led and run and that it will be your responsibility to arrange and run these. However, you will have a member of staff assigned to your ALS group as a dedicated facilitator. This facilitator is a contact to go to with academic questions you may have. They may attend the occasional meeting of your ALS, on request, and will make suggestions for activities that your group may consider undertaking.

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 [Digital Learning](#), respectively, are there to help troubleshoot problems.

School Registry Officer

Your School Registry Officer (currently Bhavishree (Bhav) Chudasama bhavishree.chudasama@bnu.ac.uk) 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. They also handle formal changes to your programme or assessment status – e.g. applications for mitigating circumstances, interruption or withdrawal.

Course Administrator

The Course Administrator (TBC) 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

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 and/or are chartered psychologists in an applied field and are engaged in ongoing research and scholarship and/or work as practitioners. Phone extensions are to the phone number: +44 (0)1494 522141, although given the FDL nature of this course, many of the staff are not local to the High Wycombe campus and work mainly remotely; therefore you are encouraged to email in the first instance for the best chance of a quick response.

Name	Role	Rm/ Tel Extn	Email
Core Academics			
Dr Genevieve Cseh	<ul style="list-style-type: none">• MAPP Course Co-Leader• Module Leader/Co-Leader:<ul style="list-style-type: none">○ PSY7001 (PP of WB/Emo)○ PSY7007 (SystemicEnviro)○ PSY7008 (Research Methods)○ PSY7014 (CreatArts)○ PSY7006/28 (ERP/Dissertation)	Health Tech Hub S2.07 4314*	genevieve.cseh@bnu.ac.uk <i>* Mostly working remotely from home in Scotland; please email in first instance</i>
Dr Ceri Sims	<ul style="list-style-type: none">• MAPP Course Co-Leader• Module Leader/Co-Leader<ul style="list-style-type: none">• PSY7003 (PPIP)	Health Tech	ceri.sims@bnu.ac.uk

	<ul style="list-style-type: none"> • PSY7007 (SystemicEnviro) • PSY7014 (PP in Coaching) • PSY7005 (JofC) • PSY7006/28 (ERP/Dissertation) 	Hub S2.07 4324	
Dr Matthew Smith	<ul style="list-style-type: none"> • Module Leader/ Co-Leader ○ PSY7002 (Strengths) ○ PSY7004 (H&R) ○ EDU7005 (PosEd) ○ PSY7006/28 (ERP/Dissertation) 	Health Tech Hub S2.07 4323	matthew.smith@bnu.ac.uk
(& Course Leader for MSc Mental Health & Wellbeing in Education)			

Associate Lecturers

Mrs Sarah Cramoysan	sarah.cramoysan@bnu.ac.uk
Ms Hannah Dunn	hannah.dunn@bnu.ac.uk
Mrs Lisa Jones	lisa.jones@bnu.ac.uk
Ms Kate McAllister	kate.mcallister@bnu.ac.uk
Mrs Sarah Monk	sarah.monk@bnu.ac.uk
Mr Matthew (Matt) Rodda	matthew.rodde@bnu.ac.uk
Dr Kristin Thompson	kristin.thompson@bnu.ac.uk
Ms Kimberley Wakefield	kimberley.wakefield@bnu.ac.uk

Management

Dr Ciarán O’Keeffe	Head of School	E4.12 3285	ciaran.okeeffe@bnu.ac.uk
		OR2 3177	sarah.a.hughes@bnu.ac.uk (PA)
Dr Kevin Campbell-Karn	Deputy Head of School	E3.12 3265	kevin.campbell-karn@bnu.ac.uk

Affiliates/Guest Lecturers

Dr Nick Brown	Visiting Teaching Fellow	nicholasjlbrown@gmail.com
Dr Diane Herbert	Visiting Teaching Fellow	XXXXXX
Dr Emma Judge	Visiting Teaching Fellow	emma@allaboutthriving.com

Prof Alex Linley	Visiting Professor	alex.linley@capp.co
Dr Rosie Miller	Visiting Research Fellow	rosie.miller@changewave.co.uk
Dr Carmel Proctor	Visiting Teaching Fellow	carmel@pprc.gg
Ms Wendy-Ann Smith	Visiting Fellow	wendy-ann@ecloreu.eu
Dr Piers Worth	Visiting Professor (Retired)	piers.worth@bnu.ac.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
TBC	Course Administrator	E2.08	xxxx	xxxx
Ms Bhav(ishree) Chudasama	School Registry Officer	E2.08	4047	bhavishree.chudasama@bnu.ac.uk
IT Helpdesk	Tech Support	Gateway, 2 nd Floor	5000	it@bnu.ac.uk
Open4Learning/ Digital Learning Team	Blackboard Support			open4learning@bnu.ac.uk or digitallearning@bnu.ac.uk
Psychology Lab	Psychology Technician (Juliet O'Donnell)		5025	psychologylab@bnu.ac.uk
Catherine Williams/Library	Librarians	G2.02 - HW Library; Gateway 2 nd Floor	4512/ 5107	catherine.williams@bnu.ac.uk library@bnu.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.

The [Student Success and Support](#) pages on the website provide information, support and guidance to help you manage any issues that might impact on your studies, as well as your general wellbeing, and provide links to 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@bnu.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@bnu.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@bnu.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@bnu.ac.uk. You can also find more information on the website <https://bnu.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.bnu.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, satisfaction surveys etc.

Please note that important University announcements will be made through MyBNU so you must login 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
- [Exceptional Circumstances](#) If you are experiencing difficulties, you should contact your [School Registry Officer](#) as soon as possible. They can advise you on the most appropriate course of action, including Extensions, Mitigating Circumstances claim or Interrupting your studies.
- [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.)

Student Success and Support

The [Student Success and Support pages](#) on the website contain links to a range of services and sources of support for your time at the University.

Through these pages you can also find links to our Health and Wellbeing services, including **Counselling** and the **Inclusion, Diversity & Disability Service**, the **Student Enquiries** hub, the **Student Learning and Achievement Hub** for advice on study skills, **Student Opportunities and Career Success**, **Library**, and the **Students' Union Advice Service**.

Academic Integrity and Confidentiality

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 Integrity and Misconduct pages](#).

Academic Confidentiality, as an aspect of academic integrity, also applies to all subject areas and involves the protection of personal, technical and/or commercial information of a sensitive nature, irrespective of format. Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm.

Some key principles to follow:

- **Use pseudonyms** (which should be identified as such) and/or generalised terms e.g., Service user X or Paramedic 1.
- **Remove any sensitive information** unless it is already in the public domain, you have consent, or are required to include it.
- **Avoid the inclusion** of documentation, either original or photocopied, that might reveal the identity of an individual or organisation in any submitted work.
- **Ensure that you are aware of and complete** as required Non-disclosure agreements (NDAs), Model Release Forms, Statements of Confidentiality or Declaration of Good Character/Suitability for your course of study.

More information about the University's Academic Confidentiality policy can be found on our [Academic Confidentiality pages](#).

Your course team will support for 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@bnu.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.

Brown, N. J. L., Lomas, T., Eiroa-Orosa, F. J. (Eds.). (2018). *The Routledge international handbook of critical positive psychology*. Routledge international.

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.
- 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.
- Lomas, T., Hefferon, K., & Ivtzan, I. (2014). *Applied positive psychology: Integrated positive practice*. Sage.
- Lopez, S. J. (2014). *Making hope happen*. Simon and Schuster.
- Lopez, S. J., & Snyder, C. R. (Eds.) (2016). *The Oxford handbook of positive psychology* (3rd ed.). Oxford University.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2019). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). Sage.
- Lyubomirsky, S. (2007) *The how of happiness: A scientific approach to getting the life you want*. Penguin.
- Prochaska, J. O., & Prochaska, J. M. (2016). *Changing to thrive*. Hazelden.
- Worth, P. (Ed.) (2022). *Positive psychology across the lifespan: An existential perspective*. Routledge.

Study support texts and online resources

- Biggam, J. (2021). *Succeeding with your master's dissertation: A step-by-step handbook* (5th ed.). Open University Press.
- Cottrell, S. (2017). *Critical thinking skills: Developing effective analysis and argument* (3rd ed.). Palgrave Macmillan
- Cottrell, S. (2019). *The study skills handbook* (5th ed.). Palgrave Macmillan
- Cottrell, S. (2021). *Skills for success: Personal development and employability* (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.



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