

Master in Applied Positive Psychology and Coaching Psychology (MAPPCP)



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Information for new students

This version was updated on August 2020



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Overview

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

Modules overview

The course features six modules. Although they are all integrated, two focus on Positive Psychology; two develop Coaching Psychology knowledge and skills; and two will support you to undertake academic research. Details are as follows:

Perspectives on individual wellbeing

This module will take you through the prevalent Positive Psychology theories, the main research findings and their applications. You will explore a variety of topics under the umbrella of individual wellbeing both from a critical and a practical perspective. You will also learn how to assess positive psychology constructs such as positive emotions and satisfaction with life. You will also learn about the application of Positive Psychology interventions to coaching and to evaluate each topic in relation to your own life experience.

Coaching theory and practice

This module will take you through the core theories and practice of evidence-based coaching and the cross-fertilisation between coaching and positive psychology. You will build a range of effective coaching practical and professional skills that allow competent integration of theoretical models and approaches. Theories and techniques will be evaluated by reference to empirical research and conceptual analysis. You will develop a critical understanding through reflective learning, coaching supervision, peer learning and exploration of research and psychological theories underpinning coaching. At the end of this module you will be expected to have developed as an effective, reflective practitioner.



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Flourishing within organisational systems

This module will take you through the Positive Psychology theories and concepts that focus on the systemic and contextual aspects and dimensions of wellbeing. You will adopt a multidimensional approach, with a particular focus on systemic and socio-cultural dimensions in order to appreciate the range of existing and potential applications of Positive Psychology and Coaching to educational, organisational and public policy contexts. You will gain an understanding of the key historical, philosophical, social and political issues and you will consider key eudemonic topics relating to Positive Psychology and its applications.

Research in Positive Psychology and Coaching Psychology I

This module will provide you with the necessary theoretical and methodological knowledge and research skills to conduct original and rigorous research in Positive Psychology and Coaching Psychology at postgraduate level. You will gain a thorough understanding of the philosophy, principles and theories of qualitative, quantitative and theoretical research designs, data collection and analyses. You will be able to consider the ethical implications of research and apply them to your own research project.

Positive Leadership and Professional Coaching

In this Module you will critically explore the latest thinking on advanced coaching practice and get a broad overview of the field of positive organisational scholarship. Specifically, this module will consider the role of a coaching approach as a key aspect of positive leadership. The module will allow you to consider the complexities of advanced coaching practice and reflect on how a coaching approach and coaching skills can be integrated into the repertoire of leaders. Furthermore, the module also considers the use of a coaching approach with teams and groups. The overarching aim is to develop your ability to work as an integrative practitioner in a range of professional contexts. You will be asked to critically evaluate your practice in relation to coaching competency standards and review your personal understanding of the integration of Positive Psychology and Coaching.

Research in Positive Psychology and Coaching Psychology II

This module aims to assist you in making a research contribution to the field of Positive Psychology and Coaching Psychology by introducing you to the problems of real-world research and equipping you with the knowledge and skills you need to conduct an original research project at a postgraduate level and produce a journal paper. You will develop a thorough understanding of the principles, theory and conduct of research through experiential learning. Particular emphasis is given to appraisal and review of literature, ethical consideration in research, data collection methods, data analysis techniques, and research writing conventions in Psychology.



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MAPPCP Academic Team

Dr Andrea Giraldez-Hayes. Programme Leader and Senior Lecturer in Coaching Psychology

Dr Christian van Nieuwerburgh. Professor in Coaching and Positive Psychology

Dr Ilona Boniwell. Honorary Professor in Positive Psychology

Dr Suzy Green. Honorary Professor in Positive Psychology

Dr Kate Hefferon. Honorary Reader in Applied Positive Psychology

Dr Tim Lomas. Senior Lecturer in Applied Positive Psychology

Dr Kirsty Gardiner. Lecturer in Applied Positive Psychology

Dr Candan Ertubey. Senior Lecturer in Research Methods

Dr Rona Hart. Senior Lecturer in Applied Positive Psychology

Hanna Kampman. Lecturer in Applied Positive Psychology

Julia Papworth. Lecturer in Coaching Psychology

Ana Paula Nacif. Lecturer in Coaching Psychology

William Pennington. Senior Lecturer in Coaching Psychology

Jolanta Golan. Lecturer in Research Methods



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Structure

The following timetables show the MAPPCP programme structure for full-time on-campus and distance learning students, and for part-time distance learning students. For students following the on-campus programme, all teaching takes place during intensive weekends (Friday, Saturday and Sunday), involving one weekend every two or three weeks. Students take 60 credits per semester (term), with three taught semesters per academic year.

Full-time on-campus or distance learning September 2020

Module name	Credits	SEM A (Term 1) Sept 20	SEM B (Term 2) Jan 21	SEM C (Term 3) June 21
Perspectives on individual wellbeing	30			
Coaching theory and practice	30			
Flourishing within organisational systems	30			
Research in PP and CP I	30			
Positive Leadership and Professional Coaching	30			
Research in PP and CP II	30			

Full-time on-campus or distance learning January 2021

Module name	Credits	SEM B (Term 2) Jan 21	SEM C (Term 3) June 21	SEM A (Term 1) Sept 21
Perspectives on individual wellbeing	30			
Coaching theory and practice	30			
Flourishing within organisations	30			
Research in PP and CP I	30			
Positive Leadership and Professional Coaching	30			
Research in PP and CP II	30			

Part-time distance learning September 2020

Module name	Credits	SEM A Term 1 Sept 20	SEM B Term 2 Jan 21	SEM C Term 3 June 21	SEM A Term 1 Sept 21	SEM B Term 2 Jan 22	SEM C Term 3 June 22
Perspectives on individual wellbeing	30						
Coaching theory and practice	30						
Flourishing within organisations	30						
Research in PP and CP I	30						
Positive Leadership and Professional Coaching	30						
Research in PP and CP II	30						



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Part-time distance learning January 2021

Module name	Credits	SEM B Term 2 Jan 21	SEM C Term 3 June 21	SEM A Term 1 Sept 21	SEM B Term 2 Jan 22	SEM C Term 3 June 22	SEM A Term 1 Oct 22
Perspectives on individual wellbeing	30						
Coaching theory and practice	30						
Flourishing within organisations	30						
Research in PP and CP I	30						
Positive Leadership and Professional Coaching	30						
Research in PP and CP II	30						

Suggested reading before the course starts

Boniwell, I. & Tunariu, A. (2019). *Positive Psychology. Theory, Research and Applications* (2nd edition). London: McGraw Hill.

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

Reading strategy

We recommend starting out with just one positive psychology textbook, and one coaching textbook. They can be the ones recommended in the list above. These foundational texts are available in the UEL library.

We provide significant amount of literature on the course, which is available free of charge, including access to the main databases to read research papers. Therefore, you will not have to purchase more than six or seven textbooks for the entire course.



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FAQs

Does the distance learning option require any attendance?

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

Is it possible to take only Positive Psychology or the Coaching modules?

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

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

Yes, the programme offers two intermediate awards:

- A **Postgraduate Certificate in Applied Positive Psychology and Coaching Psychology** which is awarded following the successful completion of 60 credits (comprising 'Perspectives on individual wellbeing' and 'Coaching Theory and Practice').
- A **Postgraduate Diploma in Applied Positive Psychology and Coaching Psychology** is awarded for achieving 120 credits for all the non-research modules ('Perspectives on individual wellbeing', 'Coaching theory and practice, 'Flourishing within organizational systems', and 'Positive leadership and coaching').

If you wish to take one of these intermediate awards, [please apply to the MSc programme](#), and let the admission team you will exit the programme with one of these awards. Please ensure to make this request well before teaching starts. Afterwards, once you have completed the required modules, email the programme leader to request to exit with the Postgraduate Certificate or the Postgraduate Diploma.

Is MAPPCP recognised by any professional associations?

Yes, MAPPCP is accredited at a Master Practitioner level by the European Mentoring and Coaching Council (EMCC).

Besides, as a postgraduate programme from a British University, the MSc degree is recognised within the UK as well as internationally. Students who complete the MSc are eligible to continue their studies towards a PhD.



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

No attendance on-campus is required from DL students. All materials are presented in tailored made videos and other documents available on the digital learning platform (Moodle) so that you can access them at your convenience. However, you should attend a two and a half-hour webinar every two or three weeks. We offer the same webinar at 8 am and 5 pm (London time) to help students living in different time zones to find their best option.

All supervision and tutoring sessions are virtual. If you cannot attend these sessions, you can arrange some of them individually at a time that suits you. The arrangements are generally very flexible. We currently have students around the world, and time difference is not a barrier to their participation.

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

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

There are approximately 45 hours of teaching in 30 credit modules on-campus and 15 hours in 30 credit modules online. However, DL students have additional videos on Moodle to follow some lectures at their own pace.

You are also expected to devote time beyond class attendance for self-study (reading, practising, preparing assignments), as well as for meeting your academic advisor or research supervisor and group. You are also required to attend at least 3 coaching supervision sessions a year. We estimate that this amounts up to 10 hours per week for a 30-credit module. Coaching and Research Methods modules are likely to require more than this. Please note that this programme requires a significant amount of self-study.

Therefore, if you were to take the part-time option, Term 1 involves one 30 credit module - Perspectives on individual wellbeing. Thus, there would be 15 hours of lectures during the term, plus several videos and readings. You will need to devote approximately 12 hours per week for self-study and other activities. Altogether, this amounts to about 15 hours per week on average.

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



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Would you recommend embarking on the course while working?

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

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

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

What are the assessments for the course?

- **Perspectives on individual wellbeing.** A personal development portfolio (approx. 5,000 words): a reflective exercise in which you will try out positive psychology interventions on yourself and report on the experience.
- **Coaching theory and practice.** Undertake 20 hours of coaching and write a reflective log (approx. 2,000 words) about the coaching practice, and submit a 30 minutes video of your coaching practice
- **Flourishing within organisations.** A case study consultancy project (approx. 5,000 words)
- **Research in Positive Psychology and Coaching Psychology I.** Literature review (2,500 words) and application for ethical approval (including Appendices)
- **Positive leadership and professional coaching.** Case study (3,000 word) and critical reflection (2,000 word).
- **Research in Positive Psychology and Coaching Psychology II.** Professional Journal Article on the basis of research dissertation undertaken (6,000 to 8,000 words)

Is there a requirement for taking a placement in MAPPCP?

MAPPCP does not require undertaking a placement.

Are there opportunities for internships in MAPPCP?

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



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Is it possible to get an exemption for modules (in Coaching or Positive Psychology) completed at another university?

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

Please note the following:

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

What is the career destination of graduates?

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



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