

Module Specification

Module Title Module Code

Credit Value Level Mode of Delivery Semester A

Pre-requisite modules	Co-requisite modules	Overlapping modules
SBC140 Essential Skills for Psychologists		SBC502 Health Psychology
SBC142 Research Methods and Statistics in Psychology I		

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module builds on themes developed in level 4 psychology modules and considers a unique area of psychological research: Positive Psychology which focuses on psychological well-being and optimal functioning as well as the individual and social determinants thereof. The aim is to introduce this field of psychology and explore its relationship to other areas of psychology. Key studies, and their ethical dimensions, from both classic and modern biological, experimental and intervention perspectives are provided throughout.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

1. To provide an in-depth grounding in the theories, methods and research programmes in positive psychology.
2. To build and develop upon related topics covered in level 4 psychology modules.
3. To develop students' understanding and critical evaluation competencies of important topics, methodologies, empirical findings and recent developments in positive psychology.
4. To provide an in-depth grounding in the theories, methods and research programmes of positive psychology.

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:	
A1	A critical understanding of classic and contemporary theories in positive psychology
A2	A critical understanding of various research designs and methods employed in classic and contemporary positive psychology

A3	A critical understanding of the ethical implications surrounding classic and contemporary positive psychology
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Disciplinary skills - able to:	
B1	The ability to acquire detailed factual and conceptual knowledge related to positive psychology
B2	To synthesize and apply theories and research findings from positive psychology to one's life
B3	To critically evaluate research questions and findings in positive psychology

Attributes:	
C1	The ability to manage learning using resources for the discipline;

C2	The ability to evaluate their own strengths and weaknesses, to challenge received opinion and develop their own criteria and judgment.
C3	The ability to communicate effectively in the manner appropriate to the discipline and in a variety of formats;

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

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

Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	22
Guided Independent Study	Independent	128
Total		150

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	22	15
Placement	0	0
Independent Study	128	85
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration / Length	Percentage Weighting	Final element of assessment?	Qualifying Mark
Essays	Written assignment, including Essay	Coursework		25	No	N/A
Final Exam	Written Exam	Written	2.5 hrs	75	Yes	N/A

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
 Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration / Length of Examination / Coursework
Resit Exam	Written Exam	2.5 hours