Module Specification

Module Title	Positive Psychology	Module Code	PSY119

Credit Value	15	Level	4	Mode of Delivery	On Campus	Semester A

Pre-requisite modules	Co-requisite modules	Overlapping modules
	PSY100 Essential Skills for Psychologists	

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 introduces themes at Level 4 in psychology 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 develop students' understanding and critical evaluation competencies of important topics, methodologies, empirical findings and recent developments in positive psychology.

3. 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

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.

5) 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
Practical	Scheduled	2
Guided Independent Study	Independent	126
	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	24	16
Placement	0	0
Independent Study	128	84
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.

6) 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
Coursework	Written assignment, inc. Essay	Coursework		25%	No	N/A
Final Exam	Written Exam	Written	1.5 Hours	75%	Yes	N/A

Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.

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
Final Exam	Written Exam	1.5 Hours