

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BSc Hons Psychology
<b>Teaching Institution</b>	American College of Thessaloniki
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	September 2018
<b>Date of latest OU (re)validation</b>	2023
<b>Next revalidation</b>	2028
<b>Credit points for the award</b>	BSc Hons 360 credits
<b>UCAS Code</b>	N/A
<b>HECoS Code</b>	N/A
<b>LDCS Code (FE Colleges)</b>	N/A
<b>Programme start date and cycle of starts if appropriate.</b>	Fall 2023
<b>Underpinning QAA subject benchmark(s)</b>	<a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology</a>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	<a href="https://www.bps.org.uk/">https://www.bps.org.uk/</a> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://www.advance-he.ac.uk/">https://www.advance-he.ac.uk/</a> <a href="https://www.qaa.ac.uk/">https://www.qaa.ac.uk/</a>
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	PT, FT N/A

<b>Duration of the programme for each mode of study</b>	PT 4,5+ years, FT 4 years
<b>Dual accreditation (if applicable)</b>	NECHE
<b>Date of production/revision of this specification</b>	February 2023


#### 2.1 Educational aims and objectives

The BSc Hons Psychology is a degree programme within the Division of Humanities and Social Sciences which was validated by Open University and was launched in Fall 2018. Psychology, as one of the most popular subjects suits the Humanities and Social Science Division's scope and ACT's mission to provide a Liberal Arts Education, while complementing ACT Home Institution's (Anatolia) emphasis on the study of Psychology. The program has been designed to provide a broad contemporary education and students can attain both breadth and depth in the Graduate Basis for Chartered Membership (GBC) curriculum areas that supports them in making individual applications for the graduate basis for chartered BPS membership. The BSc Hons Psychology has also been designed to offer students the opportunity to follow their own interests through a range of optional modules and equip them with an impressive range of transferrable skills which will enable them to consider a variety of employment and further study opportunities relevant to a wide range of careers in subject specific areas and in the broader sector.

The aims and of the objectives of the BSc Hons in Psychology are to:

- provide students with fundamental knowledge of the key concepts, theories and a deep understanding of all core areas in psychology
- enhance students' aptitude for independent and cooperative work and encourage them to develop a capacity and enthusiasm for self-directed learning
- provide students with a range of qualitative and quantitative research skills in the field of Psychology
- develop diverse conceptual, analytical, critical thinking and communication skills for academic, professional purposes and self-development
- increase students' employment prospects in increasingly dynamic and multicultural social and working environments

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## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme has some cross-listed modules with the other ACT programmes. These are clearly sign-posted in the Curriculum map and submitted with the revalidation documents. Most are optional modules apart from one module required at level 4, History 201: Women of Modern Times. The aim of this module is for students to gain an appreciation (through various types of evidence, from legal documents to art and literature, etc.) for how individual women grappled with and were affected by major political and cultural developments. This is an important module for psychology students as it raises awareness of gender issues but also sets the stage for a critical discussion on the role that women would go on to play in the study and practice of psychology.

In addition, within their first two years of study, all ACT students are required to take a common general education curriculum consisting of 14 non-OU validated modules; the General Education Requirements, or GERs, are coordinated across the divisions and disciplines by the Academic Council with key input from faculty at the Division level. The GERs are placed into three main categories, the Arts and Humanities, the Sciences, and the Social Sciences. As a mechanism to implement and support student learning outcomes at the institution and programme levels, the GER courses are aligned with all academic programmes to provide a number of transferrable skills with a professionally-oriented dimension. In addition to developing communication, information and digital literacy skills, the GER curriculum emphasizes critical thinking and problem solving, quantitative reasoning, civic engagement, conflict resolution, and ethical integrity. With its solid liberal arts underpinning, the GER curriculum, students are equipped with skills and knowledge that are transferrable across academic disciplines.

## 2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

#### 2.4 List of all exit awards

Certificate of Higher Education in Foundations in Psychology 120 credits at Level 4  
Diploma of Higher Education in Foundations in Psychology 240 credits (120 at Level 4, 120 at Level 5)  
BSc Ordinary in Foundations in Psychology 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Psychology 120: Developmental Psychology I (Pre-natal and pre-school years)	15	<b>One</b> Psychology Major Elective	15	N/A for all	TBC for all
Psychology 121: Developmental Psychology II (Child to Adulthood)	15				
Psychology 130: Cognitive Psychology	15				
Psychology 150: Psychophysiology of Behaviour	15				
PSY 211: Historical, Philosophical & Research Foundations of Psychology	15				
Psychology 204: Social Psychology	15				
History 201: Women in Modern Times (Politics & International Relations)	15				

#### **Optional modules, Level 4**

Psychology 170: Personal development & Employability-new

English 250: Advanced writing and Professional Communication (cross listed with the English program)

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 awareness of the main concepts and theories in Psychology</p> <p>A2 understanding of the intellectual, historical, and research foundations of psychology as a field of academic inquiry</p> <p>A3 knowledge of contemporary theoretical approaches to psychology and social sciences at large</p> <p>A4 awareness of relevant data collection and research methods and analytical techniques</p> <p>A5 knowledge of how to develop arguments and solid judgements in the area of psychology</p>	<p><u>Learning and teaching strategy</u> Interactive lectures, seminars, tutorials, workshops, group work.</p> <p><u>Assessment methods</u></p>

<b><u>Learning Outcomes - LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
Upon completion of the level, students will demonstrate: B1 skills for the gathering and evaluation of data in the area of psychology through appropriate research designs/methods, sampling techniques and basic statistics with reference to the IRB process.	<u>Learning and teaching strategy</u> Interactive lectures, seminars, tutorials, workshops, group work <u>Assessment methods</u>

<b>3B. Cognitive skills</b>	
<p>B2 an ability to systematically understand psychology-related concepts as they developed through time</p> <p>B3 familiarity with some of the routine material in the subject matter</p> <p>B4 an ability to conceptualize and interpret current theories and models in the area of psychology by synthesizing information and diverse evidence in papers</p>	<p>Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>C1 ability to write essays and research papers/projects that make use of academic sources and referencing skills appropriate to the discipline of psychology</p> <p>C2 ability to demonstrate oral and written communication skills through appropriate argumentation and use of evidence</p>	<p><u>Learning and teaching strategy</u></p> <p>Systematic use of information technology, individual and group projects, group discussions, participation in conferences and events on and off campus</p>

<b>3C. Practical and professional skills</b>	
<p>C3 acquaintance with the research tools for psychological research and the ability to design small research projects following the ethical guidelines in human research</p> <p>C4 ability to work independently and in teams, demonstrating time management and organizational skills</p>	<p><u>Assessment methods</u></p> <p>Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).</p>

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>D1 a mastery of practical tasks involving time management, prioritization, and decision-making</p> <p>D2 an ability to communicate effectively information, ideas and concepts relevant to Psychology</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, seminars, tutorials, workshops, group work</p> <p><u>Assessment methods</u></p>

<b>3D. Key/transerable skills</b>	
<p>D3 an ability to work in a group and in a collaborative environment</p> <p>D4 an ability to use and apply basic information technology skills</p>	<p>Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).</p>

**Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Foundations in Psychology 120 credits at Level 4 or transfer to BSc Hons Psychology**

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Psychology 202: Personality Theories	15	<b>Two</b> Psychology Major Electives	30	N/A for all	TBC for all
Psychology 205: Research Methods and Statistics I	15				
Psychology 206: Research Methods and Statistics II	15				
Psychology 218 : Clinical Psychology I: Psychopathology	15				
Psychology 221: Neuropsychology	15				
Psychology 250: Psychopharmacology	15				

### **Optional modules, Level 5**

Psychology 200: Adulthood & Aging-new

Psychology 215: Positive Psychology

Psychology 240: Forensic Psychology

Psychology 255: Sport Psychology

Management 307: Negotiation and Conflict Resolution (cross listed with the Business programme)

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 Broad knowledge and understanding of the main theoretical approaches to various areas in psychology and psychology-related research methods explaining, among others, the formation of personality, cognitive processes and brain functioning.</p> <p>A2 Comparative knowledge of approaches to mental disorders and therapeutic interventions including, cognitive neuroscience, theories of behaviour, the development of work-based skills, major historical and theoretical issues in psychology along with different approaches to mental health</p> <p>A3 familiarity with and understanding of key areas in Psychology including a thorough understanding of research methods (both qualitative and quantitative) and of how to obtain and analyse evidence.</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken ( Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized.</p>

<b><u>Learning Outcomes - LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><u>Assessment methods</u></p> <p>Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>B1 skills for gathering, evaluation and critically analysis of information about the human mind and behaviour, cognition and learning and psychopathology</p> <p>B2 competence in the appropriate methods of data collection according to theories and concepts</p> <p>B3 an ability to apply a conceptual understanding of various areas in the field of Psychology to create and sustain arguments and to solve problems</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken ( Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized.</p> <p><u>Assessment methods</u></p>

<b>3B. Cognitive skills</b>	
	<p>Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, <b>quantitative and qualitative assignments</b>, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>C1 an ability to understand the implications of psychological theories on research and professional practice</p> <p>C2 an ability to identify appropriate criteria for the evaluation, analysis and synthesis of information from scholarly material</p>	<p><u>Learning and teaching strategy</u></p>

<b>3C. Practical and professional skills</b>	
<p>C3 skills to develop arguments and reflect on the relevant experience.</p> <p>C4 Apply ethical decision making, respecting codes of ethical conduct, in the planning and execution of psychological research</p> <p>C5 an enhanced ability in data collection analysis skills</p>	<p>Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken ( Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized.</p> <p><u>Assessment methods</u></p>

<b>3C. Practical and professional skills</b>	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>D1 Employ multiple perspectives to investigate psychological problems and to create connections to aspects of everyday experience</p> <p>D2 an ability to use a range of digital practices and IT tools</p> <p>D3 an ability to develop a formal plan of complex, collaborative tasks</p>	<p><u>Learning and teaching strategy</u></p>

<b>3D. Key/transerable skills</b>	
<p>D4 an ability to accurately communicate information, arguments and ideas in a range of contexts related to psychology.</p>	<p>Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken ( Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized.</p> <p><u>Assessment methods</u></p>

<b>3D. Key/transerable skills</b>	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

**Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in Foundations in Psychology 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc Hons Psychology**

<b><u>Programme Structure - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Psychology 305: Counselling and Psychotherapy	15	<b>Four</b> Psychology Major Electives	60	N/A for all	TBC for all

<b>Programme Structure - LEVEL 6</b>					
Psychology 350: Senior Thesis I	15				
Psychology 351: Senior Thesis II	15				
Psychology 400: Clinical Psychology II: Psychological Assessment	15				

**Optional modules, Level 6**

Practicum 300-new

Psychology 310: Organizational psychology

Psychology 303 : Educational Psychology : Inclusive & Special Education (revised title)

Psychology 320: Dialectical therapy

Psychology 330: Psychology of immigration

Psychology 340: Psychology of addiction

Psychology 360: Advanced Applied Statistics for Psychologists

Psychology 370: Psychology of Trauma-new

Management 310 : Human Resource Management for Growth (cross listed with the Business programme)

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 a systematic and comparative knowledge of theoretical approaches in the field of psychology including psychological assessment, development of therapeutic plans and application of basic counselling and therapeutic skills</p> <p>A2 design and carry out an independent empirical research project</p> <p>A3 an ability to recognize the potential limits of knowledge in the broader area of psychology.</p> <p>A4 an ability to understand various theoretical constructs, processes and techniques that underlie different intervention approaches</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. The senior thesis project aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BSc Hons in Psychology.</p> <p><u>Assessment methods</u></p>

<b><u>Learning Outcomes - LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>B1 skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources (academic, professional etc)</p> <p>B2 competence in the choice and use of complex and specialized material for advanced writing on a major empirical project</p> <p>B3 an ability to apply underlying concepts in different contexts</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project.</p> <p><u>Assessment methods</u></p>

<b>3B. Cognitive skills</b>	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>C1 further development of critical thinking, enhanced reflective skills and of counselling and therapeutic skills</p> <p>C2 synthesise distinctive contributions of psychology to real-life issues, by making connections and evidenced-based recommendations within and beyond the discipline</p> <p>C3 ability to learn from feedback and seek ways to improve performance</p>	<p><u>Learning and teaching strategy</u></p>

### 3C. Practical and professional skills

C4 ability to produce a substantial piece of original or empirical research work including study design, data collection, analysis and reporting

Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. Extensive engagement with information literacy, continuous engagement in conferences on and off campus, internship opportunities. Placement in internship is really key to the development of the professional skills of the psychology students.

#### Assessment methods

Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

<b>3D. Key/transerable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the level, students will demonstrate:</p> <p>D1 apply a critical understanding of essential concepts, principles and research in psychology, and critically evaluate the results using structured arguments based in empirical evidence</p> <p>D2 ability to select and apply research methods</p> <p>D3 Undertake further academic and professional study and training</p> <p>D4 Participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own</p> <p>D5 Ability to work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflectivity.</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project.</p> <p><u>Assessment methods</u></p> <p>Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project &amp; research reports, portfolios, reflection journals).</p>

**Exit Award:**

**Students who complete 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6 excluding the two Senior Thesis (I and II) modules are entitled to receive a BSc Ordinary in Foundations in Psychology**

**Or transfer to BSc Hons Psychology**

**Students who complete 360 credits (120 at Level 4, 120 at Level 5, 120 at Level 6 including the two Senior Thesis (I and II) modules are entitled to receive a BSc Hons Psychology 360 Credit**



#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

There are no pathways for this degree.

Elective modules at level 4 are offered twice a year.

Elective modules at level 5 are offered once a year.

Most elective modules at level 6 are offered twice a year.

All students majoring in Psychology can choose to do an Internship in Level 6 (Practicum 300, common to all programs) depending on their pathway and career interests. An internship will give students a chance to transition from students to professionals and gain direct experience that will help them decide what direction they would like their career to take.

The distinctive feature of the Psychology programme is that it is committed to embedding employability across all modules offering additional (non-credit) internship opportunities throughout the program, starting year one, second semester in order to help students start their portfolio early and translate skills into the classroom by testing theories they have been taught in class. Some other actions in that respect are mentioned a thorough report by the College Careers Office included in the background document #16.

Supplementary to the academic programme of BSc Hons Psychology, the existence of the Michael and Kitty Dukakis Center for Public and Humanitarian Service is a distinct feature of the College. The Dukakis Center is a full complement of extracurricular activities, including guest lectures, professional workshops and study trips. The Dukakis Center offers a wide range of public service opportunities. It organizes annual workshops bringing academicians, practitioners, and students into a public forum of discussion. Previous sessions have focused among other themes on civil society, education for disadvantaged children, the issue of migration flows and on gender, in what is intended to be a positive contribution towards a

better understanding of new, flexible, and emerging forms of civic engagement and participation.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

Academic Support Services include:

- Financial Aid
- An academic advising program through which each student is assigned an advisor upon entering his/her freshman year who will offer advice on the students' academic and career plans. Students are expected to meet with their advisors regularly throughout the semester, and especially when they face academic problems or want to withdraw from a course. Students are expected to consult with their advisors prior to registration. In the case of Psychology, the Program leader for psychology assumes fully responsibility over the psychology majors and their programme of study.
- Counseling services for students experiencing emotional and other challenges.
- An optional but highly recommended English Language Preparatory Program prior to the first term at ACT for those students who need support in building their English language proficiency.
- A Learning Hub (prior Writing Center), open to all students, to help with writing, math and science projects since many are not familiar with project-oriented education and are used to lecture-based classes.
- SPSS tutorials, new addition to the Learning Hub  
The Psychology program suggested in Fall 2022 offering to our students tutorials for SPSS basics and data manipulation to support the research methods modules across levels including the senior thesis project and the Administration accepted our request.
- A Business Liaison and Career Services Office through which students are provided assistance with their efforts in preparing graduate school applications and employment search, as well building bridges with the professional world. The office also develops programs and workshops to help with the students' future career plans. Detailed information on its services is provided in the Background document.
- An I.T. center which provides technical assistance and advice, as well as information technology instructional services.
- In the Niarchos Technology center, students have access to computer labs and printing services.

- Office facilitating and advising on Study Abroad opportunities.
- Extensive Library facilities and assistance. Remote access to all e-resources is available to students.
- Concise, student-friendly guides to Harvard and APA referencing style, 7<sup>th</sup> edition (to be used by the psychology program only) are available on Bissell Library's website.
- ACT has a learning disability policy in practice and provides appropriate assistance and compensation to students that have certified needs.
- ACT maintains a long-established Committee on Academic Standards and Performance.
- While ACT provides Internship opportunities (through Practicum 300, the new elective module at level 6), the psychology program offers other (non-credit) internship opportunities to its students on a volunteer basis, in order to enhance the development of their social and professional skills and support their employability.

Students are informed in detail of all services and facilities during their induction (Orientation Session), through meetings with their advisers as well as through accessing e-documents (Undergraduate Student Handbook) and the ACT website. The Psychology Programme Handbook included with the revalidation documents directs to all such relevant services and links.

#### 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

#### **Application Requirements (Greek/EU Admission and Non-EU Admission)**

Applicants are required to submit the following when applying for admission to the program:

##### **An Application Form.**

An official high school transcript of grades. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.

**An official high school diploma** with a minimum grade of 14/20 in the Greek high school system or its equivalent in any other system; a minimum score of 24 in the IB diploma. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.

**Official evidence of proficiency in English.** Students should submit an English certificate at a minimum level of B2, obtained in the last two years. Exempted are students whose primary language of instruction at school has been English for the duration of the secondary school studies.

A list of acceptable English test scores is the following:

If your qualification is not listed below, you can still apply, as applications are assessed on an individual basis.

Test of English as a Foreign Language (TOEFL), overall score iBT score 80

FIRST CERTIFICATE IN ENGLISH CAMBRIDGE UNIVERSITY or CAMBRIDGE ASSESSMENT ENGLISH or FIRST CERTIFICATE IN ENGLISH, CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS), University of Cambridge Local Examinations Syndicate (UCLES) or CAMBRIDGE ASSESSMENT ENGLISH – The British Council – IDP Education Australia IELTS Australia score 5,5 - 6,5.

(ECCE)- CERTIFICATE OF COMPETENCY IN ENGLISH, MICHIGAN University (ENGLISH LANGUAGE INSTITUTE or Cambridge Michigan Language Assessments - CaMLA or Michigan Language Assessment.)

TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) score 505 - 780, EDUCATIONAL TESTING SERVICE/CHAUNCEY, USA.

Michigan State University – Certificate of English Language Competency (MSU – CELC): CEFR B2.

**Application Requirements (US Degree-Seeking Admission)**

US applicants are required to submit the following when applying for admission to the program:

An Application Form

Official transcripts of 9th, 10th, 11th grade and a grade report of the 12th grade. Candidates should have earned a minimum overall grade average of C+ in their final year or a minimum score of 24 in the IB grading system to be admitted.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

**New scheme for passing a module**

Starting in the Fall 2018 term, ACT has put in effect a new scheme for passing a module. Details follow:

Every assessment in every module has an associated threshold value (mark), which is set to 25 for all assessments. Students would need to achieve this minimum value (mark) in order to ensure that they have made a genuine attempt at each and every assessment.

In order to pass a module, the student has to:

1. Achieve a mark that is above threshold (25) in all assessments.
2. Have an overall weighted average in the module that is 40 or higher. In the case that the student fails to accomplish one of the above, they will need to re-sit the failed component and the re-sit results will be capped at 40 as per the current regulations.

Based on this for a piece of assessment, the student can:

1. 'Pass' the assessment: score 40 or better
2. 'Make a genuine attempt' at the assessment: score between 25 and 39
3. 'Fail' the assessment: score 24 or less

Cases 1 & 3 follow the current rules – pass and re-sit respectively. In case 2, if the student has an overall module average of 40 or better, they are seen to have meet the associated learning outcomes of the module collectively to pass the module and do not have to re-sit the assessment.

The above proposal does not apply to the Thesis modules. In these modules, the student has to resit an assessment when the mark is below 40 as per the current regulations.

9. For apprenticeships in England End Point Assessment (EPA).  
*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Standard evaluating methods are into place and overseen by the programme coordinator: evaluating through student evaluation forms, grade averages, sit-in observation and meetings, formal or informal, with both students and faculty. All relevant information is passed on to individual instructors and program coordinators so it can be used to improve teaching and learning strategies. Wherever necessary, the program coordinator conducts individual or group faculty mentoring. The recently adopted Module Reports provide opportunities for self-reflection on teaching strategy and assessment methods, thus adding to the methods available for evaluation. Finally, the departmental meetings, division meetings and the academic council function as means to address issues for improving the quality and standards of teaching and learning. An institution-wide policy on Academic Integrity is in place (included in the Student Handbook and all module descriptors) to safeguard quality and standards of learning. A more thorough discussion can be found in the Background document #12

#### 10. Changes made to the programme since last (re)validation

The teaching team reviewed and updated all modules and in some cases, the learning outcomes were streamlined to avoid repetition. The new versions of all module descriptors are provided as separate files. Drawing on the strengths of the programme during the five years of the 2018 validation and as a response to student feedback, as well as drawing on the constructive feedback from the External Examiner, the psychology programme team proposes some modifications. Please see *background document, #6*.

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																											
		A1	A2	A3	A4	A5				B1	B2	B3	B4				C1	C2	C3	C4				D1	D2	D3	D4		
4	Psychology 120 - Developmental Psychology I (Pre-natal and pre-school years)	X	X	X	X	X				X	X		X				X	X	X	X				X	X	X			
	Psychology 121- Developmental Psychology II (Child to Adulthood)	X	X	X	X	X				X	X	X	X				X	X	X				X	X	X				
	Psychology 130 - Cognitive Psychology	X		X	X					X	X	X					X	X					X	X	X	X			
	Psychology 150-Physiology of Behavior	X		X	X					X	X	X					X	X					X	X	X	X			
	Psychology 204 - Social Psychology	X	X							X	X	X	X				X	X		X			X	X					
	History 201- Women in Modern Times			X	X					X	X	X								X			X	X					
	Psychology 211 - Historical, Philosophical & Research Foundations of Psychology	X	X	X	X	X				X	X	X	X				X	X	X				X	X	X				
	<b>Major Elective modules</b>																												

English 250 – Advanced writing and Professional Communication			X	X					X	X							X	X	X				
Psychology 170-Personal Deveopment & Employability			X	X				X		X	X						X	X	X				

Level	Study module/unit	Programme outcomes																																			
		A1	A2	A3							B1	B2	B3						C1	C2	C3	C4	C5					D1	D2	D3	D4						
5	<b>Required modules</b>																																				
	Psychology 202 - Personality Theories	X		X							X	X	X						X	X	X																
	Psychology 205 – Research Methods and Statistics I	X		X							X	X	X						X	X	X	X	X				X	X	X	X							
	Psychology 218 - Clinical Psychology I: Psychopathology	X	X	X							X		X						X	X			X														
	Psychology 221 - Neuropsychology	X		X							X	X	X						X	X	X		X				X	X	X	X							
	Psychology 250 – Psychopharmacology		X	X							X	X	X						X	X		X					X	X	X	X							
	Psychology 206 –Research Methods and Statistics II	X	X	X							X	X	X						X	X	X	X	X				X	X	X	X							



Psychology 303 - Educational Psychology : Inclusive & Special Education	X	X	X	X						X	X					X	X	X			X	X	X	X	X		
Psychology 310 - Organizational psychology	X	X	X						X	X						X	X	X				X	X			X	
Psychology 320 - Dialectical therapy	X	X	X	X					X	X						X	X	X				X	X	X	X	X	
Psychology 330 - Psychology of immigration	X	X	X						X	X						X		X				X	X	X		X	
Psychology 360-Advanced Applied Statistics for Psychologists	X	X	X							X	X					X	X	X	X			X	X	X	X	X	
Psychology 340 - Psychology of addiction	X	X							X	X						X	X	X				X		X		X	
Psychology 370-Psychology of Trauma	X	X							X	X						X	X	X				X		X		X	
Management 310 - Human Resource Management & Growth				X					X	X	X						X	X							X	X	

