

Programme specification

1. Overview/ factual information

Programme/award title(s)	BSc Hons Psychology
Teaching Institution	Anatolia American University-ULE (AAU)
Awarding Institution	The Open University (OU)
Date of first OU validation	2025
Date of latest OU (re)validation	N/A
Next revalidation	2027-28
Credit points for the award	BSc Hons 480 credits
UCAS Code	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	Fall 2025
Underpinning QAA subject benchmark(s)	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology

<p>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</p>	<p>https://www.bps.org.uk/ https://www.apa.org/ https://www.advance-he.ac.uk/ https://www.qaa.ac.uk/</p>
<p>Professional/statutory recognition</p>	<p>N/A</p>
<p>For apprenticeships fully or partially integrated Assessment.</p>	<p>N/A</p>
<p>Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship</p>	<p>PT, FT N/A</p>
<p>Duration of the programme for each mode of study</p>	<p>FT 4 years, PT 10 years max</p>
<p>Dual accreditation (if applicable)</p>	
<p>Date of production/revision of this specification</p>	<p>Spring 2025</p>

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 AAU programmes. 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.

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

- **Enhancement modules**

These modules ensure that students receive a well-rounded, skills-based education and may also include modules that enhance knowledge and skills in their subject area. Employers look for candidates who can analyze information, collaborate and adapt. The Enhancement modules equip students with highly desirable skills that maximize their learning experience and enhance both personal and professional growth, preparing them to navigate an ever-changing world. As part of their co-curricular studies, students, students are expected to master foundational skills that:

- **Develop Critical Skills**

The Enhancement module build essential skills like critical thinking, communication, problem-solving, and analytical reasoning.

- **Encourage Interdisciplinary Thinking**

By taking modules in sciences, humanities, and social sciences, students learn how different fields connect, making them more adaptable and innovative thinkers.

- **Boost Career Readiness**

Employers look for well-rounded candidates who can analyze information, collaborate, and adapt—skills reinforced through general education modules.

- **Promote Lifelong Learning**

These modules expose students to new subjects they might not have explored otherwise, helping them become more curious and engaged learners.

- **Enhancement modules**

- Eight (8) credit-bearing enhancement modules
- Politics 101: Contemporary Politics
- History 120: The Modern World
- English 102: Composition II

- Computer Science 101: Digital Literacy
- English 204: Business/Professional Communication
- Mathematics 100: Mathematics for Decision Making
- Philosophy 101: Introduction to Philosophy and Critical Reasoning
- Psychology 101: Introduction to Psychology

a. Eight (8) non-credit-bearing enhancement modules, including 2 free electives.

- This list includes (but is not limited to) the following courses:
- English 101 Composition I
- English 120 Introduction to Literature
- Biology 112 Principles of Biology
- Nutrition 130 Fundamentals of Human Nutrition
- Music 120 Traditional and Contemporary Greek Music
- Art 120 Art Appreciation: Principles of Design
- Philosophy 203 Ethics
- Statistics 205 Introductory Statistics
- Ecology 110 Ecological Principles
- Art 130 Introduction to Photography, from the analog to digital era
- Computer Science 108 Digital Tools for the Humanities

<u>Programme Structure - Enhancement modules</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Politics 101: Contemporary Politics	15			N/A for all	Spring
History 120: The Modern World	15				Spring
English 102: Composition II	15				Fall
Computer Science 101: Digital Literacy	15				Spring
English 204: Business/Professional Communication	15				Spring
Mathematics 100: Mathematics for Decision Making	15				Fall
Philosophy 101: Introduction to Philosophy and Critical Reasoning	15				Fall
Psychology 101: Introduction to Psychology	15				Fall

<u>Programme Structure - Enhancement modules</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in

Programme Structure – Enhancement modules					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Season
Politics 101: Contemporary Politics	15			N/A for all	Spring
History 120: The Modern World	15				Spring
English 102: Composition II	15				Fall
Computer Science 101: Digital Literacy	15				Spring
English 204: Business/Professional Communication	15				Fall
Mathematics 100: Mathematics for Decision Making	15				Spring
Philosophy 101: Introduction to Philosophy and Critical Reasoning	15				Fall
Psychology 101: Introduction to Psychology	15				Fall

Intended learning outcomes for Enhancement modules are listed below:

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 an awareness of foundational concepts, key theories, and terminology in relevant subject areas (including mathematics, digital technologies, humanities, and social sciences).</p> <p>A2 an understanding of how people think, learn and behave, and how societies organize and govern themselves.</p>	<p><u>Learning and teaching strategy</u></p> <p>Engage students in close reading, class discussions and group work; utilise a variety of audiovisual resources (videos, films, new media, websites).</p> <p><u>Assessment methods</u></p> <p>Written exams and quizzes on core subject matter.</p> <p>Short-answer or essay assignments evaluating conceptual understanding.</p> <p>Reading comprehension tests.</p>
3B. Cognitive Skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

<p>Upon completion of the level, students will be able to:</p> <p>B1 Interpret information, data and arguments critically, drawing on both quantitative and qualitative reasoning.</p> <p>B2 Evaluate different perspectives, theories, or solutions and make informed judgements.</p>	<p><u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups</p> <p><u>Assessment methods</u></p> <ul style="list-style-type: none"> • Analytical essays and case study write-ups. • Comparative reviews of scholarly texts. • Structured debates or panel discussions.
<p>3C. Practical and professional skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>Upon completion of the level, students will demonstrate:</p> <p>C1 skills to assess and use a basic set of digital tools (e.g., word processing, spreadsheets, research databases) for academic, research, or professional projects.</p> <p>C2 skills to follow discipline-specific procedures (e.g., mathematical modeling, experimental methods, information retrieval) and apply them in practical contexts.</p>	<p><u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the Division.</p> <p><u>Assessment methods</u></p> <ul style="list-style-type: none"> • Computer-based assignments, simulations, or projects. • Oral presentations and role-play scenarios.

<p>C3 an ability to produce well-organized, professional-quality communications (written, oral, visual).</p>	<ul style="list-style-type: none"> • Business communications such as memos, reports, or emails.
<p><u>3D. Key/transferable skills</u></p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>Upon completion of the level, students will be able to:</p> <p>D1. Plan and review study plans while collaborating effectively in diverse teams, showing adaptability and interpersonal communication.</p> <p>D2. Comprehend and communicate ideas clearly in both writing and speaking, tailoring language for academic, professional, and interdisciplinary audiences.</p> <p>D3. Demonstrate an understanding of the role of professional bodies and lifelong learning strategies, self-reflection, and adaptability to new challenges.</p>	<p><u>Learning and teaching strategy</u></p> <p>Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops.</p> <p><u>Assessment methods</u></p> <ul style="list-style-type: none"> • Group projects and/or peer evaluations. • Reflective journals and portfolios documenting skill development. • Presentations targeting diverse audiences. • Feedback from team-based activities or collaborative assignments.

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Psychology 120: Developmental Psychology I (Pre-natal and pre-school years)	15	One 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:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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> 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>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>B1 skills for the gathering and evaluation of data in the area of psychology</p> <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><u>Learning and teaching strategy</u></p> <p>Interactive lectures, seminars, tutorials, workshops, group work</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>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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><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>

3C. Practical and professional skills	
<p>C2 ability to demonstrate oral and written communication skills through appropriate argumentation and use of evidence</p> <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>

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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>D3 an ability to work in a group and in a collaborative environment</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, seminars, tutorials, workshops, group work</p> <p><u>Assessment methods</u></p>

3D. Key/transerable skills	
D4 an ability to use and apply basic information technology skills	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).

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

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Psychology 202: Personality Theories	15	Two 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 210 : Human Resource Management for Growth (cross listed with the Business programme)

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

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes - LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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> <p><u>Assessment methods</u></p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	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).
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: B1 skills for gathering, evaluation and critically analysis of information about the human mind and behaviour, cognition and learning and psychopathology B2 competence in the appropriate methods of data collection according to theories and concepts	<u>Learning and teaching strategy</u>

3B. Cognitive skills	
<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>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>

3B. Cognitive skills	
	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).

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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>C3 skills to develop arguments and reflect on the relevant experience.</p>	<p><u>Learning and teaching strategy</u></p>

3C. Practical and professional skills	
<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>

3C. Practical and professional skills	
	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).

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

3D. Key/transerable skills	
<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>

3D. Key/transerable skills	
	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

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Psychology 305: Counselling and Psychotherapy	15	Four Psychology Major Electives	60	N/A for all	TBC for all
Psychology 350: Senior Thesis I	15				

<u>Programme Structure - LEVEL 6</u>					
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

Psychology 330: Psychology of immigration

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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> <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 & research reports, portfolios, reflection journals).</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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> <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 & research reports, portfolios, reflection journals).</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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>C4 ability to produce a substantial piece of original or empirical research work including study design, data collection, analysis and reporting</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. 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.</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 & research reports, portfolios, reflection journals).</p>

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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 & 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 480 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 480 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 University 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 University. 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 module. Students are expected to consult with their advisors prior to registration. In the case of Psychology, the Programme 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 AAU for those students who need support in building their English language proficiency.
- A Learning Hub, 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.
- The Psychology programme is offering to our students through the Learning Hub tutorials for SPSS basics and data manipulation to support the research methods modules across levels including the senior thesis project.
- 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 and 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, 7th edition (to be used by the psychology program only) are available on Bissell Library's website.
- AAU has a learning disability policy in practice and provides appropriate assistance and compensation to students that have certified needs.
- AAU maintains a long-established Committee on Academic Standards and Performance.
- While AAU 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 AAU 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.)

- Greek or foreign citizens who hold a Greek General High School Diploma (GEL) or Vocational High School Diploma (EPAL) with an average score in the four (4) nationwide examination subjects equal to or higher than the minimum admission threshold. This threshold is determined by the lowest of the average scores of all candidates within each scientific field, multiplied by the coefficient zero point eight (0.8) for the year of their participation.
- Holders of equivalent secondary education diplomas (S.E.) from recognized foreign schools operating in Greece (level 4 of the National Qualifications Framework).
- Holders of international secondary education diplomas awarded by schools in Greece or abroad, foreign citizens who hold an equivalent secondary education diploma or an equivalent vocational education diploma that grants them the right to enter higher education institutions in the country where they studied.

During the application evaluation process, the following are considered:

- The grades from the last three years of high school or equivalent.

- A certificate of English language proficiency at a minimum CEFR B2 level, obtained within the last three years. For certificates older than three years, an interview with a faculty member from English department is required. The acceptable certificates are the following:
 - 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.)

7. Language of study

English

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

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 met 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 re-sit an assessment when the mark is below 40 as per the current regulations.
- The Enhancement Modules. In these modules, there is no re-sit provision. In case of a failing mark, the student will need to retake the module.

In general, marking and assessment procedures are explained in the module descriptors, the programme handbook and are also available on the AAU website (Student Handbook and Regulations). They are therefore easily understood by students. Homework, exams and term papers are marked with constructive and positive feedback and returned to students in due time.

All academic programmes offered at AAU have specifically-stated learning outcomes at both the degree and the module level.

All majors publicize their degree programme outcomes, while all module descriptors include clearly articulated module outcomes, with respect to both knowledge and skills.

At the module level student assessment measures include:

- module and homework assignments (formative assessment)
- examinations (summative assessments)
- quizzes (formative assessments)
- term and research papers (summative assessments)
- class reports (formative assessments)
- fieldwork observations (summative assessments)
- class oral presentations (summative assessments)
- class participations and discussion (formative assessments)
- case-study analysis e.g. business modules (summative assessments)

Student Assessment Strategies aim at:

- Creating an organic relationship between Assessment and curriculum design - assessment is a central feature of the process of programme design and curriculum development;
- Developing clear and consistent Assessment criteria;
- Putting in place an assessment feedback mechanism to students that is (a) timely; (b) balanced between formative and summative feedback, which promotes learning and achievement, and encourages improvement;
- Building a system that facilitates students learning and supports student progression;
- Enabling students through academic support to develop the academic skills that will enable them to progress and achieve on the programs of their choice;
- Creating a management of assessment that is efficient, especially regarding the amount and timings of assessment, staff and student workloads, and in the provision of time for reflection by students.

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 in place and overseen by the Coordinators, Chairs and the Academic Dean, as needed: evaluating through student evaluation forms, grade averages, sit-in observation and ad hoc focus groups as well as interviews, formal or informal, with both students and faculty. All relevant information is passed on to individual instructors and teaching team so it can be used to improve teaching and learning strategies. Wherever necessary, the academic supervisors conduct individual or group faculty mentoring. The Module Reports provide opportunities for self-reflection on teaching strategy and assessment methods, thus adding to the methods available for evaluation. 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.

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	A1	A2					B1	B2							C1	C2	C3				D1	D2	D3		
Credited Enhancement modules	Politics 101	x	x					x	x							x	x	x				x	x	x		
	CS 101	x														x	x	x				x	x	x		
	History 120	x	x					x	x							x	x	x				x	x	x		
	English 102	x							x								x	x				x	x	x		
	English 204	x	x						x								x	x				x	x			
	Math 100	x	x													x	x	x				x	x	x		
	Philosophy 101	x	x					x	x								x	x				x	x	x		
	Psychology 101	x	x						x								x	x				x	x	x		

		Programme outcomes
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Level	Study module/unit	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				
	Major Elective modules																											
	English 250 - Advanced writing and Professional Communication			X	X				X	X						X	X		X			X	X	X				
	Psychology 170-Personal Development & Employability				X	X			X		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	Required modules																											
	Psychology 202 - Personality Theories	X		X						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				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	
	Major Elective Modules																											
	Psychology 200-Adulthood & Aging	X	X	X						X		X					X	X		X						X	X	
	Psychology 240-Forensic Psychology	X	X	X						X	X	X					X	X		X				X	X	X	X	
Psychology 255 - Sports Psychology	X		X						X	X	X					X		X					X		X			
Psychology 215 - Positive Psychology	X	X	X						X	X	X						X	X	X				X	X	X	X		
Management 307- Negotiation and Conflict Resolution		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		