Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BSc (Honours) in Psychology BSc (Ordinary) in Psychology Diploma in Higher Education in Psychology Certificate in Higher Education in Psychology
Teaching Institution	The American College of Greece - Deree College
Awarding Institution	The Open University (OU)
Date of first OU validation	2010
Date of latest OU (re)validation	2021
Next revalidation	2025-26
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date and cycle of starts if appropriate.	
Underpinning QAA subject benchmark(s)	
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	None
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT, Face-to-Face
Duration of the programme for each mode of study	FT-3years

Dual accreditation (if applicable)	NESCE Accredited
Date of production/revision of this specification	Revised with title change: November 2023

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

In congruence with the mission of the College, the mission of the Psychology Department is to provide students with a broad knowledge base of the fundamental theoretical principles and research skills in the field, to cultivate their critical thinking and prepare them so as to be able to pursue successfully graduate studies in psychology or related fields.

Educational Aims and Objectives

The overall goals of the Psychology Programme are to:
  a) Enhance the breadth of knowledge, in terms of theory, practice and research in psychology, becoming aware of the historical trends in the field.
  b) Provide opportunities for students to develop analytical, critical and problem-solving skills for assessing psychological issues and evaluating research findings through advancing coherent documentation.
  c) Develop students' cognitive, practical and transferable skills specific to the science of psychology.
  d) Apply psychological theory, methodology and findings to develop students' greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.
  e) Increase professional ethical awareness, and recognize the complexity of sociocultural and international diversity.
  f) Prepare students to pursue graduate studies as well as to succeed in their professional lives.

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)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits (1 US credit= 5 UK credits) and consisting of:

- The Liberal Education curriculum, with 43 US credits (please *Liberal Education* mission, competencies and learning outcomes at the end of this section)
- Concentration, 72 US credits
- Free electives, 6 US credits

Liberal Education (distributive requirements). 43

Core modules
Academic Writing 6
Integrated Academic Writing, Research and Ethics. 3
Public speaking or professional communication or equivalent. 3
Mathematics (basic statistics, college algebra, OR higher) 3
Introduction to information systems or equivalent computer literacy course. 3
Any Natural Sciences course with a lab 4
(selected from: biology, chemistry, environmental studies, geology, oceanography, physical science and physics)

Liberal Education Electives
One course in Natural Sciences (without a Lab) 3
One course in Fine and Performing Arts. 3
Three courses in Social and Behavioural Sciences 9
(Selected from at least two of the following: anthropology, economics, political science, psychology, sociology)
Two courses in Humanities 6
(Selected from at least two of the following: archaeology, art history, history, literature, classical literature, music, philosophy, theatre history)

LIBERAL EDUCATION-MISSION
A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes

thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.

1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.

1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.

1.4 Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

2.1 Discuss issues of identity and inclusion.

2.2 Explain different dimensions of sustainability and how it relates to one's discipline.

2.3 Discuss ways of responsible civic engagement.

2.4 Engage in activities that serve the needs of the local and global community.

2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

3.1 Discuss world history or sociocultural traditions from different perspectives.

3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.

3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.

3.4 Discuss issues of cultural diversity.

4. Ethics and Values

4.1 Explain the importance of values in our venture to understand the world.

4.2 Identify ethical issues in different contexts, especially in one's major course of study.

4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.

4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

5.1 Discuss the main themes, symbols, and means of expression in various art forms.

5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.

5.3 Reflect on the outcomes of an artistic work.

5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy

6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.

6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.

6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.

6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration

7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.

7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

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
a. BSc (Honours) in Psychology b. BSc in Psychology c. Diploma in Higher Education-Psychology d. Certificate in Higher Education-Psychology

Learning and Teaching Strategies
Level 4
In congruence with the teaching and learning strategies of the college, the following tools are used in the context of an active student-centered approach: • Classes consisting of lectures which focus oninteractive learning opportunities

- All students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, citizenship status, nationality and other diverse identities that each brings to class.

- Teaching respects the diversity of students, enabling all students to take part in learning and fulfill their potential. Teaching methods that consider diverse learning preferences, abilities, ways of knowing and prior experiences are used. The delivery of the course engages different learning styles, including alternative options for students who cannot access specific delivery mechanisms.

- The class is a safe and supportive environment; students are expected to show respect for diverse opinions. Respective interaction among students and between instructor and students is reinforced.
- In-class discussions which reinforce students' cognitive and key transferable skills.
- Relevant scientfic video presentations.

- Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.

- Instructors are expected to provide essential feedback on presentations and essays as well as use exercises as part of formative assessment.

- Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.

- Students are particularly encouraged to make use of the library facilities for further study as well as for preparation for the exams.

Level 5

In congruence with the teaching and learning strategies of the college, the following tools are used in the context of an active student-centered approach:

- Classes consisting of lectures which provide interactive learning opportunities.

- All students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, citizenship status, nationality and other diverse identities that each brings to class.

- Teaching respects the diversity of students, enabling all students to take part in learning and fulfill their potential. Teaching methods that consider diverse learning preferences, abilities, ways of knowing and prior experiences are used. The delivery of the course engages different learning styles, including alternative options for students who cannot access specific delivery mechanisms.

- The class is a safe and supportive environment; students are expected to show respect for diverse opinions. Respective interaction among students and between instructor and students is reinforced.

- In-depth discussions and debates on current and controversial issues in psychology enhancing students' cognitive skills.
- Providing opportunities for honing quantitative and qualitative research skills.
- Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.
- Instructors are expected to provide essential feedback on presentations and essays as well as use exercises as part of formative assessment.
- Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.
- Students are particularly encouraged to make use of the library facilities for further study as well as for preparation for the exams.

Level 6

In congruence with the teaching and learning strategies of the college, the following tools are used in the context of an active student-centered approach:

- Classes consisting of lectures which provide interactive learning opportunities.
- All students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, citizenship status, nationality and other diverse identities that each brings to class.
- Teaching respects the diversity of students, enabling all students to take part in learning and fulfill their potential. Teaching methods that consider diverse learning preferences, abilities, ways of knowing and prior experiences are used. The delivery of the course engages different learning styles, including alternative options for students who cannot access specific delivery mechanisms.
- The class is a safe and supportive environment; students are expected to show respect for diverse opinions. Respective interaction among students and between instructor and students is reinforced.
- Class-discussions, where students engage in critical analysis and evaluation of theoretical perspectives and their application in current issues.
- In-class critical presentation and discussion of clinical case studies.
- Individual supervison of carrying out independent projects providing full support and essential feedback. Students are encouraged to engage in a critical reading of a wide range of articles exploring different theoretical perspectives in psychology and in collecting, analysing and reporting original relevant data.
- For the capstone course, students are expected to proceed with their independent research activity receiving full support and essential feedback by their supervisor at individual sessions.
- Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.

• Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.

Assessment Methods

Level 4
Students are assessed by: • In-class examinations. • Written presentation of selected topics from the standpoint of historical figures in psychology. • Portfolio of assessments consisting of developmental diaries, practical brochures, article reviews. • In-class written assignment discussing a given scenario. • Practical statistical exercises.

Level 5
Students are assessed by: • In-class seen/unseen examinations. • Research literature review. • Oral poster presentation. • Critique of research articles. • Practical statistical and psychometric exercises. • Research reports based on the collection and analysis of primary data (qualitative and quantitative). • Development of an educational video. • Reflection papers. • Film/Book character analysis. • Myth paper.

Level 6
Students are assessed by: • In-class critical essay examinations. • Critical review papers on controversial issues in mental health. • Reflective diaries. • Clinical case reports.

- Group projects in applied areas of psychology.

- Independent reseacrh project (Final Year Dissertation).

- Group oral presentations based on debatable issues.

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensable?**	**Semester runs in**
PS 1000 Psychology as a Natural Science PS 1001 Psychology as a Social Science PS 2010 History and Systems of Psychology PS 2207 Infancy and Preschool Years PS 2236 Human Learning and Memory PS 2257 Psychology of Diversity and Social Issues PS 2260 Introduction to Statistical Thinking PS 2347 Analysis of Quantitative Data	120				

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A1. Demonstrate knowledge of the historical, cultural and philosphical contexts of the emergence and development of the Psychology discipline	A1. Where it is taught: ➢ **PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE** ➢ **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE** ➢ **PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY**
A2. Demonstrate knowledge and understanding of a variety of influences on psychological functioning and how they are conceptualised across the core domains of Psychology	A2. Where it is taught: ➢ **PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE** ➢ **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE** ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY** ➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES**
A3. Demonstrate knowledge and understanding of basic quantitative and qualitative research methodology and some statistical concepts and techniques	A3. Where it is taught: ➢ **PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE** ➢ **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE** ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**

3B. Cognitive skills	
B1. Recognise different perspectives on psychological issues and that psychology involves a range of research methods, theories, evidence and applications	B1. Where it is taught: ➢ **PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE**. ➢ **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE** ➢ **PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY** ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY** ➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES** ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**
B2. Identify general patterns in behaviour, psychological functioning and experience	B2. Where it is taught: ➢ **PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE**. ➢ **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE** ➢ **PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY** ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY** ➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES**
B3. Examine practical, theoretical and ethical issues of psychology as a discipline	B3 Where it is taught: ➢ **PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE**. ➢ **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE**

3B. Cognitive skills	
	➢ **PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY** ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY** ➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES** ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**

3C. Practical and professional skills	
C1. Reason statistically and demonstrate competence in a range of statistical methods and designs, using software packages when appropriate	C1 Where it is taught: ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**
C2. Formulate and realize objectives to set briefs, deadlines and formats	C2 Where it is taught: ➢ **PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY** ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY**

3C. Practical and professional skills	
	➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES** ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**
C3. Develop an increasing ability to manage and evaluate pace, depth and breadth of independent learning in relation to module content.	C3 Where it is taught: ➢ **PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY** ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY** ➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES** ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**

3D. Key/transferable skills	
D1. Use computing and information processing skills: use of the internet and the Web, use of computer application packages, use of library data bases.	D1: Where it is taught: ➢ **PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY** ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY**

3D. Key/transferable skills	
	➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES** ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**
D2. Work individually and in groups to solve problems	D2: Where it is taught: ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY** ➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES** ➢ **PS 2260 INTRODUCTION TO STATISTICAL THINKING** ➢ **PS 2347 ANALYSIS OF QUANTITATIVE DATA**
D3. Engage in self-reflection and self-awareness developing an understanding of current trends in conceptual, cultural and ethical issues.	D3. Where it is taught: ➢ **PS 2207 INFANCY AND PRESCHOOL YEARS** ➢ **PS 2236 HUMAN LEARNING AND MEMORY** ➢ **PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES**

Programme Structure - LEVEL 5						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
PS 3512 Personality Psychology and Individual Differences PS 3526 Social Psychology: Theories and Applications PS 3532 Testing and Assessment PS 3618 Non-experimental Research in Psychology PS 3630 Biological Psychology PS 3734 Experimental Cognitive Psychology	105	PS 3508 Child and Adolescent Development PS 3509 Adulthood and Aging	15		Fall/Spring /Summer

Learning Outcomes – LEVEL 5
3A. Knowledge and understanding

A4. Demonstrate knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualised across the core domains of Biological Psychology, Cognitive Psychology, Developmental Psychology, Individual Differences and Social Psychology	A4: Where it is taught: ➢ **PS 3508 CHILD & ADOLESCENT DEVELOPMENT OR PS 3509 ADULTHOOD AND AGING** ➢ **PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES** ➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS** ➢ **PS 3630 BIOLOGICAL PSYCHOLOGY**

<table>
<tr><td colspan="2" align="center">**Learning Outcomes – LEVEL 5**</td></tr>
<tr><td colspan="2" align="center">**3A. Knowledge and understanding**</td></tr>
<tr>
<td>A5. Demonstrate knowledge and critical understanding of a range of research paradigms, methodological approaches and intermediate to advanced measurement and analytical techniques</td>
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➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**

A5:

Where it is taught:
➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS**
➢ **PS 3532 TESTING AND ASSESSMENT**
➢ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY**
➢ **PS 3630 BIOLOGICAL PSYCHOLOGY**
➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**
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<tr><td colspan="2" align="center">**3B. Cognitive skills**</td></tr>
<tr>
<td>B4. Apply alternative perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications</td>
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B4:

Where it is taught:

➢ **PS 3508 CHILD & ADOLESCENT DEVELOPMENT OR**
  PS 3509 ADULTHOOD AND AGING
➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS**
➢ **PS 3532 TESTING & ASSESSMENT**
➢ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY**
➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**

B5:
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3B. Cognitive skills	
B5. Interpret and intergrade general patterns in behaviour, psychological functioning and experience	Where it is taught: ➢ **PS 3508 CHILD & ADOLESCENT DEVELOPMENT OR PS 3509 ADULTHOOD AND AGING** ➢ **PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES** ➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS** ➢ **PS 3630 BIOLOGICAL PSYCHOLOGY**
B6. Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in Psychology	B6: Where it is taught: ➢ **PS 3532 TESTING & ASSESSMENT** ➢ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY** ➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**

3C. Practical and professional skills

3C. Practical and professional skills	
C4. Reason statistically and apply a range of statistical designs and methods using software packages where appropriate.	C4: Where it is taught: ➢ **PS 3532 TESTING & ASSESSMENT** ➢ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY** ➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**
C5. Set and realise objectives with increasing independence	C5: Where it is taught: ➢ **PS 3508 CHILD & ADOLESCENT DEVELOPMENT OR PS 3509 ADULTHOOD AND AGING** ➢ **PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES** ➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS** ➢ **PS 3532 TESTING & ASSESSMENT** ➢ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY** ➢ **PS 3630 BIOLOGICAL PSYCHOLOGY** ➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**
C6. Demonstrate a growing competency in sourcing, critical evaluation, oral presentation of research materials and the writing of scientific reports	C6: Where it is taught: ➢ **PS 3508 CHILD & ADOLESCENT DEVELOPMENT OR PS 3509 ADULTHOOD AND AGING** ➢ **PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES**

3C. Practical and professional skills	
	➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS** ➢ **PS 3532 TESTING & ASSESSMENT** ➢ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY** ➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**

3D. Key/transferable skills	
D4. Communicate ideas and research findings both effectively and fluently by written, oral and visual	D4: Where it is taught: ➢ **PS 3508 CHILD & ADOLESCENT DEVELOPMENT OR** **PS 3509 ADULTHOOD AND AGING** ➢ **PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES** ➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS** ➢ **PS 3532 TESTING AND ASSESSMENT** ➢ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY** ➢ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**
D5. Work individually and in groups to solve problems, find alternative solutions and reach specific goals	D5: Where it is taught: ➢ **PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES** ➢ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS**

3D. Key/transferable skills	
	➤ **PS 3532 TESTING AND ASSESSMENT** ➤ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY** ➤ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**
D6. Evaluate current trends in conceptual, cultural and ethical issues	D6: Where it is taught: ➤ **PS 3508 CHILD & ADOLESCENT DEVELOPMENT OR PS 3509 ADULTHOOD AND AGING** ➤ **PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES** ➤ **PS 3526 SOCIAL PSYCHOLOGY: THEORIES AND APPLICATIONS** ➤ **PS 3618 NON-EXPERIMENTAL RESEARCH IN PSYCHOLOGY** ➤ **PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY**

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
PS 4751 Adult Psychopathology PS 4839 Advanced Topics in Cognitive Psychology	60	PS 4080 Internship in Psychology PS 4719 Health Psychology and Lifelong Adaptation	60	N/A	Fall/Spring Spring

Programme Structure - LEVEL 6					
PS 4861 Final Year Project I PS 4935 Final Year Project II		PS 4621 Educational Psychology PS 4643 Child. and Adolescent Psychopathology PS 4649 Forensic Psychology PS 4652 Psychotherapy and Counselling PS 4662 Trauma and Resilience PS 4663 Social Cognition PS 4723 Stress and Well being PS 4744 Addictive Behaviour and Mental Health PS 4924 Industrial/Organizational Psych. PS 4965 Topics in Neuropsychology PS 4990 Social Neuroscience			Fall/Summer Spring/Summer Spring Fall/Spring Fall Fall Fall Spring Fall Fall/Spring Summer

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

A6.Demonstrate in depth- knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualized in Cognitive Psychology and Psychoapathology	**A6.** **Where it is taught:** ➤ **PS 4751 ADULT PSYCHOPATHOLOGY** ➤ **PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY** **A7.** **Where it is taught:**

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

A7. Demonstrate conceptual understanding and detailed knowedge of theory and research in specialized applied areas of Psychology	➢ **PS 4080 INTERNSHIP IN PSYCHOLOGY** ➢ **PS 4621 EDUCATIONAL PSYCHOLOGY** ➢ **PS 4643 CHILD. AND ADOLESC. PSYCHPATHOLOGY** ➢ **PS 4649 FORENSIC PSYCHOLOGY** ➢ **PS 4652 PSYCHOTHERAPY AND COUNSELLING** ➢ **PS 4662 TRAUMA AND RESILIENCE** ➢ **PS 4663 SOCIAL COGNITION** ➢ **PS 4719 HEALTH PSYCHOLOGY AND LIFELONG ADAPTATION** ➢ **PS 4723 STRESS AND WELL-BEING** ➢ **PS 4744 ADDICTIVE BEHAVIOR AND MENTAL HEALTH** ➢ **PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCH.** ➢ **PS 4965 TOPICS IN NEUROPSYCHOLOGY** ➢ **PS 49XX SOCIAL NEUROSCIENCE**
A8. Conceptualize a research design demonstrating advanced understanding of principles and procedures of psychological research	**A8.** Where it is taught**:** ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4935 FINAL YEAR PROJECT II**

3B. Cognitive skills	
B7. Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications	B7: Where it is taught: ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4935 FINAL YEAR PROJECT II**
B8. Evaluate and integrate evidence, reason scientifically and make critical judgements about arguments in psychology.	B8: Where it is taught: ➢ **PS 4080 INTERNSHIP IN PSYCHOLOGY** ➢ **PS 4621 EDUCATIONAL PSYCHOLOGY** ➢ **PS 4643 CHILD. AND ADOLESC. PSYCHPATHOLOGY** ➢ **PS 4649 FORENSIC PSYCHOLOGY** ➢ **PS 4652 PSYCHOTHERAPY AND COUNSELLING** ➢ **PS 4662 TRAUMA AND RESILIENCE** ➢ **PS 4663 SOCIAL COGNITION** ➢ **PS 4719 HEALTH PSYCHOLOGY AND LIFELONG ADAPTATION** ➢ **PS 4723 STRESS AND WELL-BEING** ➢ **PS 4744 ADDICTIVE BEHAVIOR AND MENTAL HEALTH** ➢ **PS 4751 ADULT PSYCHOPATHOLOGY** ➢ **PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY** ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCH.** ➢ **PS 4935 FINAL YEAR PROJECT II** ➢ **PS 4965 TOPICS IN NEUROPSYCHOLOGY** ➢ **PS 4990 SOCIAL NEUROSCIENCE** B9:

3B. Cognitive skills	
B9. Evaluate the ethical implications of psychological research, demonstrate how ethical concerns for participants can be addressed and justify the need for professional code of conduct	Where it is taught ➢ **PS 4080 INTERNSHIP IN PSYCHOLOGY** ➢ **PS 4621 EDUCATIONAL PSYCHOLOGY** ➢ **PS 4643 CHILD. AND ADOLESC. PSYCHPATHOLOGY** ➢ **PS 4649 FORENSIC PSYCHOLOGY** ➢ **PS 4652 PSYCHOTHERAPY AND COUNSELLING** ➢ **PS 4662 TRAUMA AND RESILIENCE** ➢ **PS 4663 SOCIAL COGNITION** ➢ **PS 4719 HEALTH PSYCHOLOGY AND LIFELONG ADAPTATION** ➢ **PS 4723 STRESS AND WELL-BEING** ➢ **PS 4744 ADDICTIVE BEHAVIOR AND MENTAL HEALTH** ➢ **PS 4751 ADULT PSYCHOPATHOLOGY** ➢ **PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY** ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCH.** ➢ **PS 4935 FINAL YEAR PROJECT II** ➢ **PS 4965 TOPICS IN NEUROPSYCHOLOGY** ➢ **PS 4990 SOCIAL NEUROSCIENCE**

3C. Practical and professional skills	
C7. Conduct an extensive piece of independent empirical research using appropriate psychological tools present and evaluate research findings, employing evidence-based reasoning and	C7: Where it is taught: ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4935 FINAL YEAR PROJECT II**

3C. Practical and professional skills	
examining practical, theoretical and ethical issues relevant to the research. C8. Formulate and realize independently module objectives to a range of set formats, briefs and deadlines maintaining an effective time management	C8: Where it is taught: ➢ **PS 4080 INTERNSHIP IN PSYCHOLOGY** ➢ **PS 4621 EDUCATIONAL PSYCHOLOGY** ➢ **PS 4643 CHILD. AND ADOLESC. PSYCHPATHOLOGY** ➢ **PS 4649 FORENSIC PSYCHOLOGY** ➢ **PS 4652 PSYCHOTHERAPY AND COUNSELLING** ➢ **PS 4662 TRAUMA AND RESILIENCE** ➢ **PS 4663 SOCIAL COGNITION** ➢ **PS 4719 HEALTH PSYCHOLOGY AND LIFELONG ADAPTATION** ➢ **PS 4723 STRESS AND WELL-BEING** ➢ **PS 4744 ADDICTIVE BEHAVIOR AND MENTAL HEALTH** ➢ **PS 4751 ADULT PSYCHOPATHOLOGY** ➢ **PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY** ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCH.** ➢ **PS 4935 FINAL YEAR PROJECT II** ➢ **PS 4965 TOPICS IN NEUROPSYCHOLOGY** ➢ **PS 4990 SOCIAL NEUROSCIENCE**

3D. Key/transferable skills	
D7. Work individually and in groups to solve problems, to find alternative solutions, to reach specific goals and evaluate outcomes.	D7: Where it is taught: ➢ **PS 4080 INTERNSHIP IN PSYCHOLOGY** ➢ **PS 4621 EDUCATIONAL PSYCHOLOGY** ➢ **PS 4643 CHILD. AND ADOLESC. PSYCHPATHOLOGY** ➢ **PS 4649 FORENSIC PSYCHOLOGY** ➢ **PS 4652 PSYCHOTHERAPY AND COUNSELLING** ➢ **PS 4662 TRAUMA AND RESILIENCE** ➢ **PS 4663 SOCIAL COGNITION** ➢ **PS 4719 HEALTH PSYCHOLOGY AND LIFELONG ADAPTATION** ➢ **PS 4723 STRESS AND WELL-BEING** ➢ **PS 4744 ADDICTIVE BEHAVIOR AND MENTAL HEALTH** ➢ **PS 4751 ADULT PSYCHOPATHOLOGY** ➢ **PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY** ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCH.** ➢ **PS 4935 FINAL YEAR PROJECT II** ➢ **PS 4965 TOPICS IN NEUROPSYCHOLOGY** ➢ **PS 4990 SOCIAL NEUROSCIENCE**
D8. Critically evaluate current trends in conceptual, cultural and ethical issues	D8: Where it is taught: ➢ **PS 4080 INTERNSHIP IN PSYCHOLOGY** ➢ **PS 4621 EDUCATIONAL PSYCHOLOGY** ➢ **PS 4643 CHILD. AND ADOLESC. PSYCHPATHOLOGY** ➢ **PS 4649 FORENSIC PSYCHOLOGY**

3D. Key/transferable skills	
	➢ **PS 4652 PSYCHOTHERAPY AND COUNSELLING** ➢ **PS 4662 TRAUMA AND RESILIENCE** ➢ **PS 4663 SOCIAL COGNITION** ➢ **PS 4719 HEALTH PSYCHOLOGY AND LIFELONG ADAPTATION** ➢ **PS 4723 STRESS AND WELL-BEING** ➢ **PS 4744 ADDICTIVE BEHAVIOR AND MENTAL HEALTH** ➢ **PS 4751 ADULT PSYCHOPATHOLOGY** ➢ **PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY** ➢ **PS 4861 FINAL YEAR PROJECT I** ➢ **PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCH.** ➢ **PS 4935 FINAL YEAR PROJECT II** ➢ **PS 4965 TOPICS IN NEUROPSYCHOLOGY** ➢ **PS 4990 SOCIAL NEUROSCIENCE**

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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:**
- ➢ how the delivery of the academic award fits in with the wider apprenticeship
- ➢ the integration of the 'on the job' and 'off the job' training
- ➢ how the academic award fits within the assessment of the apprenticeship

It leads to the awarding of two degrees:
- ➢ A US BSc degree accredited by the US NECHE (New England Commission of Higher Education), and
- ➢ A UK BSc (Honors) validated by the UK Open University (OU).
  - ● It fully prepares students to enter US and European graduate programs in various fields of Psychology.
  - ● It offers opportunities for practical and professional experience through:
    - a**. Research**: in addition to the extensive research training in Modules throughout the programme, in their last year, students are required to conduct an independent research project (dissertation) on a topic of their interest.
    - b**. Internship**: a distinctive feature of the program is the newly introduced internship module, where students will have the opportunity to develop work-related knowledge, professional ethical awareness, and corresponding applied skills needed to support further their career development.
  - ● It offers students the unique opportunity to be mentored by high-caliber academics and professionals in the field of psychology.
  - ● It provides a student-centered learning environment that promotes academic and personal development, broadens horizons, and builds the confidence needed to become an independent learner.
  - ● It offers an extensive list of advanced optional modules, allowing students to concentrate on themes and topics based on their interests.
  - ● It exposes students to state-of-the art facilities and a unique campus environment.

| 5. Support for students and their learning. |
| *(For apprenticeships this should include details of how student learning is supported in the work place)* |

All new students participate in an orientation programme as they begin their first semester at the College. The orientation program is designed to introduce them to the campus, the academic system, College regulations and policies, and student life.

Student Success Center (SSC)

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Centre is committed to providing students with consistent, high-quality service, both in person and through technology.

The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success.

Students may visit the Student Success Centre to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID.

The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information. From the SSC web page students may choose to log on to the myACG portal, where they can print their personal course schedule and their unofficial transcript. To log on, students need to go to the SSC and get their PIN, which is private, should not be shared with anyone, and will be given to the students only if they have no obligations (business office, library, or academic advising).

Academic Advising

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision-making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising programme is faculty-based and fosters personal contact

between students and faculty. Department Heads and Programme Coordinators act as educational consultants.

New incoming students and continuing Deree-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

Student Academic Support Services (SASS)

Student Academic Support Services (SASS) provides support to the learning of Deree students at the undergraduate and graduate level through a variety of approaches encouraging participatory learning. SASS learning facilitators recognize that individual qualities and efforts vary; therefore, facilitators adopt a learner-centred approach without undue interference in order to promote individual development and to respond to the needs of each student. The goal of SASS is to help students become insightful readers, effective critical thinkers, and independent learners.

Student Academic Support Services offers two major types of academic support:

1. One-on-one Sessions, conducted on a one-on-one basis between a facilitator and a student. They are provided on a first-come-first-served basis and cover a wide range of college skills.

2. Group Sessions are of two kinds, both designed to emphasize direct interaction between participants:
> a. Academic-skills workshops are offered on demand. They may focus on sharpening a quantitative or qualitative skill for a course or help participants sharpen conversational skills in a foreign language.
> b. Study-skills workshops are offered regularly. They are designed to help participants improve a particular study skill, such as note-taking or exam preparation.

Disability and Learning Differences

The College Committee on Disability and Learning Differences monitors and recommends policies and procedures to benefit individuals with disabilities and learning differences. In addition, it makes recommendations in consultation with relevant academic departments/ areas regarding special assessments to be given by tutors to specific students with disability and/or learning differences.

The Committee proposes alternative assessment methods for specific students with disability and/or learning differences in consultation with relevant academic departments/ areas to ensure appropriateness of assessment method. The Committee

is obliged to follow the advice of the department with regard to appropriateness and communicate with the Registrar about this. The Committee on Disability and Learning Differences submits the list of OU students with disabilities and learning difficulties and their approved alternative assessment methods to the OU Validation Office and Registrar.

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

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:
- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of modules students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 modules if placed in EAP 1002 or for more than 4 modules if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose modules before they begin taking College level modules along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.

   • Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:
1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

<u>Evidence of Proficiency in English</u>
All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:
Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above
* With grade 4 and above in the English higher level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.
Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or programme.
The above listed grades qualify the student for placement directly into WP 1010.
Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program (see section "English Language Requirements").

7. Language of study
The language of all instruction and assessment is English.

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

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.
Deree faculty comprises of experienced professionals active in their respective fields through their research, publications, think-tank work and other forms of professional engagement. Significant body of research has been garnered by Deree faculty in the fields of learning innovation and pedagogy. Recognizing the need of a structured holistic approach to teaching and learning, over the past years, Deree has been implementing a variety of initiatives aimed at boosting the faculty's teaching excellence geared toward maintaining high standards and their comparability across sections, modules, and schools. During the academic year 2019-2023, a wide range of activities took place aiming to raising staff awareness with regards to the College's emphasis on pedagogy and research. Lectures, workshops, and seminars were organized by the College and were well-attended by the staff of all departments/areas.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG

The College is an institutional member of the **Faculty Resource Network (FRN)** at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA),** an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis. The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's Teaching and Learning Center (TLC) focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by organizing workshops on current pedagogy, informing faculty about relevant opportunities abroad and seeking external funding for such purposes among other things. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREE instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

A variety of teaching, learning and assessment resources will be used that include:
- web-based materials
- hands-on practical work
- virtual and augmented reality solutions
- computer-aided learning packages
- online forums
- directed reading
- formative assessments
- summative assessments
- self-assessment questions

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

Within the last 5 years, changes have been implemented following the External Examiner's recommendations, and students' feedback. These changes (especially changes under points a and b) will contribute towards increasing employability skills of the students.

 Specifically,

a) Teaching at Level 5 and 6 modules now incorporate more detailed consideration of methodological strengths and weaknesses of key evidence with clear expectations communicated to students as to the level of detail required when reporting empirical evidence. This change is also reflected in their exam requirements. In this way students can build upon critical and analytical skills, which can be transferred to real-world setting.

b) Across all levels, the final exams questions are reduced from 3 out of 4 to 2 out of 3 with a respective increase in word limit to allow students to produce more in-depth answers and enhance their evaluative and critical skills.

c) The full range of F is introduced in the rubrics

d) Assessment methods have been revised in
   - PS 2260 Psychologists as Researchers: -portfolio assessments have been revised
   - PS 3630 Biopsychology: along with essays, multiple choice questions have been introduced
   - PS 3612 Theories of Personality: a portfolio evaluating case studies has been introduced
   - PS 3734 Experimental Cognitive Psychology: peer review exercise has been replaced by quizzes and review articles
   - PS 4839 Cognition: in-class exams have been replaced by take home critical essays

e) Adopted updated textbooks

f) COVID-19 CHANGES: Due to COVID all modules were delivered online using the MS Teams platform. Exams for Level 4 and Level 5 were administered on Proctorio whereas Level 6 assessments were modified to take- home exams. Data for methodological modules were collected through online platforms (LimeSurvey & PsychStudio).

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

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	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
4	PS 1000 Psychology as a Natural Science	✓	✓	✓						✓	✓	✓																						
	PS 1001 Psychology as a Social Science	✓	✓	✓						✓	✓	✓																						
	PS 2010 History and Systems of Psychology	✓								✓	✓	✓								✓	✓						✓		✓					
	PS 2207 Infancy and Preschool years		✓							✓	✓	✓								✓	✓						✓	✓						
	PS 2236 Human Learning and Memory		✓							✓	✓	✓								✓	✓						✓	✓	✓					
	PS 2257 Psychology of Diversity and Social Issues		✓							✓	✓	✓								✓	✓						✓	✓	✓					
	PS 2260 Introduction to Statistical Thinking			✓						✓		✓							✓	✓	✓						✓	✓						
	PS 2347 Analysis of Quantitative Data			✓						✓		✓							✓	✓	✓						✓	✓						

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
5	PS 3532 Testing and Assessment					✓							✓		✓							✓	✓	✓						✓	✓			
	PS 3508 Child & Adolesc Develop			✓									✓	✓									✓	✓						✓		✓		
	PS 3509 Adulthood and Aging			✓									✓	✓									✓	✓						✓		✓		
	PS 3512 Personality Psy and Ind. Differ			✓										✓									✓	✓						✓	✓	✓		
	PS 3618 Non-Experimental Research in Ps					✓							✓		✓							✓	✓	✓						✓	✓	✓		
	PS 3526 Social Psy: Theories & Applicat			✓	✓								✓	✓									✓	✓						✓	✓	✓		
	PS 3630 Biological Psychology			✓	✓									✓									✓											
	PS 3734 Experimental Cognitive Psych			✓	✓								✓		✓							✓	✓	✓						✓	✓	✓		

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
6	PS 4751 Adult Psychopathology						✓										✓	✓								✓							✓	✓
	PS 4839 Advanced Topics in Cognitive Psychology						✓										✓	✓								✓							✓	✓
	PS 4861 Final Year Project I								✓							✓	✓	✓							✓	✓							✓	✓
	PS 4935 Final Year Project II								✓							✓	✓	✓							✓	✓							✓	✓
	PS 4080 Internship in Psychology							✓									✓	✓								✓							✓	✓
	PS 4719 Health Psychology & Life Long Adaptation							✓									✓	✓								✓							✓	✓
	PS 4621 Educational Psychology							✓									✓	✓								✓							✓	✓
	PS 4723 Stress & Well-being							✓									✓	✓								✓							✓	✓
	PS 4643 Child. & Adolesc. Psychopathology							✓									✓	✓								✓							✓	✓
	PS 4744 Addictive Behavior & Mental Health							✓									✓	✓								✓							✓	✓
	PS 4652 Psychotherapy and Councelling							✓									✓	✓								✓							✓	✓
	PS 4663 Social Cognition							✓									✓	✓								✓							✓	✓
	PS 4662 Trauma & Resilience							✓									✓	✓								✓							✓	✓
	PS 4849 Forensic Psychology							✓									✓	✓								✓							✓	✓
	PS 4924 Industrial/Organizational Psychology							✓									✓	✓								✓							✓	✓
	PS 4965 Topics in Neuropsychology							✓									✓	✓								✓							✓	✓
	PS4990 Social Neuroscience							✓									✓	✓								✓							✓	✓

Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.