

Module specification

***IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM***

*1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.*

*2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.*

*3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.*

*4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.*

*5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at* [*http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf*](http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf) *and the QAA website* [*http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx*](http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx) *.*

*6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.*

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| **1. 1. Factual information** | | | |
| **Module title** | Psychology 202- Personality Theories | | |
| **Module tutor** | Dr. Kristi Poppi | **Level** | 5 |
| **Module type** | Lecture- guided discussion | **Credit value** | 15 |
| **Mode of delivery** | 100% face-to-face | |  |
| **Notional learning hours** | 150 | |  |

| **2. Rationale for the module and its links with other modules** |
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| This is a level 5 module required for all Psychology majors in which students are given the opportunity to develop and deepen their knowledge regarding the basic personality theories. This module requires knowledge of theoretical information taught in the foundation year. Prerequisite: Introduction to Psychology 101 |

| **3. Aims of the module** |
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| This module will present and analyze the basic principles and the prominent theorists of each theoretical approach regarding the formation of human personality. Also, the module aims at the comparative analysis of the various theoretical approaches and their application to the understanding of human psychopathology and problematic behaviour. |

| **4. Pre-requisite modules or specified entry requirements** |
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| Psychology 101 Introduction to Psychology |

| **5. Is the module compensatable?** |
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| N/A |

| **6. Are there any PSRB requirements regarding the module?** |
| --- |
| N/A |

| **7. Intended learning outcomes** | |  |
| --- | --- | --- |
| **A. Knowledge and understanding** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| *At the end of the module, learners will be expected to:*  **A1**: gain broad knowledge of the basic principles of each theoretical approach regarding the formation of personality and of the key points suggested by the prominent theorists.  **A2**: demonstrate the ability to comprehend and evaluate theoretical information regarding personality theories from various sources. | A1  A1, A3 | lectures, group discussions, classroom activities, presentation of related audiovisual material, weekly readings of class textbooks and research papers |

| **B. Cognitive skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| --- | --- | --- |
| *At the end of the module learners will be expected to:*  **B1**: critically analyze and compare the key points of the various theoretical approaches.  **B2**: evaluate the appropriateness of each theoretical approach to interpret psychology-related issues. | B1  B2, B3 | group in-class projects, essays, exam |

| **C. Practical and professional skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| --- | --- | --- |
| *At the end of the module, learners will be expected to:*  **C1**: develop research skills, problem solving techniques and communicate the results of their study accurately and with structured and coherent arguments.  **C2**: develop self management skills | C2, C3  C1 | class discussions, identification of related sources, personal studying, essays |

| **D Key transferable skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| --- | --- | --- |
| *At the end of the module, learners will be expected to:*  **D1**: improve communication and writing skills and engage appropriately in group and class discussions and apply up-to-date theoretical information to various topics  **D2**: develop a structured plan of relevant tasks | D4  D3 | Essays, exam, classroom activities |
| **8. Indicative content.** | | | |
| This module will help students to deepen their knowledge regarding the formation of human personality and its impact on several areas of life. Also, the course intends to cover the main theoretical approaches, their strengths and limitations as well as their application to the explanation of psychopathology and problematic behaviour. As nowadays, in the field of psychology, a lot of researchers and professionals suggest an eclectic approach, students need to be acquainted with the various theoretical schools and be able to apply basic theoretical information to real-life examples in practice. Focus will be also given to relevant issues, such as the genes and environment debate, gender differences and cultural perspectives so that students develop a holistic approach to the understanding of human personality.  Topics: history and methodology of personality, nature of personality, main theoretical approaches (psychodynamic, behavioural, cognitive, humanistic, biological), cultural and gender issues | | | |

| **9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes** | | | | |
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| **Assessment Strategy:**  **Writing Assignments**  **Essay 1:** 1500 wordessay about a specific theoretical approach and its comparative analysis to other approaches (further instructions will be given in class)  **Essay 2:** 2000 wordessay about the application of one or more theoretical approaches to explain and analyze a specific case study (further instructions will be given in class)  **Exam-**a combination of multiple choice and short-essay questions | | | | |
| **Assessment Task** | **Weighting** | **Week submitted** | **Grading (Pass / Fail / %)** | **Module Learning Outcome(s) the assessment task maps to** |
| Essay 1  Essay 2  Final Exam | 25%  35%  40% | Week 5  Week 8  Week of Finals | %  %  % | See below |

| | **Assessment**  **tasks** | | --- | | **A1** | **A2** | | | **B1** | | **B2** | | **C1** | | **C2** | | **D1** | | **D2** | |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay 1 | X | | X | X | | X | | X | | X | | X | | X | |  | |
| Essay 2 | X | | X | X | | X | | X | | X | | X | | X | |  | |
| Final exam | X | | X | X | | X | |  | |  | | X | | X | |  | |

| 10. Teaching staff associated with the module |
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| Name and contact details |
| Dr. Kristi Poppi, email- [kpoppi@act.edu](mailto:kpoppi@act.edu), office hours: Tuesday and Thursday: 14.00-15.00 |
|  |

| 11. Key reading list | | | | |
| --- | --- | --- | --- | --- |
| Author | Year | Title | Publisher | Location |
| Engler Barbara | 2014 | Personality Theories | Cengage | Belmont, CA, USA |

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| 12. Other indicative text (e.g. websites) |
| Additional material to be uploaded on Moodle. |

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| 13. List of amendments since last (re)validation | | |
| Area amended | Details | Date Central Quality informed |
|  |  |  |

**GRADING & ACADEMIC POLICIES**

**ASSESSMENT DEADLINES**

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

**Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)**

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

**Revised Absence Policy – Effective Spring 2017**

**Maximum Allowed Number of Absences**

The maximum allowed number of absences for all ACT courses stands at **6 (six) hours per course**.

**Excusing Absences**

To excuse absences for good cause (such as medical reasons or personal crises), the student should contact the Registrar’s office and, ahead of time or **at the latest within a week from the time the absences took place**, provide written proof of the cause of the absences. The documents submitted are then evaluated by the Associate Dean for Administration and Student Affairs, who decides whether there are valid grounds for excusing the absences.

**Successful Attendance**

A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, **the maximum number of absences (excused or not) stands at 11 hours per course**. In case of an unsuccessful attendance, the student is administratively withdrawn from the course. The student has the right to appeal the decision to be administratively withdrawn from a course due to excessive absences and seek reinstatement. In this case, the student, **within three working days**, must fill in a ‘mitigating circumstances’ form in the Registrar’s office, where the reasons of the appeal should be explained. Following this, a formal hearing of the Academic Standards and Performance Committee (ASPC) takes place. The decision of the Committee is final.

**ACADEMIC INTEGRITY**

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.

**Special Accommodations**

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean’s office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

**GRADING SCALE**

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| Grade Description | UK points | US Letter Grade | US point grade |
| Excellent | 70+ | A | 4.0 |
| Very Good (high) | 65-69 | A- | 3.67 |
| Very Good (low) | 60-64 | B+ | 3.33 |
| Good (high) | 55-59 | B | 3.0 |
| Good (low) | 50-54 | B- | 2.67 |
| Satisfactory (high) | 45-49 | C+ | 2.33 |
| Satisfactory (low) | 40-44 | C | 2.0 |
| Fail | 0-39 | F | 0 |