

## ANNEX 2 – COURSE DESCRIPTION

|                                      |  |                        |      |                            |   |
|--------------------------------------|--|------------------------|------|----------------------------|---|
| <b>Course title</b>                  | <b>Academic Skills in Psychology I</b>   |                        |      |                            |   |
| Course code                          | PSY1004  |                        |      |                            |   |
| <b>Course type</b>                   | Compulsory   |                        |      |                            |   |
| <b>Level</b>                         | Bachelors  |                        |      |                            |   |
| <b>Year / Semester</b>               | Year long  |                        |      |                            |   |
| <b>Teacher's name</b>                | Dr Marina Constantinou- Epiphaniou   |                        |      |                            |   |
| <b>ECTS</b>                          | 12   | <b>Lectures / week</b> | 3hrs | <b>Laboratories / week</b> | - |
| <b>Course purpose and objectives</b> | <p>This tutorial-based course is designed to help students develop the academic, professional, and employability skills essential for success in psychology. Working in small groups with a dedicated academic tutor, students will build confidence and competence in key areas including academic writing, literature searching, referencing, oral communication, and critical thinking. Emphasis is placed on transferable skills such as discussion, synthesis of evidence, and evaluation of arguments. The course also introduces students to professional development planning and the ethical and appropriate use of AI in research and writing. Through regular tutorials and formative feedback, students will experience a supportive learning environment that bridges academic and real-world expectations.</p> |                        |      |                            |   |
| <b>Learning outcomes</b>             | <p>On successful completion of the course and with further independent study, students will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of academic conventions in psychology, including literature searching and APA referencing. Understand main principles of objectivity, precision and transparency.</li> <li>2. Identify the ethical implications of using digital tools and AI in academic work.</li> <li>3. Recognise the role of peer reviews and scholarly communications in the development of knowledge.</li> </ol> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>3. Evaluate psychological evidence to support arguments in academic writing and discussion.</li> </ol>                                   |                        |      |                            |   |

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|-----------------------|---|-----------------|--|
|                       | <p>4. Apply critical thinking skills to assess the quality and relevance of sources.</p> <p>5. Use digital library tools to organise sources efficiently (EndNote, Zotero, Mendeley)</p> <p><b>Transferable Skills</b></p> <p>5. Communicate effectively through discussion, presentation, and structured academic writing.</p> <p>6. Collaborate effectively in small groups, demonstrate active listening, constructive feedback, academic professionalism.</p> <p>7. Engage in professional development activities and reflect on personal learning goals and employability skills.</p> <p>8. Manage time, study strategies, self-regulation techniques and metacognition.</p>   |                 |  |
| <b>Prerequisites</b>  | None  | <b>Required</b> |  |
| <b>Course content</b> | <p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>• Academic conventions and integrity: referencing (APA style), avoiding plagiarism</li> <li>• Literature searching using academic databases (e.g. PsycINFO, Google Scholar, library systems)</li> <li>• Digital Literacy: Searching for information online, evaluating the credibility of sources, and using digital tools to create and share content.</li> <li>• Introduction to AI in academic contexts: responsible use, risks, and ethics</li> <li>• Essay structure and academic writing: clarity, cohesion, and evidence-based argumentation</li> <li>• Critical thinking and synthesis: comparing sources, recognising bias, drawing conclusions</li> <li>• Presentation and discussion skills: leading and contributing to academic debate</li> <li>• Employability and professional development: goal-setting, self-awareness, and the importance of reflective practice (e.g. Gibbs Reflective Cycle, Kolb’s Learning Cycle)</li> <li>• Revision and exam preparation support</li> </ul> |                 |  |

|                                |  |                    |     |                  |     |                                |     |                          |     |
|--------------------------------|--|--------------------|-----|------------------|-----|--------------------------------|-----|--------------------------|-----|
| <b>Teaching methodology</b>    | Teaching will consist of small tutorials, with hands on class activities and opportunities for formative feedback. Teaching will be supported by online materials and additional readings  |                    |     |                  |     |                                |     |                          |     |
| <b>Bibliography</b>            | <p><b>Core Text:</b></p> <ul style="list-style-type: none"> <li>Penn, P. (2020). <i>The psychology of effective studying: How to succeed in your degree</i> (1st ed.). Routledge.</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>British Psychological Society. (2021). <i>Code of Ethics and Conduct</i>. [Available online]</li> <li>American Psychological Association. (2017). <i>Ethical principles of psychologists and code of conduct</i> [Available online]</li> <li>Martin, G. N., &amp; Carlson, N. R. (2025). <i>Psychology</i> (7th ed.). Pearson.</li> </ul> |                    |     |                  |     |                                |     |                          |     |
| <b>Assessment</b>              | <table border="0"> <tr> <td>Essay (1000 words)</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Skills portfolio</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Group Presentation (10minutes)</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>CPD reflective portfolio</td> <td style="text-align: right;">20%</td> </tr> </table>  | Essay (1000 words) | 30% | Skills portfolio | 20% | Group Presentation (10minutes) | 30% | CPD reflective portfolio | 20% |
| Essay (1000 words)             | 30%  |                    |     |                  |     |                                |     |                          |     |
| Skills portfolio               | 20%  |                    |     |                  |     |                                |     |                          |     |
| Group Presentation (10minutes) | 30%  |                    |     |                  |     |                                |     |                          |     |
| CPD reflective portfolio       | 20%  |                    |     |                  |     |                                |     |                          |     |
| <b>Language</b>                | English  |                    |     |                  |     |                                |     |                          |     |