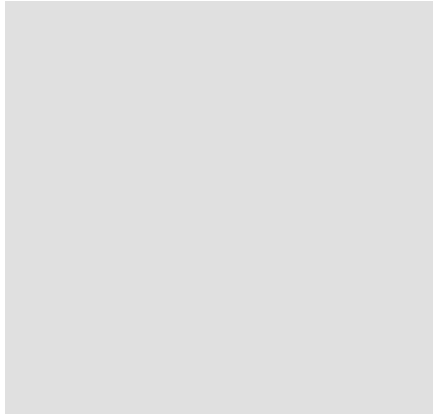
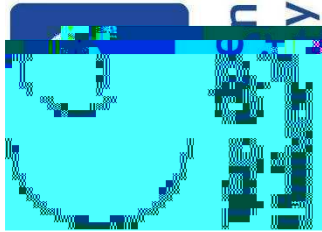


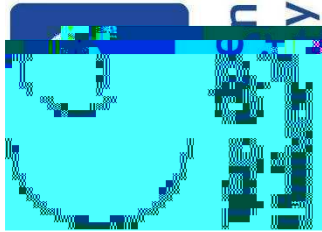


(Notes on how to complete this template are provide in Annexe 3)

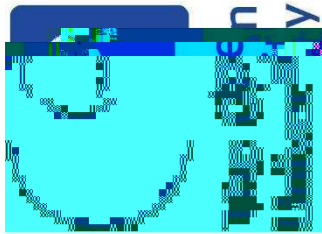
	American College of Thessaloniki
	The Open University (OU
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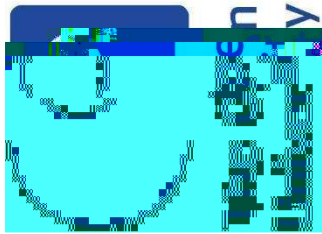
<https://www.necche.org/wp/>



The 9 'c in Computer 'cience programme targets students that are interested primarily in Computing5 as \*ell as students or professionals that are interested to specialise in

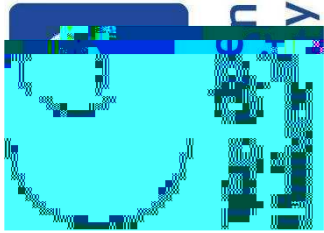


9+ Cognitive 'kills) 91\$9#



G 9 ' c (Ordinary Computer ' cience) % " " credits (1 ! " at Aevel 65 1 ! " at Aevel 55  
# " at Aevel # \$ (ut not including Computer ' cience 66%& 666 B Thesis & >>  
: iploma of 8igher 2ducation in Computer ' cience) !6" credits (1 ! " at Aevel 65  
1 ! " at Aevel 5  
Certificate of 8igher 2ducation in Computer ' cience) 1 ! " credits at Aevel 6





6 ' &<&' 4	
8 ?	
2	)

On completion of this level you will be able to

A1+ a computer science related scientific method and its applications to problem solving in a specific area

A!+ ) and + some essential facts

A%+ + and " principles and theories relating to subject areas of computer science

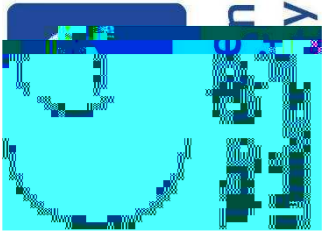
A6+ ) knowledge and computer applications as appropriate to the course of study

1 guided teaching environment (Lectures = la(s is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to read 2 16 ( ) 16.0958 (t)-7 (f)-7.71 368 ( ) 16.0958 (i-0.3342e)87.0958 (o-4.6094



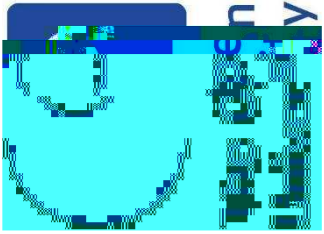




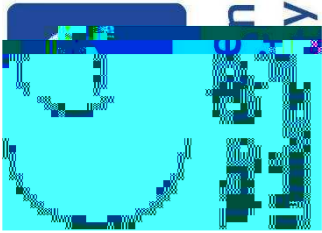


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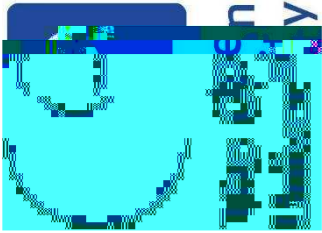
- G programming tasks, computer-aided investigations and open-ended project work
- G feedback and guidance from an instructor, tutorials, revisions and in-class activities
- G email and individual instructor-learner conferences
- G study and project guides



<b>8#</b>		-
2		



8#	-
	<ul style="list-style-type: none"> <li>G programming tasks, computer-based investigations and open-ended project work</li> <li>G feedback and guidance from an instructor, tutorials, revisions and in-class activities</li> <li>G e-mail and individual instructor-learner conferences</li> <li>G study and project guides</li> </ul> <p style="text-align: center;">2</p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted</p> <p>Tools to be used to achieve this will include some or all from the following</p> <ul style="list-style-type: none"> <li>G instructor-facilitated summative formal examinations</li> <li>G instructor-facilitated summative projects</li> <li>G instructor-facilitated summative presentations</li> <li>G instructor-facilitated formative assignments/assessment</li> <li>G instructor-facilitated formative projects</li> </ul>



8 ? )	+ -
2	)

On completion of this level you will be able to

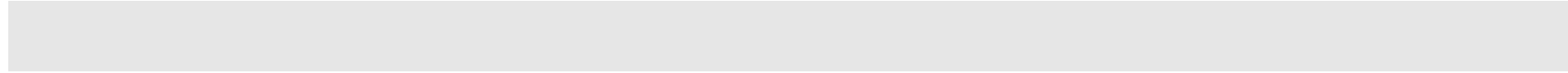
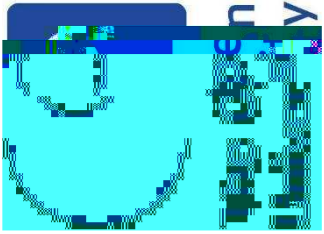
- : 1+ (e enumerate and literate in + cases which involve (oth ,uantitative as well as ,ualitative dimensions
- : !+ Detrieve information from various sources (search engines, catalogues etc)
- : %+ general nformation Technology facilities
- : 6+ on the effective goal setting and action planning

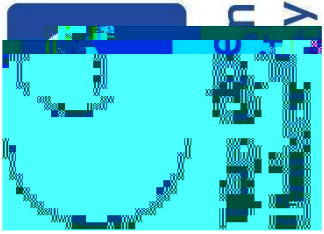
1 uided teaching environment (Aectures = la(s is the principal method of delivery for the concepts, principles and skills involved in the outcomes. ' tudents are also directed to reading from te<t(ooks, academic papers and other relevant material.

Understanding is reinforced (y means of e<ercise classes, discussion groups, la(oratories, assignments and pro-ect \*ork.

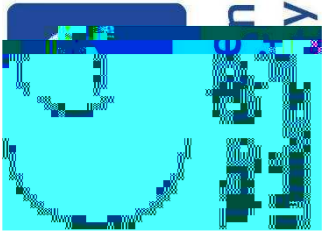
Tools to (e used to achieve this \*ill include some or all from the follo \*ing)

- G printed and online teaching te<ts fm
- G directed readings from te<t(ooks and papers



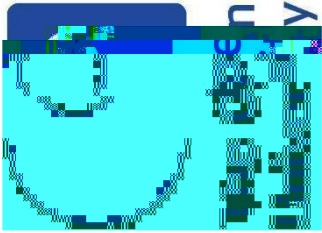


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Intended learning outcomes at ' 5 are listed (elo *)' <u>6 '&amp;&lt;&amp;' 5</u>
8 ?





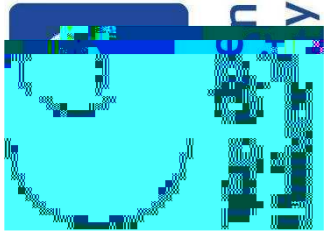
intended learning outcomes at ' 5 are listed (elo *)' <span style="float: right;">6 '&amp;&lt;&amp;' 5</span>
8 ?

Tools to (e used to achieve this \*ill include some or all from the follo \*ing)

- G self\$assessment , uestions and e<ercises\$ included in the teaching te<ts
- G programming tasks\$ computer\$(ased investigations and open\$ended pro-ect \*ork
- G feed(ack and guidance from an instructor| tutorials\$ revisions and in\$class activities
- G e\$mail and individual instructor\$learner conferences
- G 'tudy and pro-ect guides+

95( )8.382 /R8 11.04 Tf 11      95( )8.382 /R8 11.06( )8.38216( )

G                      G    \$    Tf 18 0 Td .5461(257479571368( ) /R8 10.08 Tf 331334( )-16.0958( )23.8095( )8.38216( )23.8095(5)-7.7



8@ # -	
2	)

On completion of this level you will be able to

91+ critical thinking, including its relevance to everyday life

92+ ) and ) such knowledge and understanding in the modelling and design of computer-based systems

93+ and a set of the criteria and specifications appropriate to specific problems

94+ and the criteria met by a computer system, as they are defined for its current use and future development

95+ &" and a set of rational and reasoned arguments, addressing a given problem or opportunity in a target audience

96+ a number of economic, professional, social, environmental, moral and ethical issues in the sustainable exploitation of computer technology

97+ and the appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems

1. Guided teaching environment (Lectures = la(s is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material.

Understanding is reinforced (by means of exercise classes, discussion groups, laboratories, assignments and project work.

Tools to be used to achieve this will include some or all from the following

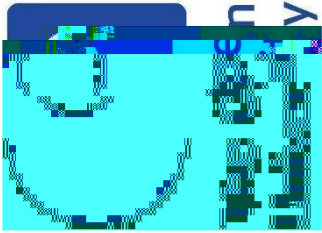
- G printed and online teaching texts
- G directed readings from textbooks and papers
- G specialised software tools

\$ 2

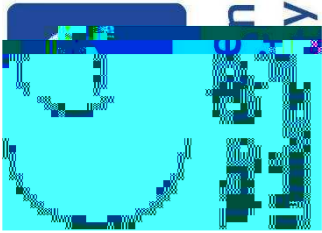
Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate (by the instructor).

Tools to be used to achieve this will include some or all from the following

- G



8@ # -	
	<ul style="list-style-type: none"> <li>G programming tasks; computer-based investigations and open-ended project work</li> <li>G feedback and guidance from an instructor; tutorials; revisions and in-class activities</li> <li>G e-mail and individual instructor-learner conferences</li> <li>G study and project guides</li> </ul> <p style="text-align: center;">2</p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted</p> <p>Tools to be used to achieve this will include some or all from the following</p> <ul style="list-style-type: none"> <li>G instructor-facilitated summative formal examinations</li> <li>G instructor-facilitated summative projects</li> <li>G instructor-facilitated summative presentations</li> <li>G instructor-facilitated formative assignments/assessment</li> <li>G instructor-facilitated formative projects</li> </ul>



<b>8#</b>	-
2	)

On completion of this level you will be able to

- C1+ # and the architecture of reliable secure and usable computerised systems
- C!+ ) and " the quality attributes and possible tradeoffs a system in the context of a given problem
- C%+ and any risks or safety aspects during the deployment of a system or solution in the context of a given problem
- C6+ & ) some of the essential tools per study area used for the construction and documentation of an application
- C5+ under specific project requirements to produce deliverables that take into consideration project/system requirements and budget
- C#+ ) and the process involved in the development and deployment of a system for solving real life problems

1 guided teaching environment (Lectures = la(s is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material.

Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.

Tools to be used to achieve this will include some or all from the following

- G printed and online teaching texts
- G directed readings from textbooks and papers
- G specialised software tools

\$ 2



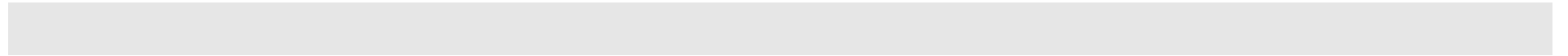
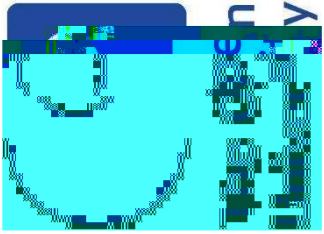




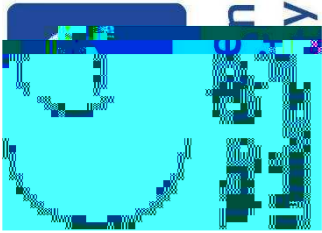




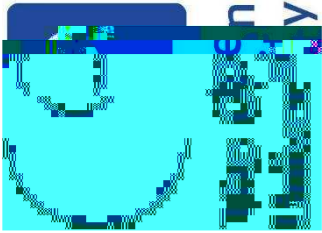








8@ # -	
<p>9C+ and on the appropriate theory, practises and tools for the specification, design, implementation and evaluation of computer (used systems</p>	<ul style="list-style-type: none"> <li>G programming tasks, computer (used investigations and open ended project work</li> <li>G feedback and guidance from an instructor, tutorials, revisions and in class activities</li> <li>G email and individual instructor learner conferences</li> <li>G study and project guides</li> </ul> <p style="text-align: center;">2</p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted</p> <p>Tools to be used to achieve this will include some or all from the following</p> <ul style="list-style-type: none"> <li>G instructor marked summative formal examinations</li> <li>G instructor marked summative projects</li> <li>G instructor marked summative presentations</li> <li>G instructor marked formative assignments/assessment</li> <li>G instructor marked formative projects</li> </ul>



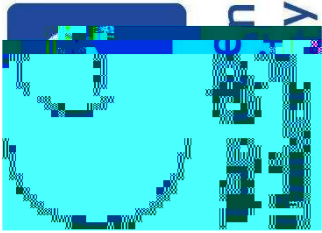
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On completion of this level you will be able to

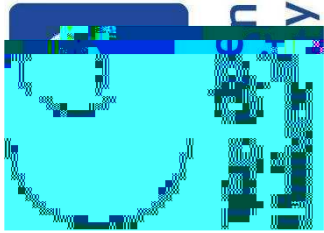
C1+ and the architecture of reliable secure and usable computer-based systems

C1+ and, ) the quality attributes and possible trade-offs a system in the context of a given problem

C1+ & and any risks or safety aspects during the implementation



8#	-
	<ul style="list-style-type: none"> <li>G programming tasks, computer-based investigations and open-ended project work</li> <li>G feedback and guidance from an instructor, tutorials, revisions and in-class activities</li> <li>G email and individual instructor-learner conferences</li> <li>G study and project guides</li> </ul> <p style="text-align: center;">2</p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted</p> <p>Tools to be used to achieve this will include some or all from the following</p> <ul style="list-style-type: none"> <li>G instructor-facilitated summative formal examinations</li> <li>G instructor-facilitated summative projects</li> <li>G instructor-facilitated summative presentations</li> <li>G instructor-facilitated formative assignments/assessment</li> <li>G instructor-facilitated formative projects</li> </ul>



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On completion of this level you will be able to

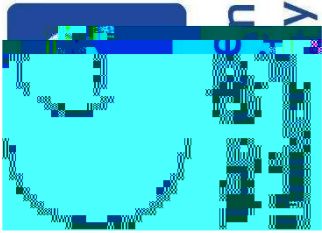
- : 1+ (e enumerate and literate in + cases which involve (oth ,uantitative as well as ,ualitative dimensions
- : !+ retrieve information from various sources (search engines, catalogues etc)
- : %+ general Information Technology facilities
- : 6+ on the effective goal setting and action planning
- : 5+ ) problems that may arise and their solutions in the context of a computer science project
- : #+ and the (est possible outcome while working along with a group of individuals

1 guided teaching environment (Lectures = la(s is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from text(books, academic papers and other relevant material.

Understanding is reinforced (y means of e(xercise classes, discussion groups, laboratories, assignments and project work.

Tools to be used to achieve this will include some or all from the following

- G printed and online teaching texts
- G directed readings from text(books and papers
- G specialised software tools

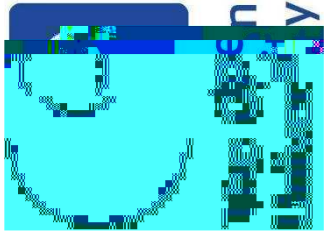


8 ? ) + -	
	<ul style="list-style-type: none"> <li>G programming tasks; computer-based investigations and open-ended project work</li> <li>G feedback and guidance from an instructor; tutorials; revisions and in-class activities</li> <li>G email and individual instructor-learner conferences</li> <li>G study and project guides</li> </ul> <p style="text-align: center;">2</p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted</p> <p>Tools to be used to achieve this will include some or all from the following</p> <ul style="list-style-type: none"> <li>G instructor-facilitated summative formal examinations</li> <li>G instructor-facilitated summative projects</li> <li>G instructor-facilitated summative presentations</li> <li>G instructor-facilitated formative assignments/assessment</li> <li>G instructor-facilitated formative projects</li> </ul>

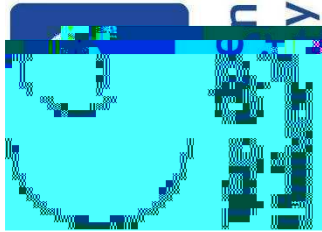
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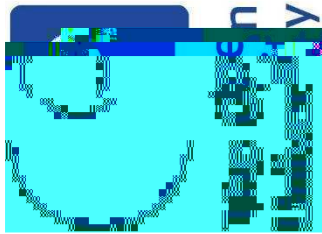




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4



systematic thinking that will allow them to become lifelong learners and succeed in a wide variety of technical and managerial positions. Students are prepared for a successful career in the field of computing and its applications and/or additional study in computing at the graduate level.

#

(

- \$ Modern computer facilities include over 6" high-speed servers present in the network infrastructure and more than 100" latest technology workstations all connected to the internet available to students in 5 PC laboratories.
- \$ All the necessary software for programming, multimedia, web development and instruction is available in the lab for you to use.
- \$ A Computer Networking laboratory and a Digital Microelectronics lab exist for classroom teaching and personal student study and exploration.
- \$ Students have access to printing and scanning devices.
- \$ Our classrooms are spacious and equipped with a PC and projector. All classrooms are connected to a high-speed campus network and are connected to the internet.
- \$ Students have abundant personal and secure server storage area accessible from campus and home and are provided with email and Moodle accounts.
- \$ Electricity is available around the campus for laptop and mobile internet access.
- \$ Hard ware and software technical support is available and is of first-rate level.

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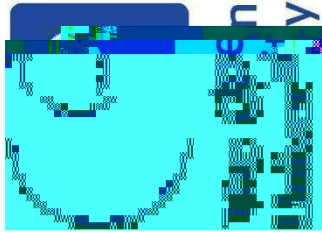
It should finally be noted that the ACT graduate will have received their higher education at the ACT campus, a highly international environment with first rate services, facilities and resources afforded to its students.

5. Support for students and their learning.

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

Academic support services include)

- G Financial Aid
- G An Academic Advising Programme 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 term and especially when they face academic problems or want to withdraw from a course. Students are expected to consult with their advisors prior to registration.
- G Counselling services with a professional staff member for students who feel they need them and ask for them with full confidentiality.



- G A Learning Support Centre (open to all students) to help with writing projects since many are not familiar with project-oriented education and are used to lecture-based classes. The Learning Support Centre also provides Math tutors.
- G A Business Liaison and Career Services Office through which students are provided assistance towards their efforts in preparing graduate school applications and employment search, as well as building bridges with the professional world. The office also develops programmes and workshops to help with the students' future career plans.
- G An ICT centre which provides technical assistance and advice, as well as information technology instructional services.
- G In the Bioscience Technology centre, students have access to 6 computer labs and printing services. While in the 3rd floor building they have full access to 1 computer lab and printing services.
- G 24-hour library facilities and assistance.
- G ACT students have the opportunity to study abroad for one summer or term during their time as a student through the International Programmes Office at ACT.
- G ACT has a learning disability policy in practice and provides appropriate assistance and compensation to students that have certified needs.

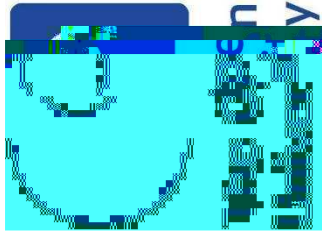
ACT maintains a long-established Committee on Academic Standards and Performance.

#### # Criteria for admission

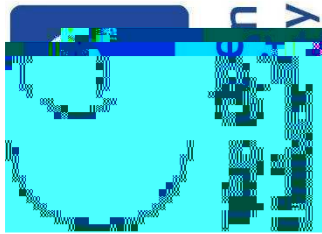
(For apprenticeships this should include details of how the criteria will be met with employers who will be recruiting apprentices.)

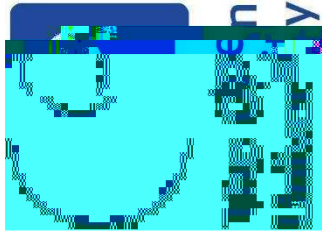
Applicants are required to submit the following when applying for admission to the programme)

All first-year candidates are required to submit an application for



its equivalent in any other system(a minimum score of % in the !) diploma. If you





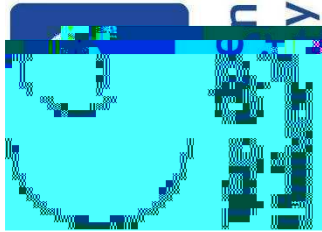
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If your qualification is not listed above, you can

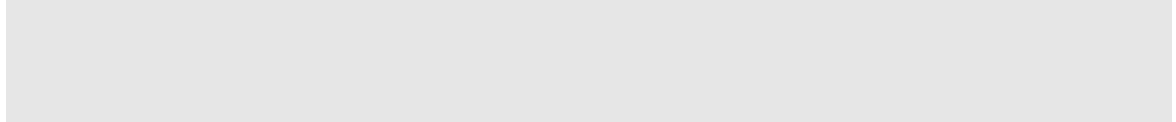


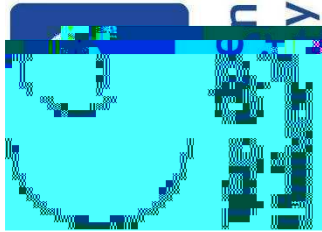






assessments is that non-OU modules are marked only by their instructor and usually they have more assessments than the OU ones.



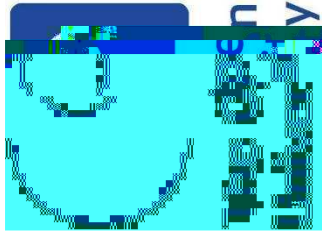


2<ternal 2<aminers and the OU Academic Aiaison can and often do provide input through the annual monitoring process+ Their input is al\* ays considered and acted upon as necessary+

N6earning!/n!Action0 initiatives are encouraged and gradually incorporated in module activities as deemed appropriate (y each faculty mem(er+ (6earning!/n!Action initiatives are such initiatives that attempt to (ring students of a particular module in the \*ork environment of module\$relevant practitioners and thus e<pose them to the Nreal\$life0 use of the academic topic they are learning as \* ell as future employment opportunities

Thesis advisement attempts to address specific student interests5 \* hile retaining the spirit and essence of a Ncapstone0 pro-ect+





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C ' C %% " ) >ntroduction to Fo (ile Do (oticsl  
C ' C %%%) Cisco Advanced AA3 and E A3 : esignl  
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PDACT>CUF % " ") Practicum

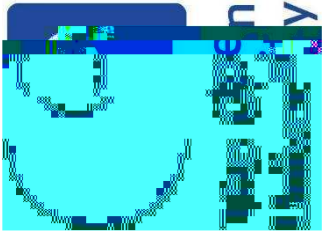
Other actions \* ith respect to the modules offered include updates and refinements on the syllabi : etails per module are availa (le through t







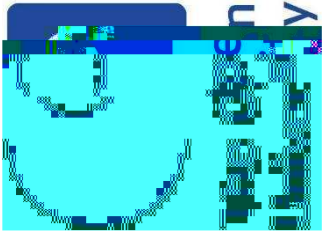


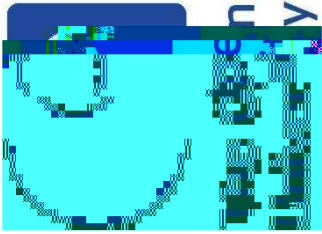


1.1 This programme specification should be mapped against the learning outcomes detailed in module specifications.

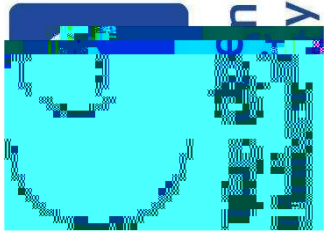
! B The expectations regarding student achievement and attributes described by the learning outcome in section 2 must be appropriate to the level of the award within the programme. ( ) [http://www.aqa.org.uk/Assuring StandardsAndQuality/Pages/default.aspx](http://www.aqa.org.uk/Assuring%20StandardsAndQuality/Pages/default.aspx)

% B Learning outcomes must also reflect the detailed statements of graduate attributes set out in sections 3, 4 and 5 that are relevant to the programme.

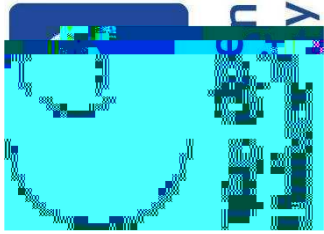




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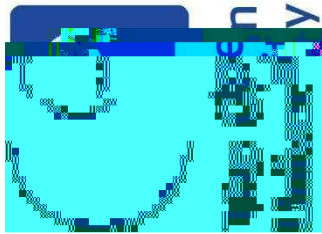
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All ACT students are required to take a common general education curriculum consisting of 16 courses (6! semester hours) taken optimally in semesters one through five. The General Education Requirements (12Ds) are coordinated across divisions and disciplines (by the Academic Council) with key input from faculty at the division level. The 12Ds are still placed into three main categories: the Arts and Humanities (six courses), including Freshman English, the Sciences, and the Social Sciences (cf. Deflective Essay on Educational Effectiveness). The list of requirements is published in a number of official documents and ACT's website.

As a mechanism to implement and support student learning outcomes at the institution and program levels, the 12D courses are aligned with all academic programs to provide not only breadth of knowledge of the disciplines directly relevant to specific majors (but also a number of transferable skills) with a professionally [ ( ) 2.002 (co9658 (f)-2 (el)2 (l) ] TJo301 .44 0 T do [ (y\$do [ ( ) 2.002 ( ( ) 58 7.9



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