1. **Title of the module**

PSYC8050 (SP805) – The Psychology of Criminal Conduct

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 Credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Forensic Psychology MSc-T

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate comprehensive understanding of criminological theory regarding the origins of offending.
   2. Demonstrate knowledge of techniques for the study of offender behaviour and its contribution to police work, through critical evaluation of current research and advanced scholarship in the discipline.
   3. Demonstrate comprehensive understanding of rational decision-making as applied to crime and offences conducted by people who make non-normal decisions, e.g. psychopaths, sex offenders.
   4. Form a conceptual and systemic understanding of the reality of the functions of different parts of the Criminal Justice System through attendance on course visits.
   5. Explain to the public, using plain English, how offenders and victims of crime are dealt with by the Criminal Justice System.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate intellectual and subject-specific skills (include critical thinking and argumentation, reasoning and reflection, information structuring, analysis and synthesis, application of theory, appropriate use of sources, and clarity in thinking)
   2. Demonstrate key transferable skills, including communication and information technology (e.g. undertaking online research, producing written documents), working with others, problem solving, and improving learning (including time management and exploring personal strengths and weaknesses).
3. **A synopsis of the curriculum**

This module examines the topic of criminality from a broad psychological perspective. The origins of the criminal tendency in childhood are detailed and its abundant expression in adolescence highlighted and examined. The evidence that consistent criminal tendencies can be reliably assessed is considered, and the extent to which personality factors can explain that consistency is evaluated. The concept of psychopathy is explored along with examining more generally the relationship between crime, law and moral judgement. The role of victims in creating, defining and reporting crime is analysed, and the psychological consequences of crime for victims and potential victims are explored.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

* Adler, J. (Ed.). (2004). Forensic Psychology: Concepts, Debates and Practice. Devon: Willan Publishing.
* Blackburn, R. (1995). The Psychology of Criminal Conduct: Theory, Research and Practice. Chichester: Wiley.
* Davies, G, Hollin, C, & Bull, R (Eds.) (2008). Forensic Psychology. Chichester: Wiley.
* Howitt, D. (2009). Introduction to Forensic & Criminal Psychology. Essex: Pearson Education.

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 167

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Report (5,000 words)

13.2 Reassessment methods

Like for like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | | ***8.1*** | ***8.2*** | ***8.3*** | ***8.4*** | ***8.5*** | ***9.1*** | ***9.2*** |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |
| Lectures |  |  |  |  |  |  | **X** | **X** |
| Private study |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  | | | | | | | | |
| Research & Recommendation Report |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module will cover the topics from both a UK and international perspective where relevant.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 30/03/2017 | Major | September 2016 | 10, 11, 13 |  |
|  |  |  |  |  |

Revised FSO Jan 2018