1. **Title of the module**

PSYC8530 (SP853): Facial Identity Matching: Cognitive Research and Forensic Practice

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

HSS, School of Psychology

1. **The level of the module (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**

Optional to Psychology MSc programmes, subject to programme specification requirements.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate conceptual knowledge and understanding of the issues surrounding human behaviour and performance when performing forensic face matching.

8.2 Show key intellectual skills by critically evaluating the role of psychological research for understanding human behaviour in relation to forensic face matching .

8.3 Demonstrate a systematic understanding of how psychological theory and methodology relate to procedures in applied security settings, such as passport control and police investigations.

8.4 Evaluate through written analysis and interpretation the contributions made by psychological research to understanding forensic face matching.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Show familiarity with how advanced research methods relevant to cognitive psychology can be applied to real world problems, such as forensic face matching at passport control and in police investigations.

9.2 Critique (i.e. evaluate the strengths and weaknesses of) the research data intended to address specific research questions

9.3 Competently disseminate their work to an audience

9.4 Express opinions, argue rationally and engage in critical thinking via a variety of methods.

1. **A synopsis of the curriculum**

This module will provide students with a wide-ranging, detailed and critical overview of forensic face matching, to give insight into the application and efficacy of this task, and its limitations in occupational settings. This will be complemented throughout by consideration of current scientific knowledge and theoretical instruction about how the methods and techniques of cognitive psychology have been applied to investigate forensic face matching. The curriculum will focus on factors that limit forensic face matching at passport control and in police investigations, procedures and application of forensic face matching by the police, understanding of professional expertise and training, individual differences between observers, the cognitive underpinnings of forensic face matching, automatic face recognition systems and human-computer interaction, and the emergent threat of hyper-realistic masks.

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

Many of the materials covered in this module are available in a new book (Bindemann, M. (Ed.) *Forensic Face Matching: Research and Practice*. Oxford University Press – 2021. ISBN 978–0–19–883774–9). Key teaching materials such as new journal articles will be updated annually.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

In Class Presentation A approx. 10 minutes 15%

In Class Presentation B approx. 15 minutes 25%

Research Proposal 2,000 words 60%

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)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Presentation A | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation B | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Research Proposal (2,000 words) | **X** | **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 covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018