1. **Title of the module**

PSYC6370 (SP637): Forensic Psychology: Theoretical and Applied Perspectives

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 6

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

15 Credits (7.5 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**

For non-psychology students, the minimum pre-requisite is PSYC3040 Introduction to Psychology 1, PSYC3050 Introduction to Psychology 2 OR PSYC3060 Introduction to Forensic Psychology.

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

Compulsory to Psychology with Forensic Psychology BSc. Optional to other undergraduate Psychology programmes. Available as an elective module. Available to Short-Term credit students at the discretion of school and/or convenor.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate an understanding of the practical role played by contemporary forensic psychologists in society
   2. Demonstrate critical knowledge of forensic psychology as a discipline and research methods used within forensic psychology
   3. Demonstrate an awareness of the fundamental application of psychology, as a science, to understand key forensic issues
   4. Understand key concepts and sub-topics within forensic psychology and how they relate to each other (i.e., ability to synthesise core concepts within forensic psychology)
   5. Evaluate core theories and research in forensic psychology
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand the variety of theoretical and methodological approaches used in psychology
   2. Self-reflect upon constructive feedback from staff in order to improve understanding and academic performance
   3. Use learning and research skills required to support academic learning and development independently.
   4. Effectively apply skills in the form of study planning and overall time management
   5. Demonstrate information technology skills to obtain key learning resources (e.g., use of online journals and learning resources as directed by lecturers).
3. **A synopsis of the curriculum**

This module will provide students with an in-depth examination of the theoretical and applied aspects of Forensic Psychology. It will include the development of laws and the principles on which the judicial system is founded, offending by specific sections of the community including street gangs and career criminals, Criminal Justice responses to offending by the police and forensic profilers, the role and credibility of eyewitnesses and the interview processes employed with suspects, the role of juries, how sentences are compiled for convicted offenders, the aims of punishment and how prisoners respond to imprisonment, theoretical perspectives of rehabilitation and an examination of the implementation of the sex offender treatment programme. The module will focus on the in-depth application of forensic psychology to the justice system, its role in identifying and ameliorating offending behaviour. In particular it will evaluate the role of psychology in criminal justice: systems, policies and practices by presenting and critically evaluating research and research methods within forensic psychology. Students will be encouraged to develop skills to critique the literature and methodologies to further their understanding of the core forensic issues the course presents.

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

Davies, G., & Beech, A. (2012). Forensic psychology: Crime, Justice, Law, Interventions. Chichester, K: John Wiley & Sons, Ltd.

Journal articles and additional readings will be assigned on a weekly basis.

1. **Learning and Teaching methods**

The learning and teaching methods will be made up of 11 two-hour lectures and guided independent. Each lecture will provide students with an in-depth examination of the main concepts, issues, and research methods relating to various sub-disciplines of forensic. Each lecture will provide material outlining the core issues and controversies associated with research in forensic psychology. Student learning will be guided by lecturer expertise and the core readings associated with each lecture. This learning will be firmly guided by course lecturers who will recommend relevant course texts, journal articles, and on-line resources. Students will be encouraged to access online resources (e.g. policy documents and research papers) to assist the development of their in-depth understanding of the core debates and practices within forensic psychology. By encouraging students to engage in structured independent learning the course will facilitate students’ engagement with resources to develop thought and enable them to engage, in their written work, in a critical evaluation of the core ideas and research methods that are prominent in forensic psychology.

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

Essay: 2,500 Words: 70%

Examination: 30%

An alternative assessment may be provided for those short-term students who will no longer be registered when the examination takes place

* 1. 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*** | ***8.5*** | ***9.1*** | ***9.2*** | ***9.3*** | ***9.4*** | ***9.5*** |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Private study |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** | | | | | | | | | | | |
| Essay | *70%* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination (2 hours) | *30%* | **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**

Internationalisation is incorporated in this module by consideration of international justice systems in contrast to that of the UK. This includes law, justice, gangs and prison systems.

**DIVISIONAL USE ONLY**

**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) |
| December 2017 | Minor | September 2018 | 13, 17 | No |
| 15.03.21 | Minor | September 2020 | 13 | No |