## KentVision Code and title of the module

PSYC8050 The Psychology of Criminal Conduct

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Psychology

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

20 credits (10 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

#### Compulsory to the following courses:

* MSc Forensic Psychology

#### Optional to the following courses:

* None

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

8.1 Demonstrate comprehensive understanding of criminological and psychological theory regarding the offending and its origins.

8.2 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.

8.3 Demonstrate comprehensive understanding of rational decision-making as applied to crime and offences.

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

9.1 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)

9.2 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).

## 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.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 167

Contact Hours: 33

Total: 200

## Assessment methods

* 1. Main assessment methods

Report (5,000 words)

* 1. Reassessment methods

Like-for-Like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 |
| --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** |
| Workshop |  |  |  | **x** | **x** |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 |
| --- | --- | --- | --- | --- | --- |
| Research and Recommendation Report  | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

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

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 30/03/2017 | Major | September 2016 | 10, 11, 13 |  |
| 15/12/2022 | Major | September 2023 | 8, 14 | No |