## KentVision Code and title of the module

PSYC8470 Forensic cognition: Theory, research, and practice

## 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 (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 an advanced understanding of forensic-related cognition for a wide range of offending and non-offending groups.

8.2. Demonstrate an advanced understanding of socio-cognitive factors that may be relevant at different stages in the criminal justice process.

8.3. Demonstrate an advanced understanding of the usefulness and applicability of various research methodologies used to investigate forensic-related cognition.

8.4. Critically evaluate forensic-related cognitive research in the laboratory, field settings, and in court.

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

9.1. Critically reason in relation to theory, research, and clinical practice.

9.2. Demonstrate advanced written skills for presenting research-informed arguments.

9.3. Demonstrate a broad understanding of the principles of sound research design.

9.4. Demonstrate expertise in design, statistical analysis and evaluation of research

## A synopsis of the curriculum

This module asks what sort of thinking occurs in individuals who sexually molest children, rape adults, or commit acts of violence. Do they think their actions are legitimate in some instances or do they know their actions are wrong but choose to offend nonetheless? Cognition, or thinking, is recognised as being a key component underlying the way people think and behave. Understanding how research on cognition and social cognition can be applied to crime allows researchers and practitioners to shed light on offenders’ antisocial behaviours. In this strongly research-based course, you will learn about some of the influential theories that have been developed to help explain offenders’ antisocial actions, the latest cutting-edge research designed to help understand why men offend, and widely used treatment programmes designed to alter cognitive characteristics associated with offending in order to reduce recidivism. This course will not be limited to offenders’ cognition, however. You will also learn about fascinating social-cognitive phenomena associated with child and adult eyewitness testimony, and how memory can play havoc with the criminal justice system.

## 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: 170

Contact Hours: 30

Total: 200

## Assessment methods

* 1. Main assessment methods

Research Proposal (3,000 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 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshops | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Research Proposal | **x** | **x** | **x** | **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 covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**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) |
| --- | --- | --- | --- | --- |
| 16.11.22 | Minor | September 2023 | 8, 9, 14 | No |
|  |  |  |  |  |