1. **Title of the module**

SOCI5480 / SOCI5481 (SO548): The Psychology of Criminal Justice

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

Division of Law, Society and Social Justice: School of Social Policy, Sociology and Social Research

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

Level 5

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 term (term 1) or Spring term (term 2)

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

None

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

Optional module on the BSc in Social Sciences and BA Criminal Justice and Criminology programmes

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

8.1 Demonstrate a critical appreciation of the development of the field of Criminal Psychology.

8.2 Demonstrate critical knowledge about the utility of criminal psychology in criminal justice.

8.3 Demonstrate a critical understanding of different perspectives in criminal psychology and how to utilise them.

8.4 Understand and critically assess theories utilised in the field of criminal psychology.

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

9.1 Organise material and communicate clearly in written essays.

9.2 Demonstrate problem-solving, critical thinking, and research skills, including the ability to evaluate evidence.

1. **A synopsis of the curriculum**

This module will introduce students to the utility of criminal psychology within the criminal justice context. It will introduce students to various topics such as the history of criminal psychology, how the field has been shaped, theories, the emergence, persistence and desistence of offending. The module will help students develop an understanding of criminal psychology and its importance in criminal justice contexts from different perspectives.

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

Farrington, D. P., Coid, J.W., and Murray, J. (2009). ‘Family factors in the intergenerational transmission of offending’. *Criminal Behaviour and Mental Health*, Vol. 19, Issue 2, pp. 109-124.

Kapardis, A. (2014). *Psychology and Law: A critical Perspective* (Fourth Edition)*.* Cambridge: Cambridge University Press [e-book]

Lickliter, R., and Honeycutt, H. (2003). ‘Developmental dynamics: Toward a biologically plausible evolutionary psychology’. *Psychological Bulletin*, Vol. 129, Issue 6, pp. 819-835.

Moffitt, T. E. (1993). ‘Adolescence-limited and life-course-persistent antisocial behaviour: A developmental taxonomy’. *Psychological Review*, Vol. 100, Issue 4, pp. 647-701.

Moffitt, T. E. and Caspi, A. (2001). ‘Childhood predictors differentiate life-course persistent and adolescent-limited antisocial pathways among males and females’. *Development and Psychopathology*, Vol. 13, Issue 2, pp. 355-375.

Serin, R. C. and Lloyd, C. D. (2009). ‘Examining the process of offender change: the transition to crime desistance’. *Psychology, Crime, & Law*, Vol. 15, Issue 4, pp. 347-364.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework – essay (3000 words) – 100%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| **Private Study** | X | X | X | X | X | X |
| lectures | X | X | X | X |  |  |
| Seminars | X | X | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |
| Essay - 3000 words | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/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**

Medway

1. **Internationalisation**

The subject content is inherently international, as it draws on international developments in the field of criminal psychology. In teaching, ideas developed in several different countries will be introduced, and examples of research from several countries will be used and considered.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| EAP | Minor | September 2021 | 13,14 | No |
|  |  |  |  |  |