



University of the
West of England

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Forensic Psychology				
Module Code	USSKCH-15-3	Level	3	Version	4
Owning Faculty	Health and Applied Sciences	Field	Department of Health and Social Sciences		
Department	Health and Social Sciences				
Contributes towards	BSc (Hons) Forensic Science BSc (Hons) Forensic Science (Biology) BSc (Hons) Forensic Science (Chemistry) BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZSNNC-30-2 Criminal Psychology		Module Entry requirements		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the multi-disciplinary nature of criminal psychology (Component A and B); 2. Demonstrate an understanding of the current perceptions of psychologically unbalanced offenders (Component A and B); 3. Critically analysis of the spectrum of psychological theories of crime (Component A and B); 4. Critically analysis of the role of psychology in the criminal justice system (Component A and B); 5. Critically analysis of the psychology of offenders (Component A and B); 6. Critically analysis of the treatment of offenders (Component A and B);
Syllabus Outline	<p><u>Media construction & Public perceptions of dangerous offenders</u></p> <p>This section (1 lecture) will examine the publics' attitude towards crime, focusing on their perceptions of dangerous and violent offenders. It will discuss the role of public education, social construction, moral panics, the media and how public attitudes can be changed.</p>

Psychological theories of crime

This section (2 lectures) will focus on

Biological, Personality and abnormal psychology - This lecture will address biological perspective, focusing on: genetics, classical criminology, brain injury and brain dysfunction; psychological explanations of offending from personality and abnormal perspectives, focusing on: personality explanations, psychoanalysis, mental disorders, IQ, as well as attitudes, values and beliefs.

Social, Developmental & integrated theories - This lecture will address psychological explanations of offending from a social and developmental perspective, focusing on: (social) learning theories, rational choice, family and peer interactions, developmental factors and social influence. The lecture will then draw together all the previous theories and theoretical perspectives on offending so to ask if a comprehensive, all inclusive, theory on the aetiology of offending actually exist

Crime Scene Analysis: Offender profiling & Serial Killers

This section (1 lecture) will address offender profiling techniques and provide an understanding of different typologies/profiles of serial killing and multiple murder. It will be given by an actual offender profiler who will, in conjunction with discussing the theoretical and empirical underpinnings of offender profiling, critically discuss their experiences, techniques and understandings of profiling techniques as well as giving an overview of serial killing.

Psychology of the courtroom

This section (3 lectures) will focus on

Eyewitness testimony - It will start by looking at memory and cognition, before moving on to look at the issues of reliability that surround memories for events. This lecture will look at issues to do with memory and eyewitness testimony in regard to different groups (age, gender), different crime problems (weapon focus) and memory issues (repression, false memory syndrome). The lecture will end with a discussion of the CJS (police, probation and courts) attitude to EWT?

Police discretion and decision making - The police have a legal mandate to enforce the law uniformly. But a policy of full enforcement, which uniform enforcement, implies may be neither possible nor desirable because of conflicting organisational goals (priorities) diverse situational demands, the demographics of the offender, victim and officer as well as the dependence of the police on the communities they serve. Thus it is important to distinguish between 'the law in books' and 'the law in practice' (Goldstein, 1960). Guiding officers through this interpretation is their ability to use discretion in their decision making. This lecture shall explore the dynamics of officer's use of discretion in their operational decision making.


Jury decision making - It will look at the social, psychological and decision making factors involved in groups; before going on to examine group processes, group think, personal/group stereotyping and group perceptions. The lecture will discuss the main issues and problems involved in Jury decision making and whether juries are an effective and/or justified means for prosecuting offenders (especially psychological disturbed, and/or dangerous/violent offenders).

Offenders (focusing on sexualised violence)

This section (2 lectures) will focus on

Sex offenders - This lecture will look the complex and ambiguous area of sexual offending (both in terms of offenders and victims). It will look at its definitions (rape, necrophilia, etc), the aetiology of sexual offending (psychological, biological, developmental, etc), the behaviours/personalities of sex offenders, the particular offences/acts perpetrated and the treatments available (as well as their success rates)

	<p>.</p> <p>Terrorism - This lecture will look at definitions and typologies of terrorists; the causes (psychological, biological, developmental, etc) and paths to offending; the behaviours/personalities of offenders; the forms of offending; and treatments.</p> <p><u>Crime prevention</u></p> <p>This section (comprised of 2 lectures) focuses on</p> <p>Risk assessment, treatment & recidivism - This lecture will look at definitions of risk in regard to offenders, addressing what risk is, how its diagnosis. The lecture will move on to discuss types of treatments that are available to offenders, where they are located (i.e., prison, care setting and/or the community), the success of treatment, offender release/reintegration and offender recidivism.</p> <p>Treatment: “Magic Cure”, “Nothing Works”, “Something Works”, “What Works”- This lecture is divided into three sections. The first provides a brief history of treatment from the early Nineteenth-century until the present, highlighting both the ideas that shaped treatment and how treatment was delivered in practice. The second part explores the evidence base underpinning current offender programmes delivered both in the prison and in the community to establish to what extent practice is justified by the available evidence. The final part seeks to explore the theoretical relationship between evidence and practice and asks is criminal justice policy driven by evidence or is the evidence driven by policy?</p>
Contact Hours	This module will run in semester 1. Students will have a 3 hour session each week which will be an integrated mixture of lectures, tutorials and online style activities.
Teaching and Learning Methods	<p>Scheduled Learning Forensic Psychology is an extremely broad topic and this module aims to give students knowledge across the main themes. The module can be selected by students from a diverse range of programmes and must contain enough of interest and relevance for each.</p> <p>The theoretical underpinning of the module is delivered through integrated lecture and tutorial sessions (36 hours) with additional bespoke resources made available electronically (i.e., using second life as a means for students to examine a crime scene and to consider how this impacts upon profiling, eyewitness testimony and sentencing) Employability focussed lectures are delivered by academic specialists from industry.</p> <p>Independent Learning It is expected that students will spend a significant proportion of the study time for this module engaging with relevant scientific literature, as directed by academic staff. Preparation for the coursework assessments will require significant research into relevant case studies and the ability to critically evaluate realistic forensic casework data. It is expected that independent study will take students to the notional 150 hours of study associated with this module.</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150
				

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam.

Coursework: Case Study.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		100%
Coursework assessment percentage		0%
Practical exam assessment percentage		0%
		100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List

The following texts are particularly recommended:

Core Texts:

Towl, G. J., & Crighton, D. A. (2010). *Forensic Psychology*. Oxford: BPS Blackwell.

McCartan, K. F. (Ed). *Criminal Psychology: A reader*. Oxford: Wiley Blackwell.

Useful texts:

Alison, L. J. (2005). *The forensic psychologist's casebook: psychological profiling and criminal investigation*. Cullompton: Willian publishing.

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*, Revised 4th Edition (DSM-IV-R). Washington, DC: American Psychiatric Association.

Bartol, C. R., & Bartol, A. M. (2011). *Criminal behaviour: a psychological approach*, 9th Ed. Harlow: Pearson Prentice Hall.

Blackburn, R. (1993). *The Psychology of Criminal Conduct: Theory, Research & Practice*. Chichester: Wiley.

Howitt, D. (2009). *Forensic and criminal psychology*, 3RD Ed. Harlow: Prentice Hall: Pearson.

McGuire, J. (2004). *Understanding psychology and crime: Perspectives on theory and action*. Maidenhead: Open University Press.

Maguire, M. Morgan, K. and Reiner, R. (2007). *The Oxford handbook of criminology*. 4th ed. Oxford: Oxford University Press.

Tony, S., Bryant, R. P., & Horvath, M. A. H. (2009). *Understanding Criminal Investigation*. Chichester: Wiley - Blackwell.

Towl, G. J., Farrington, D. P., Crighton, D. A., & Hughes, G. (2008). *The Dictionary of Forensic Psychology*. Cullompton: Willan.

Journals:

There are many journals relevant to criminology in the library and many have on-line access meaning that it is possible to access these resources from computer labs or outside the university from your computer at home. A useful skill to develop is the ability to search the abstracts and electronic databases for articles relevant to your reading and assessed report. Some journals publish articles from across the discipline of criminology and should be your starting point in searching for materials from journals. Useful journals for include:

International Journal of Forensic Psychology
Criminal Behaviour and Mental Health
Legal and Criminological Psychology
British Journal of Psychiatry
British Journal of Psychology
Journal of Social and Clinical Psychology
British Journal of Criminology
Journal of Criminal Law and Criminology
Journal of Interpersonal Violence
Journal of Forensic Psychiatry & Psychology
Psychology, Crime and the Law
Crime & Delinquency
Journal of Investigative Psychology & Offender Profiling
Journal of Criminal Justice
International Journal of Offender Therapy & Comparative Criminology

Part 3: Assessment**Assessment Strategy**

The student will complete an exam at the end of semester 1, this will cover all the material from across the module. This assessment allows the student to be able to tie all the module content together, having a holistic view of the course content and how it helps them understand offending behaviour.

	Written exam (100%) The students will have to do a 2 hour examination where they will answer 2 essay questions from a choice of 5.
--	--

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
2 hour examination	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2 hour examination	100%
Component B Description of each element	Element weighting (as % of component)
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

FOR OFFICE USE ONLY

First CAP Approval Date	28/03/2014			
Revision ASQC Approval Date	16 Jan 2019	Version	4	RIA 12789