

University of the West of Scotland

Module Descriptor Template

Session: 24-25

Title of Module: Forensic Psychology			
Code: PSYC10024	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points:20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	C O'Donnell		
Summary of Module			
<p>Due to media and fictional representations, Forensic Psychology is often a sensationalised area of Psychology. The aim of this level 10 elective module is to provide students with a more realistic insight into how psychological perspectives can be applied to criminal behaviour and the legal process. The content and assessments of this course will offer students the opportunity to broaden and enhance their knowledge, understanding, and skills in the area of forensic psychology. It will encourage them to critically explore psychological models of offending and interventions to reduce offending behaviour, and help facilitate understanding of risk assessment and offender treatment programmes. A variety of different offender typologies will be examined throughout this module, and key aspects of investigative psychology will also be addressed, including working with vulnerable eyewitnesses. This module will introduce students to past and present research, theoretical perspectives and case studies relevant to forensic psychology, and there will be an awareness of the methodological and ethical issues surrounding research in this field throughout. Due to the applied nature of forensic psychology, a number of current topic and guest contributions from those that currently work in the area will also be involved in content delivery.</p>			
Module Delivery Method			

Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Identify, define, and analyse complex psychological models of offending and interventions to reduce offending.
L2	Explain the complex links between theory, research, policy and practice in forensic psychology.
L3	Highlight key diagnostic issues in forensic psychology and evaluate their impact on risk assessment and or treatment/care planning and or case analysis.
L4	Offer explanations of the ways in which forensic psychology is informed by a range of established techniques of enquiry or research methodologies
L5	Critically apply theoretical arguments in forensic psychology to real-life case studies
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 10</p> <p>Developing the ability to identify relevant, contemporary sources of information relevant to forensic psychology.</p> <ul style="list-style-type: none"> - Developing the ability to summarise and interpret forensic psychology literature. - Understanding the application of psychological theories, methods and concepts to contemporary issues in forensic psychology. - Evaluating the application of forensic psychology research and the ethical issues that surround forensic psychology.

	- Critical review of methodological approaches in forensic psychology	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Evaluating the appropriate application of a forensic risk assessment tool to a real offender as part of module assessment.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Utilising skills to critique offender assessments and interventions. - Analytical skills - Evaluating research evidence</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Communicating effectively through written assignments –</p> <p>-Critical writing and discussion - Written communication of complex concepts</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>-Time management - Group discussion and collaboration in workshop activities</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	

Co-requisites	Module Code:	Module Title:
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Learning and Teaching	
The module blended guided learning and self-directed study coupled with a flipped classroom approach to contact time. The key is that the learning events offer space for the community to create meaningful co-productive learning. Thus many of the learning hours are described as workshops.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Lecture/Core Content Delivery	6
Tutorial/Synchronous Support Activity	30
Asynchronous Class Activity	22
Independent Study	122

	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Barton, C. R., & Barton, A. M. (2016). *Current Perspectives in Forensic Psychology and Criminal Behaviour* (4th Edition). California: Sage

Howitt, D. (2015). *Introduction to Forensic and Criminal Psychology* (5th Edition). Essex: Pearson
Journal of Forensic Psychology Research & Practice

The Journal of Forensic Psychiatry & Psychology

Aggressive Behaviour

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance Requirements

In line with the Student Attendance and Engagement Procedure 2023/24: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Please refer to the Student Attendance and Engagement Procedure at the following link: [Student Attendance and Engagement Procedure](#)

For the purposes of this module, academic engagement equates to the following:

Please click to add specifics.

Equality and Diversity
UWS Equality, Diversity and Human Rights Code
Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Psychology
Moderator	N Douglas-Smith
External Examiner	S Langton
Accreditation Details	
Changes/Version Number	1.

Assessment: (also refer to Assessment Outcomes Grids below)

The assessment will be a negotiated assessment, e.g. allow a choice of the instruments of assessment the student wishes to use to meet the learning outcomes. A key factor will be the authenticity of the assessment for the participants

- Portfolio: Evidence of wide and reflective collections of sources and artefacts for key milestones and that underpin assessment 2-30%
- Critical Case Study: choice of applied topic from aspect of Forensic interdisciplinary practise. 70%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

		Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio			x	x		30%	
Critical Case Study	x		x	x	x	70%	

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)

Exam - Seen closed book

Exam - Unseen open book

Exam - Seen open book

Case study

Class test (written)

Design/ Diagram/ Drawing/ Photograph/ Sketch

Dissertation/ Project report/ Thesis

Essay

Laboratory/ Clinical/ Field notebook

Portfolio of written work

Report of practical/ field/ clinical work

Review/ Article/ Critique/ Paper

Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log

Class test (practical)

Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral

Creative output/ Audiotapes/ Videotapes/ Games/ Simulations

Demonstrations/ Poster presentations/ Exhibitions

Performance/ Studio work/ Placement/ WBL/ WRL assessment

Portfolio of practical work

Presentation

Objective Structured Clinical Examinations (OSCEs)

Objective Structured Professional Examinations (OSPRES)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template		
Updated contact hours		
Updated Student Attendance and Engagement Procedure		

Updated UWS Equality, Diversity and Human Rights Code		
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