

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information

Module title	Psychology 240 – Forensic Psychology		
Module tutor	Ms. Poppy Theocharidou	Level	5
Module type	taught	Credit value	15
Mode of delivery	Online-asynchronous & synchronous education		
Notional learning hours	150		

2. Rationale for the module and its links with other modules

This is a level 5 compulsory module which provides students with the opportunity to learn about Forensic Psychology, a recent subfield of Psychology which emphasizes the application of research and practice in other areas of psychology (e.g., cognitive psychology, social psychology) to the legal arena. The module covers the history, basic principles and objects of study of Forensic Psychology. Some important thematic areas are introduced such as the forensic cognition (how offenders think), psychology of criminal behaviour and victimology, the role of psychology in police and legal processes, assessment and treatment of offenders in forensic settings.

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This module is related to other modules in level 4 (Psychology 130- Cognitive Psychology, Psychology 101- Introduction to Psychology and Psychology 204- Social Psychology), as well as in level 5 (Psychology 218-Psychopathology).

3. Aims of the module

Through this module the students will learn about the origins, principles and main topics of research and practice in Forensic Psychology. They will be able to: understand the theoretical and knowledge base of various topics of forensic psychology; understand the differences and similarities between Forensic Psychology and other contributing Psychology fields such as Biological Psychology, Cognitive Psychology, Development and Social Psychology; learn about various research methods and techniques to be applied to specific research problems in forensic psychology; and reflect on their own cognitive processes, emotions and ethical considerations that are important in the learning and application of forensic psychology in individuals and communities.

4. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology
Psychology 130- Cognitive Psychology
Psychology 204- Social Psychology
Psychology 218- Psychopathology

5. Is the module compensatable?

N/A

6. Are there any PSRB requirements regarding the module?

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>A1 an understanding of the history, main principles and various topics of study of Forensic Psychology</p> <p>A2 comparative knowledge of theoretical and methodological approaches to various Forensic Psychology topics (e.g. forensic cognition, criminal or victim behaviour)</p> <p>A3 the ability to understand the research methods, practices and professional avenues that Forensic Psychologists currently follow</p>	<p>A1</p> <p>A1, A2</p> <p>A3</p>	<p>Lectures, guided reading and group discussions aided by audiovisual material. Classroom activities. Guest lectures. Review sessions</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to demonstrate:</i></p> <p>B1 an understanding of the conceptual tools used in Forensic Psychology</p> <p>B2 an ability to conduct research and apply theoretical and methodological information regarding Forensic Psychology to real life examples and case studies</p>	<p>B3</p> <p>B1, B2</p>	<p>Lectures, class readings, class activities, critical analysis of research papers and other media material, analysis of case-studies</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>C1 ability to synthesize information when studying a Forensic Psychology topic that involves different agents at the individual, group and/or institutional (e.g. police, court) levels</p> <p>C2 a clear understanding of arguments through analysis of scholarly material from the field of Forensic Psychology and related fields</p> <p>C3 ability to analyse the processes underlying one's own cognitive processes and emotions and be aware of the implications of these on professional ethics and conduct</p>	<p>C2</p> <p>C2</p> <p>C1, C4</p>	<p>Lectures, reading and in-class critical analysis/discussion, research tasks, personal reflection on related sources and readings, oral presentations</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>D1 ability to select and apply concepts while critically analysing problems on a range of Forensic Psychology issues and client groups</p> <p>D2 ability to discern similarities and differences between various research and practice techniques in Forensic Psychology</p> <p>D3 Participate in a collaborative environment and effectively communicate ideas and arguments</p>	<p>D1</p> <p>D1, D2</p> <p>D3, D4</p>	<p>Class discussions, individual and group projects, oral presentations, personal reflection on related readings and material</p>

8. Indicative content.

Topics to be explored:

Origins of Forensic Psychology and definitions of main fields of study/research/practice

Main theories in the field

The contributions of Biological, Cognitive, Developmental, Social and various Forensic Psychology topics

Learning how offenders and victims think

Psychopathology and its relationship to offending

Psychology of law and justice: actions of police, suspects, witnesses and courts

The psychosocial impact of crime

Assessment and treatment of offenders in forensic settings

Socio-cultural and ethical issues in research and practice in Forensic Psychology

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Quiz- 1 quiz, combination of multiple-choice questions (20) and short-answer questions (2). Further instructions will be given in class.

Written Assignments- 1 essay (approximately 2,000 words). Students will be asked to do a literature review on a topic in forensic psychology. Further instructions will be given in class.

Final project/Group debate- Students will be assigned a team and a topic and will have to develop arguments to debate either FOR or AGAINST an issue in forensic psychology. Students will be assigned in teams randomly. Further instructions will be given in class. The final project will take place during Exams week (June 10th)

8. Indicative content.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Quiz	20%	Week 4	%	See below
Essay	40%	Week 6	%	
Final Group Project - Debates	40%	Week of finals	%	

Assessment tasks												
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	A1	A2	A3	B1	B2	C1	C2	C3	D1	D2	D3	
Quiz	X	X	X	X			X		X	X		
Essay	X	X	X	X		X	X	X	X	X	X	
Final Group Project	X	X	X	X	X	X	X	X	X	X	X	

10. Teaching staff associated with the module

Name and contact details
Ms. Poppy Theocharidou
Email: theoch@act.edu Office hours: Thursdays after class or by appointment

11. Key reading list				
Author	Year	Title	Publisher	Location
Davies, G.M. & Beech, A. R.	2018	Forensic Psychology: Crime, Justice, Law, Interventions (3 rd edition)	Wiley - Blackwell	West Sussex, UK

12. Other indicative text (e.g. websites)
Additional material to be uploaded on MOODLE Make sure to check the course outline as material may be uploaded on a weekly basis

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

GRADING & ACADEMIC POLICIES

ASSESSMENT DEADLINES

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

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Revised Absence Policy – Effective Fall 2019

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students’ scholarship and financial aid eligibility. A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the maximum number of absences stands at 10 hours per course. This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

ACADEMIC INTEGRITY

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0