

## Course Information Sheet

# BSc (Hons) Psychology and Criminology

**Mode and course length** – Full-Time (4 years)

**Location** – ARU Cambridge Campus

**Awarding Body** – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

## Overview

Instead of choosing between studying psychology and criminology, this course allows you to study both subjects in parallel. This course allows you to gain expertise in two disciplines instead of one.

Explore the realms of psychology and criminology on our fascinating degree course. We start by looking at the main principles of psychology and criminology. Following that, you can choose from a huge range of optional modules, giving you the freedom to explore your own interests in more depth.

You'll learn about criminal profiling and how it offers insights into youth offending, gendered violence, genocide, rape, abuse and other types of crime. You'll look at media representations of crime, and the promotion of fear. You'll also focus in detail on social and development psychology, which allows you to understand how we develop and how others impact on our thoughts, emotions and behaviours.

Our specialist laboratories give you the chance to gain extra insight, as well as practical skills. Measure electrical currents in the brain by using electrodes on the scalp in the EEG (electroencephalography) lab; and analyse hair and saliva samples and use them to investigate the relationship between psychological and physical health in the psychoneuroimmunology lab.

As part of this course you will have the opportunity to engage in field trips, such as visits to the Old Bailey in London and Auschwitz, Krakow. You will also understand the dynamics of the court room and sit in on live trials at the local Crown Court. In your final year you have the option to select Forensic Psychology, a module that allows you to learn about theories of offending and offender rehabilitation first hand from Forensic Psychologists-in-training drawing in the prison service. You can also decide whether to conduct your final year project in Criminology or Psychology.

Our staff are active researchers and you'll be in regular contact with them via taught and extra-curricular activities.

## Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

## Assessment

Throughout the course, we'll use a range of assessment methods to measure your progress. These include written and practical exams, essays, research reports, oral presentations and lab reports. You'll also write a dissertation in either Psychology or Criminology.

## Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

## Modules

### Core Modules

#### **Year 1: Foundation in Psychology**

This module will provide students with the necessary skills to begin studying at level 4 in Psychology and related courses.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, students will be introduced to a number of disciplines underpinning psychology.

Fundamental mathematical skills will be covered in order to support students' other subjects and give them confidence in manipulating data. Students will be introduced to the biology of micro and macro organisms, with reference to both human and animal structures, and will gain experience of practical experimentation in the laboratory.

Students will be introduced to the core principles of psychology and will explore various current applications of psychological theory. Students will also be introduced to ethics and will learn about some of the key theories and thinkers in the development of current ethical considerations.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Maths for Scientists
- Psychology
- Biology – Physiology
- Ethics
- Intercultural Studies

#### **Year 2: Crime News and Criminology**

Crime is a major area of public policy and political debate - we are both fascinated by and afraid of crime, whilst eager to prevent it. Criminals can be portrayed as heroes, anti-heroes, victims or villains -nevertheless, they are represented and understood as somehow 'other'. Despite these contrasting and confusing ideas, crime is an everyday experience, about which many of us have strong opinions. You will be encouraged to question how crime and deviance have shaped our thoughts, drawing upon its portrayal in the media-news, as well as fears of crime, political responses and crime prevention initiatives. You will be introduced to concepts that contribute to the social construction of crime, such as 'newsworthiness', 'criminogenic media' and moral panics, as well as some basic building blocks of Criminology itself. You will examine and discuss the types of crimes that are prevalent in the media news and consider current criminal justice issues and cases. In addition, you will decipher official statistics, such as those emerging from the Crime Survey for England and Wales, Police recorded crimes and conviction data, in order to establish a balanced view of the extent of crime in England and Wales. You will examine crime data (statistics, case studies, crime rates etc) and the sources from which they are gathered. Such data analysis will provide a framework for contextualising material that is frequently (partially and mis) represented in the media, within an academic and realistic context. Each week, following the lecture, in a separate timetabled workshop, topics will be aligned with current crime and criminal justice news. You will be required to research various crime news media (radio, TV, newspapers, internet, blogs, wikis, journals etc) and analyse the construction of the news, the sources of the information, the written style of the genre and the public debate which often follows news. The aim of this section is to provide you with the key skills necessary to study at undergraduate level. Structured tasks will be carried out each week, and students will be expected to develop a writing style through a variety of weekly exercises and diagnostic essays. The assessments will allow you to demonstrate understanding and begin to develop critical thinking skills, as well as understanding and application skills.

## **Year 2: Social and Developmental Psychology**

This module will provide an introduction to key topics, theories and issues in social and developmental Psychology. It will enable students to understand how certain behaviours and experiences can be shaped by different social contexts (the family, peers, and society) and the impact of these on social and emotional development. Key areas within social psychology (attitudes, interpersonal communication, social influence, groups, identities and ethics) and developmental psychology (genetic and environmental influences, language, cognitive and emotional development and ethics) are covered. The module includes consideration of methodological issues, and some introduction to the conceptual debates that characterise social and developmental psychology. Applications of the work of social and developmental psychologists are also considered. Students will learn transferable skills such as how to manage information and to collect data from appropriate sources.

## **Year 2: Becoming a Researcher - Designing Research**

Psychology is a broad discipline but most psychologists share a common understanding of research skills and techniques. However, all psychologists share basic skills in understanding, designing and communicating research and this module aims to give students a grounding in these skills. As a science, Psychology is driven by the empirical analysis of human behaviour. To do so, we start with a question of interest, formulate hypotheses to test, design, and implement a study to collect data to be analysed.

In this module, students will be introduced to the principles that psychologists use to understand human behaviours and psychological phenomena. Through exploration of case examples, topics covered will include assessing published literature, the formulation of research questions and hypotheses, foundations of study design and experimental control, the development of research protocols and procedures, sampling and participant selection and ethical considerations in research.

This module will give students the basic skills to conduct a literature review, develop research questions and hypotheses, design an empirical study, develop a research protocol and consider the ethical risks of collecting data from human participants. Assessment for this module will require students to develop a research proposal, including the formulation of research protocols and analysis of ethical risks associated with data collection.

## **Year 2: Criminal Justice in England and Wales**

Criminal Justice in England and Wales introduces you to the criminal justice system in this country, taking you through the key elements of the justice system: Police, Courts, Prisons, Probation, and the Youth Justice System. Each week, you will be introduced to a different stage of the system and unpack some of the critical issues that are discussed in this area. For example, you will learn about the role of police, and the benefits that a policing system provides, while also looking at the controversial aspects of policing, such as allegations of institutional racism and the ongoing debate about how much force the police should use.

During the research skills workshops, you will learn how to critically assess research on the criminal justice system, developing evaluation skills and knowledge of research methods in the process. You will learn how research is undertaken and have the chance to do this yourself in relation to issues of criminal justice, such as public attitudes to various elements of the criminal justice system. By the end of Criminal Justice in England and Wales, you will be able to demonstrate an appreciation of the complicated position of victims and offenders in England and Wales. You will be taught in weekly two-hour lecture/workshops and one hour 'research evaluation skills' workshop.

## **Year 2: Fundamentals of Cognitive Psychology**

Our experience of the world is an interpretation based on many cognitive processes being carried out by the brain. Because these processes are so automatic, and their outcome so convincing, people are often not aware that what they are experiencing is merely an interpretation, and as such can be inaccurate. This module will challenge students to think more clearly about this, and consider the ways in which the brain constructs its interpretation of the world, and the ways in which this interpretation can be misleading. The module aims to give students a broad understanding of cognition and how we process information about the world by introducing the major issues underpinning cognitive psychology, drawing attention to the key conceptual and ethical considerations of research in the area. Throughout the module, several key issues will be repeatedly addressed, e.g. the interactive nature of cognitive processing, and the core role of empirical research in developing cognitive theory. Areas to be covered in the module include: Visual perception, Attention, Memory, Language, and Problem Solving. Students will be taught how to write up research using APA format, and their ability to do this will form part of the assessment for the module. This

module will provide students with insights into their own cognitive processes (such as perception and memory) which they can apply to help in their study and understanding of other parts of their degree. It will equip students with a range of key transferable skills useful in the workplace, such as report writing, data analysis, and logical thinking.

### **Year 2: Becoming a Researcher - Using Data**

In order to understand human thought and behaviour, psychologists often collect a range of different types of numerical data from human participants. To be able to draw conclusions as to how and why people think and behave, we need to understand how to apply a variety of statistical analyses to data in order to draw valid and reliable inferences.

This module provides a step-by-step introduction to the principles and application of psychological data analysis. Becoming a Researcher - Using Data will introduce students to the theory behind statistical analysis, show students the best ways to describe their data and give them training in a variety of statistical tests that can be used to analyse and draw conclusions about human thought and behaviour. In doing so, students will gain first-hand experience in conducting a variety of statistical analyses, with support and on their own, and have an opportunity to put these skills into practice by conducting and reporting a psychological experiment.

### **Year 3: Trials and Errors: Justice and Courts**

Trials and Errors will introduce you to the concept of miscarriages of justice and wrongful conviction. Each week, you will learn about some of the key barriers to 'justice' and critically examine controversial aspects of the criminal justice system; for example the mass production of guilty pleas, jury trials, expert witnesses and 'trial by media'. You will draw upon a range of case studies to examine these issues, developing a theoretical understanding that is rooted in real-world examples. By the end of Trials and Errors, you will be able to demonstrate knowledge of the court process and how it can go wrong, as well as the strength and weaknesses of key aspects of the English and Welsh system. Trials and Errors will be delivered in weekly two hour lecture/workshops and one hour seminars. You will have the opportunity to present your ideas in class.

### **Year 3: Diagnosis and Formulation in Mental Health**

Here you'll be introduced to diagnosis and formulation in mental health as well as a variety of mental health problems such as anxiety, depression, psychosis, post-traumatic stress disorder and personality disorders. You'll focus on developing your knowledge of the diagnostic criteria for mental health problems, looking at the diagnostic classification systems, and also establishing an understanding of current the view of mental health problems through formulation. You will also be introduced to key theories believed to underpin and maintain mental health problems, including biological, psychological and social factors. You'll be taught the importance of understanding the individual beyond diagnosis, enabling them to understand formulation through applying theories to case studies.

### **Year 3: Research in Action: Statistical Thinking**

This module develops students' statistical thinking, enabling them to approach research questions with skill and understanding. Students will develop a critical understanding of the principles of data collection and analysis in Psychology, and consider the theoretical bases, merits and limitations of various quantitative methods. In lectures, students will focus on theoretical and conceptual ideas underpinning statistics and research design. There will be an emphasis here on understanding the logic behind the techniques covered, and behind choices that researchers make. This will enable students to know when it is appropriate to use a particular approach, and how to interpret its output. Concepts covered in lectures are brought to life in associated practical sessions. Here, students gain experience using the statistical techniques covered in lectures, using practical and computer-based examples.

Students will apply their skills by conducting a piece of research. They will use their skills to design research questions, evaluate ethical implications, and analyse real data to test hypotheses. They will write up their findings in a scientific style. This will provide students with their first formal experience of conducting independent research, and will train them in some of the important skills needed for their final year project, and beyond.

Employability skills: In this module, students will learn how to design research and analyse and interpret data – essential skills for a psychologist, and highly valued by employers.

### **Year 3: Research in Action: Qualitative Methods and Psychology in Practice**

This module will include the teaching of qualitative methods in psychology. It will examine the design, collection and analysis of qualitative data. The module will also outline key aspects of a qualitative approach such as reflexivity and epistemology. There will be specific sessions that are dedicated to particular approaches in qualitative methods including: thematic analysis, grounded theory and discourse analysis. Students will analyse qualitative data as part of this module and utilise this data to formulate research questions. As part of this, students will develop an awareness of the ethical and practical implications of conducting professional research. This will include the application of professional codes of conduct and ethics in research and practice.

Students will also consider research design and formulate a research proposal in the form of a “call for funding” application. Students will be asked to pay particular attention to the ethical issues and concerns when proposing research.

### **Year 3: Project Preparation**

Project preparation will provide you with guidance and support and information, in order to prepare for the major project in your final year. The topics will be built around staff supervisory expertise and topics may vary from year to year. However, during weekly sessions you will be guided on the following: selecting a suitable topic and research problem; literature surveys; how to develop research aims and objectives; ethics; and appropriate methodological tools.

### **Year 4: Clinical Psychology**

This module will give students a critical awareness of the profession of clinical psychology, including an understanding of the historical context, as well as the current political and cultural context of the practice of clinical psychology. Over the course of the module, students will be introduced to the core skills (Assessment, Formulation, Intervention, Evaluation, Communication, Research and Reflection) used by clinical psychologists, and encouraged to critically evaluate their application across a range of settings and with a variety of client groups. Formulation will be particularly highlighted as a key skill, and the debates and controversies around the use of formulation will be discussed in line with recent developments and professional guidelines. Consideration will be given to thinking critically about the specific and differing requirements of working with individuals across the lifespan (Adult mental Health, Older adults, Children and adolescents), and with specialist populations (Intellectual Disability, Forensic, Health, Eating Disorders, Substance Use and Neuropsychology). Clinical Psychology’s role in leadership, consultancy, research and audit will also be discussed, and the application of research in clinical practice will be critically evaluated. The module will also include discussion of multi-disciplinary team (MDT) working, and students will be given opportunity to reflect on and develop their ability to work within professional teams.

Content will include case studies and video demonstrations of clients across the lifespan and across a range of settings. Independent and student managed learning will require the ability to independently research literature and internet databases on different topics. This module will prepare students particularly well for working in clinical settings.

### **Year 4: Criminology in Policy and Practice**

The objects of the Criminological enquiry – crime, policing, justice, punishment, fear, victims, control, order, security – have come to occupy a prominent and disputed place in the lives and consciousness of citizens and governing authorities. Your career may be determined upon how well you understand the system that you seek to work in.

In this module, you will consider how criminological theory has informed the landscape of crime, order and control and impacted legislation, policy and practice. You will examine the political, economic and social contexts in which criminological research is shaped and carried out in order to usefully inform criminal justice policy. For example, you will consider complex issues such as balancing policing in the age of austerity against the growth of punitive populism, or allocating resources effectively between the prevention of terrorism or violence against women and girls.

Scrutinising institutions such as the police, county councils and victim-focused charities, you will examine some of the tensions that exist within them such as decision-making, agenda-setting and resource allocation. You will think critically about the processes that are involved in turning ideas into action, building ‘joint working’ initiatives and managing policy implementation. Furthermore, you will consider some of the wider criminological issues you have studied in relation to the criminal justice work setting – how do cultural, political and patriarchal attitudes affect the shape of agenda-setting, and what could be the impact of vicarious trauma upon the agents whom we put so much trust? Criminology in policy and practice will provide you with the skills necessary to connect your degree with the criminal justice sector, its policies and practices.

The module is taught by lectures and seminars.

## Optional Modules

*(Subject to availability)*

### **Year 3: Violent Crime**

Violent Crime will introduce you to the theory and practice that surrounds key types of violent crime in England and Wales: Hate crime, violence against women, gang-related violence, and homicide. Each week, you will learn about the theory and context underlying these types of violence; before critically assessing the policy responses to the problem. You will debate whether some people are born evil, and develop a nuanced understanding of the reasons why some people commit violence. Violent Crime will be delivered through weekly lecture/workshops lasting two hours, as well as a one-off hour long class debate.

### **Year 3: Crime and Place: Geographic Criminology and Crime Mapping**

Criminologists have long been interested in the role that place plays in the distribution and nature of crime. Over the last 200 years scholars have been producing crime maps to explore the important relationship between the environment and criminal behaviour. Such crime and place studies now fall under the academic umbrella of Environmental (or geographic) Criminology. Environmental Criminology is a family of theories that share an interest in the 'where' of criminal events and look for crime patterns in the environment. Such crime patterns can then inform strategies for crime prevention at the same geographic level.

In this module, you will be introduced to the issues and concepts central to an understanding of geographic or environmental criminology. In the first part of the module, key definitions, issues and concepts associated with the field will be introduced. You will look at the history of crime mapping and its evolution to the present day. From there you will examine crime patterns at various spatial scales from a city to an individual scale. In addition, you will examine how offenders use the environment and explore the various theories and models that have been put forward to explain the processes involved in offence location selection. Finally, you will learn to understand and recognise the role that spatial approaches can play in crime prevention, operational policing and geographic profiling.

You will be required to contribute each week primarily through the completion of practical tasks and exercises. These exercises will utilise actual case studies designed to familiarise you with the principles and theories central to an understanding of this field.

### **Year 3: Learning, Memory and Perception**

Underlying all psychological functioning is the ability to perceive, remember, and alter our behaviour in response to information in the world. These basic psychological processes of perception, memory and learning were the first areas of study for empirical psychology and this module examines both the historical development of these areas as well as the current state of knowledge in each area.

An overview of principles of associative learning will be given including the principles of operant and respondent conditioning and the distinction between contiguity and contingency in learning. We will also consider how the principles can be applied in practical situations such as the treatment of phobias.

The underlying neurophysiological mechanisms of memory as well as cognitive models of memory will be presented. Experimental findings of short-term, long-term, implicit and explicit memory, as well as problems of memory encoding, organisation, retention and retrieval will be addressed. Disorders of memory associated with brain injury will be discussed.

Models of visual perception and attention will be discussed and experimental findings on change blindness, object perception and face perception evaluated. We will also consider the effect of learning and experience on perception as well as some of the neuropsychological impairments which can affect perception.

### **Year 3: Personality, Intelligence and Psychometrics**

It is recommended that students do not enrol on this module unless they have taken the module Key Skills for Psychology (face-to-face) or Key Skills for Psychology Part 1 and Key Skills for Psychology Part 2 (distance learning). This module is designed to enable students to develop an understanding of key contemporary approaches to the study and assessment of personality and

intelligence. In this module we examine the assumptions behind theoretical approaches to personality and intelligence; the nature of personality and intelligence; the theory of psychometrics; the strengths, implications and limitations of different approaches; and the applications of theory. The module links theoretical approaches with assessment and includes the development of basic skills in understanding and using psychological tests. The module is suitable for students who have a basic understanding of psychology and is normally available to those who have studied some psychology research methods in their first year. As well as acquiring a detailed knowledge of major theories of personality and intelligence, this module enables the development of awareness of the social and ethical implications of the measurement of individual differences. The module develops students' skills in problem solving, evaluation and autonomy.

#### **Year 4: Undergraduate Major Project**

The individual Major Project module allows students to engage in a substantial piece of individual research and/or product development work, focused on a topic relevant to their specific discipline. The topic may be drawn from a variety of sources including: Anglia Ruskin research groups, previous/current work experience, the company in which they are currently employed, an Anglia Ruskin lecturer suggested topic or a professional subject of their specific interest (if suitable supervision is available). The project topic will be assessed for suitability to ensure sufficient academic challenge and satisfactory supervision by an academic member of staff. The chosen topic will require the student to identify/formulate problems and issues, conduct literature reviews, evaluate information, investigate and adopt suitable development methodologies, determine solutions, develop hardware, software and/or media artefacts as appropriate, process data, critically appraise and present their findings using a variety of media. Regular meetings with the project supervisor should take place, so that the project is closely monitored and steered in the right direction. Included in the major project will be the final element of the student's personal development plan (PDP) consisting of an overview of significant elements of the degree and establishing links with the major project.

#### **Year 4: Psychology Project**

The psychology project provides students with an opportunity to develop, conduct and analyse their own research project, and as such requires a high degree of autonomy from the student. The module supports students in the preparation and submission of an Undergraduate Research Project worth 30 credits and involving 300 hours of student commitment. It provides students with the opportunity to select an area of psychology, ethically evaluate their research, carry out an in-depth literature review of that area, formulate hypotheses and/or research questions based on that review and design a study in order to examine these. Having collected the data, students will then be required to analyse, evaluate and discuss their findings, and present them with a project that adheres to the appropriate format.

#### **Year 4: Neuropsychology**

This module introduces students to major neuropsychological syndromes following brain damage. The most frequent syndromes in clinical practice such as aphasia, amnesia, agnosia, dementia, epilepsy and Parkinson's disease are discussed. Students will be introduced to a variety of different tests and assessment procedures applied in clinical neuropsychology and for each of the clinical syndromes, relevant neuropsychological and psychiatric symptoms will be outlined. Problems in the assessment of brain-damaged patients as well as treatment procedures available will be discussed.

The aim of the module is also to make students aware of the theoretical concepts of cognitive processing derived from the study of brain-damaged individuals. One major question will address the way in which the study of brain-damaged patients can help us in the understanding of brain functions. Students will obtain insight into the relation between brain structure, cognitive processing and observable behaviour by looking at case studies of neuropsychological patients. This will be done by discussing published individual case descriptions and by studying symptoms of patients in video demonstrations. Concepts, theories and experimental methods of cognitive neuroscience and neuropsychology will be evaluated as well as therapeutic approaches in the neurorehabilitation of brain damaged individuals. Finally, the potential mechanisms underlying cortical reorganisation after brain injury and underlying learning of new information on healthy individuals will be discussed. Since the module familiarises students with common neuropsychological syndromes, standard assessment procedures in clinical neuropsychology and therapeutic approaches for brain-damaged individuals, students who want to pursue a career in clinical psychology or cognitive neuroscience will benefit from the module.

#### **Year 4: Emotion**

Emotions are arguably of central importance to all aspects of human life. Behaviours such as caring for young, pursuing goals, avoiding danger, defending resources, and maintaining relationships are unimaginable (in humans at least) without the

mediating and motivating effects of emotions. Even rationality and reasoning may depend on emotion according to some researchers. The study of emotion has advanced considerably since early theoretical investigations in the beginning of the 20th century until developments in the last decade in many psychology areas. The module will reflect these exciting developments in theory and practice and aims to: a) explore different psychological theories of emotion (e.g. physiological, behavioural, cognitive, phenomenological and social perspectives), b) discuss the nature of first-person emotional experience in the light of research into consciousness, c) examine the relationship between emotion and motivation, and (d) examine emotion regulation and its relevance to clinical issues. The module delivery consists of 11 lectures and 5 seminars. The seminars consist of a series of student-led debates based on classic issues and controversies in emotion research. Examples of the kinds of debates which may be included are: are emotions biological states or cultural constructions?; are unconscious emotions possible? Students who successfully complete the module will gain skills of critical evaluation: particularly, the ability to independently evaluate evidence to support conclusions, and the ability to investigate contradictory information and to identify reasons for contradictions. In addition, they will gain skills of: oral and written communication; interacting within a group and managing conflict therein; and autonomous learning - particularly, taking responsibility for their own work and being able to criticize it. By the end of the module the answer to the question 'what are feelings?' may perhaps be uncovered.

#### **Year 4: Critical Issues in Health Psychology**

This module enables students to develop a critical awareness of issues and debates surrounding health, illness, treatment, and disability. Standard clinical and medical models are seen as only one of several competing ways of making sense of health, illness and disability in contemporary society. This module presents a range of broadly social, critical perspectives on our understanding of health and illness. These include how illnesses and disabilities are commonly represented in contemporary society, and how this may influence individuals' experience of illness and disability; the social model of disability; the social determinants of physical and mental health; the embodied nature of health and illness; and the experience of treatment and health care services. Critical consideration is given to how poverty, class, culture, gender and sexuality are factors to consider in health psychology. The module, while primarily a critical health psychology module, draws on material from a broad range of disciplines including clinical psychology, psychiatry, social psychology, sociology, and public health.

The module will also be of interest for students considering further study or a career in health, counselling or clinical psychology. The module will also provide opportunities to develop relevant transferable skills including group working, information management and autonomy.

#### **Year 4: Sex, Sexuality and Gender**

This module will provide students with an interdisciplinary exploration of the study of human sexuality. Drawing on research from social, health, and developmental psychology as well as examples from sociology and anthropology it will provide students with an exploration of key elements of what it means to be sexual beings. The module draws on research that has been conducted using a range of methodologies and includes examples of quantitative, qualitative and case study analyses.

This module will address issues related to what gender identity and sexual orientations are and how they develop over the lifespan, what society considers 'normal' sexual practices and relationship behaviours, how sex can be viewed as a commodity (e.g., pornography and prostitution), conduct an exploration of issues regarding sexual health and human fertility.

By taking this module students will learn transferable skills such as how to manage information drawn from a variety of disciplines, communicate effectively in written format and apply interdisciplinary perspectives to developing a greater and more nuanced understanding of what it means to be a sexual being. This module will be useful for students considering careers as psychologists, counsellors, social workers, primary and secondary school teachers or any profession that requires interaction with people of different sexual orientations or gender identities.

#### **Year 4: Psychology in the Workplace**

This module introduces students to the principles of organisational psychology and provide students with an opportunity to apply the knowledge and training that they have accrued through their degree to a work-place setting. In undertaking this module, students will be introduced to theories and research of organisational psychology and explore the central aspects of how psychological theory and skills are applicable in real-life employment settings. In doing so, students will be required to complete 35 hours of either voluntary or paid work experience in a role where they can apply psychological knowledge and other degree-related skills (e.g., research, report writing, data entry and analysis). These hours may take the form of 1 week of full-time work or, alternatively, several weeks of part-time work; these hours can be completed over the summer period prior to the module or

no later than during the first five weeks of the module.

Module delivery will require students to attend and participate in a series of six campus-based lectures and five campus-based seminars whilst also completing at least 35 hours of relevant voluntary work placement, which the student is required to organise. Lectures will cover the workplace experience element and an introduction to occupational/ organisational psychology. During seminars students will learn about relevant psychological concepts, participate in discussions with other students about their workplace experiences, and receive help and advice from the module leader in completing their coursework assessment.

The staff in the placement organisation will provide the usual level of guidance for volunteer workers and will confirm in writing that the student completed the recommended number of hours.

#### **Year 4: Sex, Sex Offending and Society**

Arguably, sexual offending is considered 'different' from other forms of offending and all convicted sexual offenders occupy a unique position in contemporary society - sometimes as mythical as folk devils. Sex offending has become a major concern of governments, academics, policy analysts and pressure groups around the world, yet the problem remains little understood and inadequately addressed. Sex offenders are noted for their 'invisibility' and 'familiarity', yet media coverage is dominated by extreme accounts of 'stranger rapes', child abduction and rape-murders. The gamut of the sex-offender has widened, to include people who download illegal images from the internet and who 'groom' young people for sexual 'relationships'. Legislation around the world which has sought to impose harsher punishments, fewer rights and greater exclusion on sex offenders has coincided with a decline in the rate of conviction and an increase in 'sex offending' categories and definitions. This module examines the way certain activities have come to be defined and regulated as sex crimes and how particular definitions generate specific legal responses and treatments. Students will explore legal, policy and practice responses which have meant that many women not only suffer as victims of rape, but also at every stage of the criminal justice system. The module will explore sexual offending, underlying theories and its consequences from the perspectives of offenders, victims, society and the law. Students will explore the way behaviours relating to 'prostitution' have been criminalised and how it has traditionally focused on those (mostly female) who supply sex, rather than those who buy it. Students will examine the potential of the internet and how technologies contribute to the increasingly problematic policing of sexually explicit materials. Aspects of the international sex trade will be examined, in particular the problem of international human trafficking. The module will require that students are thoroughly prepared for the weekly lectures and seminars, through a comprehensive range of material that will be outlined in the module guide. Each week, the seminars will include a structured and planned debate.

#### **Year 4: Investigative Psychology**

The psychological study of crime, criminals and victims within an investigative framework is known as criminal or investigative psychology.

In this module, you will examine the role that psychology and psychological perspectives can play in the criminal justice process. You will pay particular attention to the application of psychology to police investigations including the collection, examination and utilisation of investigative information and evidence as well as to the role of the psychologist in the court room.

You will explore the different ways criminal psychologists contribute to police training, investigations and interviewing as well as their contribution to understanding evidence in the courtroom and how juries process that evidence. In addition, you will examine and evaluate the challenges and pitfalls that can arise when advising on police investigations.

You will be required to contribute each week primarily through the completion of practical tasks and exercises. These exercises will utilise real case studies, designed to familiarise students with the types of criminal cases and associated outputs produced by criminal psychologists in a 'real world' setting.

#### **Year 4: Youth Justice Controversies**

The Criminal Justice System incorporates a range of functions and agencies that are required to protect the public; uphold justice and the law; maintain public order; exact punishments and censures; recognise and accommodate victims; and sustain public confidence. Although England and Wales have no written penal code or definitive statement of the principles of criminal justice, the system is guided by important principles, of which a central aspect is that every individual has rights, whether as suspect, defendant, convict, enforcer, employee, victim, witness or ordinary citizen. This module elaborates on the complexities of the criminal justice system, notably around the issue of youth justice. This module will discuss theories explaining youth crime

and youth culture. We will analyse competing strategies in youth justice and their outcomes, discussing recent developments in youth justice legislation, policy and practice. We will reflect on the issue of race, gender and drug abuse. The module will explore the recent youth justice innovations that have arguably changed the face of young offenders and issues of accountability. The module will run over one trimester and include weekly lectures and seminars of one hour. From week 4, till week 10, seminars will include slots for students to perform group presentations relating to agreed specific topics of interest.

#### **Year 4: Forensic Psychology**

This module provides a broad overview of forensic and prison psychology. Forensic psychology focuses on theory and research surrounding issues in the criminal justice system, such as false confessions and jury decision-making. Prison forensic psychology focuses on the specific application of psychological theory and research methodology to the prison environment. For example, prisons contain many vulnerable individuals and the module addresses ways in which psychological theory can be applied to evaluating and then reducing the risks that these individuals face.

#### **Year 4: Atypical Development**

The course will introduce a variety of developmental disorders including Downs' Syndrome, dyslexia and autism. The module will include an analysis of biological, cognitive and social issues and discuss models of atypical development. Students will gain an insight in to the main symptoms of each clinical condition and the prognosis for people with these disorders. This will be done by discussing published literature and studying symptoms of children and adults with these disorders in video demonstrations. The course also covers the assessment and diagnosis of developmental disorders, and a range of psychological theories that have attempted to explain the different clinical conditions. Students will learn to critically evaluate contemporary issues in atypical development supported by a range of academic literature. This module will be particularly useful for those considering a career related to development, educational or clinical psychology or a career working with typically developing children or children with special needs.

#### **Year 4: Psychological Therapies**

This module provides an introduction to some of the main methods of psychological interventions used by clinical, counselling and health psychologists in therapeutically helping people. These interventions are used to assist people in strengthening their capacity to manage and cope with their lives, and help work through some emotional difficulties. The module will cover some of the core theoretical principles and techniques used in various psychological interventions, when working with individuals (both children and adults) as well as with families and groups. The module will also show that the therapeutic relationship is central to a variety of psychological interventions. The different interventions used also aim to assist clients and patients to make meaning of their distress.

#### **Year 4: Groups in Conflict: Social Psychological Issues**

This module introduces students to a range of social psychological approaches to the study of inter-group conflict, hatred and oppression. It covers both individual and social factors which promote and sustain hostile relations, negative attitudes, and/or violence between ethnic, national, religious or cultural groups. The module draws on research using a range of methods, including experimental work, case studies, and discourse analysis. Topics covered include stereotypes, racism, intractable violent conflict (e.g. the Middle East conflict), terrorism, propaganda and genocide. Particular attention is paid to the Holocaust. Students will learn practical transferable skills such as how to manage information, communicate effectively in written format, and apply social psychological ideas to political situations.

#### **Year 4: Comparative and Global Criminal Justice**

Comparative and Global Criminal Justice will introduce you to the profound economic, political, social and technological developments in the world since the late 1980s. These developments fuelled by globalisation have had huge implications for international criminal justice. You will examine the constant tension between the local and international notions of justice that these social changes have created. You will also critically analyse the ways comparative criminal justice researchers are studying international crimes and global justice issues such as genocide, gender-based violence, terrorism, human trafficking, capital punishment, and child labour. Importantly, you will develop skills necessary to analyse effectively criminal justice issues from a global perspective and be exposed to global institutions and organisation at the forefront of global justice issues.

You will attend a one hour lecture and a one hour seminar each week, and be prepared for weekly discussions on key global

justice issues.

#### **Year 4: Preparing for Work**

This module will act as a bridge between higher education and future employment. It will evaluate students' learning achievements, identifying their strengths, weakness and skills and prepare them for the next step in their career in an orderly and planned fashion.

#### **Year 4: Invisible Crimes**

Criminology has historically focused on crime committed by the most disadvantaged and powerless members of society, rather than the crimes of more powerful individuals or organisations. Invisible Crimes is concerned with criminal activity in the environmental sector, which is often policed by governmental or quasi-governmental organisations. You will focus on crimes such as those committed by corporate entities, or those individuals within them, who often have a more profound economic, physical and social cost on individuals than those associated with 'conventional' criminal behaviour. You will examine how corporate entities experience the process of criminal justice, which differs from the experience of individuals, despite the fact that such enterprises may contribute to workplace injury or death. In addition, you will explore the difficulty in defining corporate, white-collar and organised crime, and how it has been addressed by criminologists. You will discuss the extent and nature of corporate crimes, suggest different perspectives on organised crime, and provide a forum for the discussion of environmental crimes. In addition, you will explore the links in the crime-power-media relationship, examining them through case studies and reportage specific to the cases, as well as texts and theories to inform the broader context.

You must be prepared to research and discuss controversial cases in weekly seminars.