Introduction to Offender Profiling

This module aims to:

- Explain the origins of offender profiling
- Provide students with an understanding of the range of methodologies and theoretical perspectives used in offender profiling
- Explore the myths of offender profiling
- Develop a critical awareness of the potential caveats in offender profiling
- Highlight the role of offender profiling in the 21st century

Syllabus

- The origins of offender profiling
- FBI profiling
- Geographical profiling
- Investigative psychology
- Caveats in offender profiling
- Researching offending behaviour

Learning outcomes

On completion of this module, students will be able to:

- explain the differing methodologies and perspectives in the discipline of offender profiling
- demonstrate an understanding of the different psychological and theoretical foundations of offender profiling
- demonstrate an understanding of the various applications of offender profiling including policing
- the investigative process
- the judicial process
- academic research
- describe the appropriateness of offender profiling by referring to academic research

Ready to apply? Complete the online application form and an Admissions Adviser will be in touch to assist you in the enrolment process.
Learning and teaching methods

The learning and teaching methods for the module follow the intended on-line deliver strategy for the programme as a whole.

The module will be delivered through the provision of specified reading materials which shall be provided on the virtual learning platform, which shall be supported by specified discussion forums and lecturecasts, supported by fortnightly synchronous q+a sessions.

Students will be provided with indicative guidance on, and encouraged to look at, relevant websites which are appropriate to the module, and to identify and share appropriate web-based resources as learning support references with their fellow students and as indicators of their individual learning contexts with their tutors. The lecturecasts will include referenced use of selected case studies which will be drawn from the reading materials/web based module learning resources and the practice-based and professional/educational contexts and experience of the tutors.

<table>
<thead>
<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion contributions</td>
<td>Fortnight</td>
<td>Unit 2 and Unit 3</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-module assignment</td>
<td>2,000 words</td>
<td>Unit 6</td>
<td>40%</td>
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<tr>
<td>Journal entries</td>
<td>500 words (each)</td>
<td>Unit 4 and Unit 8</td>
<td>10%</td>
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<tr>
<td>End of module project</td>
<td>2,000 words</td>
<td>Unit 9</td>
<td>40%</td>
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