



Module code	IOP	NQF level	4
Credit value	15	Study duration	9 weeks

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

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

Syllabus

- The origins of offender profiling:
 - what is offender profiling?
 - the origins of offender profiling
 - offender profiling and its applications
- FBI profiling:
 - the origins of FBI profiling
 - FBI classifications in offender profiling
 - how useful/ applicable is FBI profiling in modern policing

- Geographical profiling:
 - what is geographical profiling?
 - theoretical principles of geographical profiling
 - geographical profiling applications
- Investigative psychology:
 - the creation of IP
 - offender narrative action system
 - criminal psychogeography
 - investigative psychology and policing
 - investigative interviewing
- Caveats in offender profiling:
 - the implications for inaccurate offender profiling?
 - Paul Britton
 - 'the CSI effect'
- Researching offending behaviour:
 - examining the differing research methods in offender profiling
 - archival research methods
 - research ethics in offender profiling

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.

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