



Investigative Psychology

Module Code	INP	NQF level:	6
Credit Value	15	Study duration:	9 weeks

Module description:

Investigative psychology is the systematic science that developed out of early 'offender profiling' contributions by psychologists and the Federal Bureau of Investigation to police investigations and court cases. The discipline draws on psychological principles, theories and research and applies this knowledge to the investigation of offending behaviour. Students will analyse a range of behaviours from crimes as diverse as tax evasion, violence, burglary and terrorism. The module aims to develop a critical thinking about the approaches to evaluating crime and behaviour as well as thinking beyond crime towards treatment, rehabilitation and reintegration.

This module aims to:

- develop students' ability to examine the styles and patterns of criminal action;
- develop students' understanding of how psychological and social factors relate to the styles and patterns of criminal behaviour;
- develop students' critical analysis of the legal process including the tools of assessment and testimony.

Learning outcomes

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

- diagnose the links between the psychological and social factors of crime;
- demonstrate knowledge of the practical applications of investigative psychology;
- demonstrate systematic thinking towards a problem of investigative psychology;
- design and write appropriate research and briefing documents in the field of investigative psychology.

Syllabus

- The investigative cycle
- Policing and psychology
- The questions investigative psychologists ask.
- Science and due process
- Eyewitness testimony and assessment.
- Beyond crime
- Offender profiling and Geographical profiling

Learning and teaching methods

The pedagogical approach for this module is informed through the principles of collaborative enquiry, constructionism and scientific apprenticeship. Collaborative enquiry is supported through our internet-mediated learning platform the aim of which is to develop a learning community that supports dialogue and collaboration between students through online peer discussion and debate to construct a unique learning experience which will enhance their subject understanding through social interactions which empowers them to explain their understandings, receive feedback from tutors and peers. Learning through scientific apprenticeship will take place through the scientist-practitioner model whereby students will be required to apply the principles of science to solving a problem in a scientific context.

Teaching will be delivered through the provision of specified reading materials that will be provided on the UoEO Learning Platform, and will be supported by specified discussion forums, pre-recorded lecturecasts and biweekly online question and answer sessions (using synchronous communication software and application sharing facility). Students will be provided with indicative guidance on, and encouraged to look at relevant websites which are appropriate to the learning outcomes, and to identify and share appropriate web-based resources (as learning support references) with their fellow students. The pre-recorded lecturecasts and the online question and answer sessions will include referenced use of selected case studies which will be drawn from the reading materials and the practice-based and professional/educational contexts and experience of the Tutors. Self-managed learning will supplement lectures and students will be given direction on required and indicative reading.

Description of unit of assessment	Length/Duration	Submission Date	Weighting
Research proposal	1500 words	Mid module	30%
Case study	2000 words	End of module	70%