Module Descriptor

Title	Offender Profiling & Crime Analysis		
Session	2025/26	**Status**	
Code	CRIM07006	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	H Myles		

Summary of Module

This module encourages learners to explore two exciting approaches used in contemporary policing, law enforcement and criminal justice: offender profiling and crime analysis. The module will introduce key aspects of offender profiling, including crime scene analysis, behavioural analysis and victimology. Additionally, students will be exposed to crime analysis as a dynamic and evolving field that uses analytical tools and new technologies to support evidence-based policing.

Students will gain insight into the development of both offender profiling and crime analysis, and their impacts on contemporary policing, as well as obtaining the critical thinking skills necessary to evaluate the effectiveness of these approaches.

Typically the syllabus may include learning related to several of the following topics, amongst others:

- History and origins of offender profiling
- The core principles, practices and techniques in offender profiling
- The contribution of offender profiling to contemporary policing and law enforcement
- The myths and limitations of offender profiling
- Applied case studies in offender profiling

- History and origins of crime analysis and evidence-based policing
- Understanding crime data and intelligence
- The role of the crime analyst in policing and law enforcement
- Crime mapping and geographic analysis
- Applied case studies in crime analysis

In exploring these topics students are encouraged to think critically about offender profiling and crime analysis, understanding both the contributions and limitations of these approaches in contemporary policing and law enforcement.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Articulate, through written or verbal means, the history, development and future prospects of offender profiling in policing and law enforcement
L2	Demonstrate an ability to evaluate the key principles, practices and techniques of offender profiling
L3	Articulate, through written or verbal means, the history, development and future prospects of crime analysis in policing and law enforcement.
L4	Demonstrate an ability to critically apply and evaluate the key principles, practices and techniques of crime analysis
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Demonstration of an understanding of the history, development and future prospects of crime analysis in policing and law enforcement.
Practice: Applied Knowledge and Understanding	**SCQF 7** Through authentic assessment demonstrate an ability to apply specialised knowledge to a variety of primary and secondary data sources pertaining to contemporary manifestations of crime.
Generic Cognitive skills	**SCQF 7**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Demonstrate an ability to identify and evaluate the concepts and practices covered throughout the module and their underpinning ontologies of crime.
Communication, ICT and Numeracy Skills	**SCQF 7** Demonstrate an ability to identify, collect and interpret data presented in various formats from repositories and research as relevant to crime analysis and offender profiling. Work individually and collaboratively to disseminate and present information and analysis.
Autonomy, Accountability and Working with Others	**SCQF 7** Demonstrate autonomy and initiative in planning and delivering assessments, developing the capacity for independent work.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	13
Tutorial / Synchronous Support Activity	26
Asynchronous Class Activity	6
Independent Study	155
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Ainsworth, P. (2013). Offender Profiling and Crime Analysis. Abingdon: Routledge. Fox, B. et al (2020). Evidence-based Offender Profiling. Abingdon: Routledge. Dos Santos, R. (2022). Crime Analysis with Crime Mapping. London: SAGE. Walker, JT. and Drawve, GR. (2018). Foundations of Crime Analysis. Abingdon: Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Adherence to the Student Attendance and Engagement Procedure.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG Social Sciences
Moderator	D Marshall
External Examiner	M Tartari
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (1500 words) OR presentation
Assessment 2
Essay (1500 words) OR presentation
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay (1500 words) OR presentation	☒	☒	☐	☐	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay (1500 words) OR presentation	☐	☐	☒	☒	☐	50	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
New Template, no changes	Mar 25	H Myles