University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Offender Profiling and Crime Analysis			
Code: CRIM07006	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & 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					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐

See Guidance Note for details.

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

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	Click or tap here to enter text.

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 Level **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 Level **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 Level **7** 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 Level **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 Level **7** Demonstrate autonomy and initiative in planning and delivering assessments, developing the capacity for independent work.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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** (Normally totalling 200 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	13
Independent Study	148
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG Social Sciences
Moderator	C Atkinson
External Examiner	D Parker
Accreditation Details	
Changes/Version Number	1.0 New Module

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

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay/Presentation	X	X				50	

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay/Presentation			X	X		50	

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	