Master's in Forensic Investigative Psychology, Crime Analysis and Criminology

EUROPEAN FORENSIC INSTITUTE

PgC - 30 ECTS	ECTS	Compulsory / Elective	Teaching	Assessment
The Science of Offender Profiling	4	C	Online Classroom	Final exam (50%), Individual Report (50%)
Psychological Modus Operandi	4	C	Online Classroom	Final exam (50%), Individual Essay (50%)
Advanced Computer Forensics	7	C	Online Classroom	Final exam (50%), Individual Project (20%), Individual Essay/Report (20%), Individual Class Presentation (10%)
Cyber Security	6	C	Online Classroom	Final exam (50%), Individual Assignment (20%), Individual Class Presentation (30%)
Introduction to Financial Crime and Fraud	4	C	Online Classroom	Final exam (50%), Individual Essay (20%), Individual Class Presentation (30%)
PgC Independent Research	6	C	Online Classroom	Dissertation Content (80%), Presentation (20%)

PgD - 30 ECTS	ECTS	Compulsory / Elective	Teaching	Assessment
Techniques and Methods in Investigative Psychology	4	C	Online Classroom	Final exam (50%), Individual Essay/Report(50%)
Investigative Interviewing	4	C	Online Classroom	Final exam (50%), Individual Essay (50%)
Cyber Threat Intelligence	4	C	Online Classroom	Final exam (50%), Individual Project (20%), Individual Essay/ Report (20%), Individual Class Presentation (10%)
Applying Science to Crime and Criminals	4	C	Online Classroom	Final exam (50%), Group Project (50%)
Crime Analysis and Geographical Offender Profiling	4	C	Online Classroom	Final exam (50%), Group Project (50%)
Advanced Web and Open Source Intelligence	4	C	Online Classroom	Final exam (50%), Individual Project (20%), Individual Class Presentation (30%)
PgD Independent Research	6	C	Online Classroom	Dissertation Content (80%), Presentation (20%)

Master's - 30 ECTS	ECTS	Compulsory / Elective	Teaching	Assessment
Detecting Deception	4	C	Online Classroom	Final exam (50%), Individual Essay/Report (50%)
Terrorism, Radicalisation and Organised Crime	4	C	Online Classroom	Final exam (50%), Individual Essay (50%)
Violent and Sexual Offending	4	C	Online Classroom	Final exam (50%), Individual Essay (50%)
Master's Independent Research and Final Dissertation	18	C	Online Classroom	Dissertation contents (80%) Presentation (20%)

1. **Official Qualification - Educational Programme/s:**
   Master's in Forensic Investigative Psychology, Crime Analysis and Criminology - Full-time
2. **Higher Education Provider:** European Forensic Institute
3. **Accredited status:** Accredited by the Malta Further and Higher Education Authority (MFHEA) – Higher Education Institution, License n. 2018-014
4. **Level of qualification:** Level 7 MQF and Level 7 EQF
5. **Type of Course/s**

   Qualifications:

   1. Master's in Forensic Investigative Psychology, Crime Analysis and Criminology (90 ECTS)
   2. Post Graduate Diploma in Forensic Investigative Psychology, Crime Analysis and Criminology (60 ECTS)
   3. Post Graduate Certificate in Forensic Investigative Psychology, Crime Analysis and Criminology (30 ECTS)

   Awards: in individual modules (more information available in Course Outline)

6. **Delivery Method:** Online.
7. **Hours of total learning:** 2250 hours (contact hours, self-study hours, supervised placement, practice hours and assessment hours). Please refer to Course Outline for details
8. **Total credits:** 90 ECTS
9. **Attendance:** Full-time
10. **Programme Duration:** 18 months Full-Time
11. **Target audience & group**

    Students: 19-30 and Professionals: 31-65

12. **Language:** English [programme will run if we meet the minimum student number]
13. **Entry requirements:** Bachelor's Degree at MQF/EQF Level 6 or equivalent
14. **Learning Outcomes:**

Knowledge

The learner will be able to:

   a) Distinguish the core psychological modus operandi across all major forms of criminal behavior.
   b) Determine the psychological profile of any offender based on the offence actions committed.
   c) Understand the core principles of effective investigative interviewing.
   d) Address key operational questions during the investigation using IP techniques to address these.
   e) Apply scientific psychological principles to the determination of veracity or detection of deception.

f) Detail the psychological explanations offered for violent and sexual offending, fraud and financial crime, organized crime, terrorism and radicalization.

g) Explain the core processes underpinning offender spatial decision making and offence location choices.

h) Identify and address security vulnerabilities in the computer networks, web applications, and IT-related systems.

i) Suggest information security controls based on risk assessments carried out by organizations and businesses.

j) Investigate and analyze current threat intelligence to determine who was behind the cyber-attack.

k) Generate open-source intelligence reports on a focused offender, criminal organization or crime problem.

l) Produce a comprehensive Geographical Offender Profiling report on any offence series.

m) Know how to conduct an empirical examination or study of any crime- related question or problem.

n) Know how to describe a crime problem in terms of key statistical and visual indicators, trends and patterns.

Skills

The learner will be able to:

a) Identify the particular form of violent and sexual offending, terrorism, organized crime, financial crime or cybercrime.

b) Inform suspect elicitation and prioritization in police and commercial investigations.

c) Inform investigative strategy and interviewing techniques

d) Provide veracity assessments of evidence in varied formats including witness accounts, false allegations, victim statements, suspect interviews.

e) Produce systematic reports on crime problems, including intelligence analysis, pattern prediction, hotspot analysis and geographical offender profiling.

f) Produce cybercrime intelligence briefings.

g) Conduct offender assessments and make offender management recommendations.

h) Conduct complex real-world research on any aspect of criminal behavior.

15. **Teaching, learning and assessment procedures:** Online sessions delivered through our Institutional platform (MS Teams), access to study material on MS Teams and our Digital Library for independent study. Assessments are online.

16. **Type of Assessment:** Research Assignment (including elements of report writing, critical analysis of case studies, presentations, group work as appropriate), Dissertations and Case Study + Individual Presentation.
(Teaching and learning methodologies available in the Course Outlines)

a) **Registration Method:** Online on EFI Admissions Portal
b) **Next Intake:** September every Academic Year
c) **Pass Rate:** > 40% (EFI grading system)

17. Grading system

Learning Outcome Score	Percentage Equivalent	Description	Honours Degree Classification	Other Award Classification	Qualitative Description
10	100	Pass	First	High Distinction	Student has achieved the learning outcome with no issues noted
7 - 9	70 - 99	Pass	First	Distinction	Student has achieved the learning outcome with minimal and/or negligible issues
6	60 - 69	Pass	Upper Second	Merit	Student has achieved the learning outcome with minor but non-negligible issues
5	50 - 59	Pass	Lower Second	Pass	Student has achieved the learning outcome with non-negligible issues
4	40 - 49	Pass	Third	Pass	Student has achieved the learning outcome with significant non-negligible issues
1 - 3	1 - 39	Fail	Fail	Fail	Student has NOT achieved the learning outscome with significant issues noted
0	0	Fail	Fail	Fail	Student did not answer question

18. **Registration:** admissions process, a step-by-step-guide and other information are available on our website - https://www.eufor.eu/education/admission/

19. **Identity Malta's VISA requirement for third-country nationals:**

https://www.identitymalta.com/unit/central-visa-unit/
20. **Contact Details:** available on our website (https://www.eufor.eu/contact-us/)
21. **Address:** Malta Life Sciences Park, Sir Temi Zammit Buildings – SGN 3000, San Gwann

The Science of Offender Profiling

Competences:
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Identify the evidence-based investigative inferences that can be made for any pattern of criminal action
b) Suggest possible solutions to a given Profiling Equation based on the theories, concepts and psychological frameworks learnt

Knowledge:
At the end of the module/unit the learner will have gained knowledge and understanding of:
a) The origins and evolution of scientific offender profiling
b) The Canter Profiling Equations
c) The Methodological challenges to resolving the Canter Profiling Equations
d) The Theoretical challenges to resolving the Canter Profiling Equations
e) The Conceptual challenges to resolving the Canter Profiling Equations
f) The empirical catalogue of Offender Action- Offender Characteristic inferences

Skills:
At the end of the module/unit the learner will have acquired the following skills:
a) Define the varied forms of real-world application of psychological expertise into the investigative process
b) Articulate the professional and scientific issues in psychological profiling
c) Report on the empirically-established investigative inferences that can be given against any given offending action pattern

Module-Specific Learner Skills:
At the end of the module/unit the learner will be able to
a) Derive the behavioural data from crime scene reports, witness statements and other police data to inform a psychological profile
b) Construct Profiling Equations across the range of criminal activity

Module-Specific Digital Skills and Competences:
At the end of the module/unit, the learner will
a) Have familiarity with the Profiling software tools available to investigations

Psychological Modus Operandi

Competences:
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
  a) Advise with regard to the core psychological distinctions observed within any offence type
  b) Describe the template of the full range of potential criminal actions that can occur with an offence category; provide base rate data and identify key distinguishing offence actions

Knowledge:
At the end of the module/unit the learner will have gained knowledge and understanding of:
  a) The structure of criminal variation, in particular, the Radex Model of Differentiation
  b) The offence actions that are pertinent to distinguishing modus operandi and different types of perpetrators
  c) The psychological processes that drive and underpin different offending styles.

Skills:
At the end of the module/unit the learner will have acquired the following skills:
  a) Provide a psychological classification system for the full range of offence types (from arson, burglary, robbery through to rape, stalking, murder) according to empirical models of offending style.
  b) Categorize an observed psychological modus operandi on the basis of its criminal action profile

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
  a) Distinguish offence actions that are non-salient to identifying psychological modus operandi
  b) Identify the empirical support for proposed offence action- offender characteristic inferences posited

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
  a) Generate context specific Radex Models of Modus Operandi using Facet software tools.

Advanced Computer Forensics

Competences:
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
 a) Acquire complex digital evidence.
 b) Analyze complex digital evidence, RAW searches and virtualization.
 c) Create the final report and present it to the Court.

Knowledge:
At the end of the module/unit the learner will have gained knowledge and understanding to:
 a) Explain the method and processes for determining whether or not a case is admissible in court.
 b) Recognize when digital forensics may be useful and how to conduct an investigation.
 c) Demonstrate existing and developing digital forensics technology and tools for analyzing the case.

Skills:
At the end of the module/unit the learner will have acquired the following skills:
 a) Handle evidence on the scene
 b) Create and maintain an on-site digital forensics capability.
 c) Gather digital evidence (physical, network, and live acquisition).
 d) Analyze and export the findings of the gathered data from the target environment.
 e) Write a report to provide details of the incident, such as what happened (what we know), which process, tools, and methods were used during the investigation, and what evidence was found.

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
 a) Examine a computer-based environment for obtaining any type of digital evidence.
 b) Solve a range of digital forensics case studies.
 c) Able to present DF findings in a courtroom setting.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
 a) Use specialized digital forensics software/tools/procedures.
 b) Use a computer and editing software to create a report.

Cyber Security

Competences:
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
 a) Discuss an organization's/IT-based company's security procedures in action.
 b) Collaborate on an evaluation of an organization's or company's current cybersecurity plans and practices.

Knowledge:
At the end of the module/unit the learner will have gained knowledge and understanding to:
 a) Connect key cybersecurity terms and concepts.
 b) Discuss how cybersecurity affects the security of a business.
 c) Analyse the most common threats, attacks, and vulnerabilities.
 d) Contrast cyber attackers and their motivations.

Skills:
At the end of the module/unit the learner will have acquired the following skills:
 a) Recommend the best cybersecurity practices to maintain confidentiality, integrity, and availability of computer systems.
 b) Create policies and procedures to control cybersecurity threats.
 c) Discuss information security concerns in a professional context with cybersecurity experts and practitioners.

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
 a) Illustrate their knowledge of cybersecurity threats and controls in an IT-based setting.
 b) Implement and follow the best cybersecurity practices/policies, in order to safeguard the computerized system.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
 a) Match the relevant best practices for a computerized environment with online cybersecurity resources.

Introduction to Financial Crime and Fraud

Competences:
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
    a) Interpret the rules governing financial crime.
    b) Advise about the risk of financial crimes
    c) Carry out risk assessments based on business environment red flags
    d) Monitor for gaps and discrepancies in various financial crimes
    e) Develop strategies for managing financial crime risks.

Knowledge:
At the end of the module/unit the learner will have gained knowledge and understanding to:
    a) define types of financial crimes
    b) Explain how the risk of financial crime affects your business.
    c) Recognize various types of fraud in the financial sector
    d) Draw accurate conclusions on case studies of various financial crimes
    e) Identify red flags that indicate financial crimes including behavioral red flags
    f) Explain key concepts in fraud identification, deterrence, and detection.
    g) Relate the most important risks and preventative measures for financial crime.

Skills:
At the end of the module/unit the learner will have acquired the following skills:
    a) Demonstrate an understanding of the various financial crimes
    b) Examine financial crime trends.
    c) Use fraud investigation process from planning to reporting
    d) Apply the type of financial crime and red flag to the various case studies
    e) Relate various key concepts in fraud investigation process and different techniques used to investigate the fraud.
    f) Plan the risk of financial crimes based on the red flags identified
    g) Develop a comprehensive and efficient fraud response program for the business.

Module-Specific Learner Skills
    a) At the end of the module/unit the learner will be able to
    b) Independently recognize behavioral red flags
    c) Analyze and make a report of fraud and investigation activities.
    d) Evaluate the gathering of evidence for a court case or for a client.
    e) Proactively identify and report on new fraud patterns and make recommendations to mitigate the risks.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
    a) Analyze the public, private or court documents to see whether there are any criminal records.

PgC Independent Research

Competences
at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Demonstrate administrative design for original content of research
b) Undertake further studies with a fair degree of autonomy including searching for and studying existing research papers on relevant field and appropriately citing the source

Knowledge
at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Use theories and principles in chosen field of research
b) Apply methods and tools available to accomplish their research goal

Skills
at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding
The learner will be able to:
a) Communicate ideas, problems and solutions using a range of techniques involving qualitative and quantitative information in a written report suitable for a professional in the field
b) Evaluate own learning and identifies learning needs

Judgment Skills and Critical Abilities
The learner will be able to:
a) Critically evaluate and interpret the results of the personal analysis
b) Analyse, identify key issues, carry out an independent investigation using multiple information sources and apply critical judgement to construct logical arguments

Module-Specific Communication Skills
The learner will be able to:
a) Explain in a clear and simple way the chosen procedure and the reached conclusions.
b) Write a report in a correct and clear way, relevant and understandable to professionals in the field
c) Submit his/her findings before the set deadline and answer any question that may rise about the research in a professional and confident manner

Module-Specific Learner Skills
The learner will be able to:
a) Conduct a research on chosen field using cross-disciplinary knowledge acquired in the previous months

Module-Specific Digital Skills and Competences

The learner will be able to:

a) Write a 15-20 (3750-5000 words) pages long paper using IT instruments
b) Use the internet to find information

Where relevant, use applicable software for different needs throughout stages of research.

Techniques and Methods in Investigative Psychology

Competences:
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Effectively translate crime scene and other police investigative reports into an Offence Behavioral Profile
b) Suggest offence series
c) Measure levels of criminal involvement
d) Distinguish Criminal History patterns
e) Use IP tools to determine an offender's criminal narrative

Knowledge:
a) At the end of the module/unit the learner will have gained knowledge and understanding to:
b) The behaviours that are consistent across offences allowing series linking
c) The IP content coding process for translating crime scene information into a database for statistical analysis
d) The forms of criminal specialism and development within criminal history careers
e) The principles of psychological threat prediction

Skills:
At the end of the module/unit the learner will have acquired the following skills:
a) Code up a crime scene against offence-specific coding frameworks
b) Use Multiple Scalogram Analysis to determine linked offences
c) Use Partial Order Scalogram Analysis to predict offence development and genuine threat
d) Conduct a Narrative interview with an offender
e) Measure levels of criminal involvement

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
a) Use the LAAF (Narrative Elicitation and Interpretation)Tool
b) Use the D70 offending measure
c) Assign criminal history records to Specialism categories
d) Use the Criminal Experience measure to elicit offender role and emotional experience during an offence

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will know how to
a) Use Facet Software Tools to identify linked offences, predict high-threat blackmail/coercion behavior, map criminal specialisms.

Investigative Interviewing

Competences:
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
    a) Advise an investigation on good practice when interviewing witnesses.
    b) Articulate the competing approaches to effective suspect investigative interviewing
    c) Identify and advise with regard to potentially vulnerable witnesses or suspects

Knowledge:
At the end of the module/unit the learner will have gained knowledge and understanding of:
    a) The cognitive psychology principles of effective witness interviewing.
    b) The principles and support for a variety of approaches to effective suspect interviewing and interrogation.
    c) How the Narrative-tailored interview framework can inform overall interviewing strategy
    d) How and when forensic evidence should be introduced into an investigative interview

Skills:
At the end of the module/unit the learner will have acquired the following skills:
    a) Advise with regard to the use of the Cognitive Interview and the Enhanced Cognitive Interview
    b) Contribute to the development of formal investigative interviewing strategy, with reference to PEACE, REID and Conversation Management paradigms.
    c) Provide an assessment of vulnerable interviewees, using Suggestibility measurement tools.
    d) Advise with regard to the interviewing of child, young adult or vulnerable witnesses and suspects.

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
    a) Use innovative investigative interviewing tools including the Griffiths Question Map and the Morgan Interview Theme Technique (MITT).
    b) Conduct assessments of interviews using tools such as the Forensic Interview Traces (FIT) tool and identify and measure oppressive police interviewing tactics.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
    a) Able to use various online tools for interviewee vulnerability/suggestibility assessment

Cyber Threat Intelligence

Competences

At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Carry-out an investigation and analysis of the Intelligence-Driven Incident Response method.
b) Perform a cyber-attack event analysis and document the behavior of the adversary.
c) Represent the Diamond Model and MITRE ATT&CK framework to create a threat model for a cyber incident.
d) Be able to assess an organization's attack surface, determining how it corresponds to cyber threats, and developing effective CTI policies.

Knowledge

At the end of the module/unit the learner will have gained knowledge and understanding to:
a) Explain Cyber Threat Intelligence (CTI), its main attributes, value and advantages.
b) Determine how threat actors carry out their cyberspace actions to achieve their objectives.
c) Connect CTI at tactical, operational, and strategic levels to detect sophisticated threats and critical functions defenses.

Skills

At the end of the module/unit the learner will have acquired the following skills:
a) Discover how cyber intelligence, digital forensics and penetration testing can work together.
b) Relate the relationship between a threat actor's motivation, access, and capabilities and their aims.
c) Analyse a cyber threat actor's tactics , techniques and procedures (TTPs) in detail.
d) Make suggestions for modifications to information system security design, implementation, policy, and practices using cyber intelligence.

Module-Specific Learner Skills

At the end of the module/unit the learner will be able to
a) Create a Cyber Threat Intelligence report on a threat actor that is aimed at top decision makers.
b) Be able to collect threat intelligence from a variety of online sources, analyzing it, and reporting on it.

Module-Specific Digital Skills and Competences

At the end of the module/unit, the learner will be able to
a) Categorise various online information about a company's threats.
b) To gather and use cyber threat intelligence from a variety of online sources, with a focus on open source intelligence (OSINT).

Applying Science to Crime and Criminals

Competences
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Classify a real-world question in terms of a practical problem classification system
b) Identify the appropriate technique to provide evidence-based solutions to the problem class
c) Conduct the appropriate problem-solving strategy to provide evidence to answer the distinct real-world question forms observed in criminal investigations and crime analysis

Knowledge
At the end of the module/unit the learner will have gained knowledge and understanding to:
a) How a Case Study technique can identify a fraudster's persuasion strategy
b) How a Survey can provide Crime Seriousness estimations
c) How Experimental evidence can help to distinguish a forgery
d) How a Simulation can inform understanding of interactive crime such as bank robbery

Skills
At the end of the module/unit the learner will have acquired the following skills:
a) Conduct Crime Surveys and other surveys pertaining to offending activity .
b) Conduct Action Experiments relating to answer specific questions
c) Create Simulations to mimic real world scenarios
d) Unravel Case Study material to inform policy and practice

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
a) Match a practical investigative challenge to a problem-solving strategy.
b) Design, execute, and conduct action research.
c) Derive and organize evidence required in response to a practical investigative challenge.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
a) Represent different forms of real-world investigative problems quantitatively
b) Generate output data that provides evidence-based responses to real-world investigative problems

Crime Analysis and Geographical Offender Profiling

Competences
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Perform a Tactical Crime Analysis on diverse crime problems or offending groups.
b) Perform a Strategic Crime Analysis on diverse crime problems or offending groups.
c) Perform an Administrative Crime Analysis on diverse crime problems and current trends.
d) Conduct a Geographical Offender Profiling analysis of one-off and series offences
e) Utilize advanced Geographical Offender Profiling software (Dragnet) including calibration to local conditions, interpret and report on statistical output to make operational recommendations.

Knowledge
At the end of the module/unit the learner will have gained knowledge and understanding to:
a) The different forms of Tactical Crime Analysis, Strategic Crime Analysis, Administrative Crime Analysis, Intelligence Analysis and Investigative Crime Analysis.
b) The core principles from Cognitive Psychology, Environmental Psychology and Environmental Criminology informing understanding of criminal spatial behavior and offence location choices.
c) The mathematical, statistical and technical underpinnings of geographical offender profiling software and tools.
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Skills
At the end of the module/unit the learner will have acquired the following skills:
a) Produce a detailed crime analysis report on a given crime or investigative problem, drawing on core analytic concepts within the domains of tactical, strategic, administrative, intelligence and investigative analysis.
b) Produce a complex, calibrated Geographical Offender Profiling analysis on different types of crime, including crime series, multiple location- offences and multiple offender offences.

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
a) Analyse an immediate and specific crime problem, providing analysis to inform the rapid response of operational teams.
b) Perform a strategic analysis of long-range crime problems to inform the planning of crime prevention officers, community-oriented policing officers and other strategic prevention initiatives.
c) Provide appropriate summary data and statistics and general pattern information to law enforcement management and government personnel.
d) Produce for an ongoing investigation a Geographical Offender Profiling analysis.

Module-Specific Digital Skills and Competences

At the end of the module/unit, the learner will know how to

a) Utilize Dragnet-K Geo- Profiling software across crime contexts and conditions, with appropriate interpretation of the statistical output from this tool

b) Utilize a suite of crime analysis software tools and interpret the outputs from these tools

Advanced Web and Open Source Intelligence

Competences
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Advise businesses and government agencies about the various types of Web and Open Source Intelligence Tools.
b) Carry out a Web and Open-Source process and investigation
c) Be responsible for various types of data available including sourcing from the dark web
d) Establish a secure data collection platform.
e) Carry out OSINT investigations for a wide range of clients.
f) Examine the customers' collection requirements.

Knowledge
At the end of the module/unit the learner will have gained knowledge and understanding to:
a) Apply the various types of Web and Open Source Intelligence Tools
b) Sequence a Web and Open Source process and investigation
c) Discover the various types of data available including sourcing from the dark web
d) Analyze online resources for tracking people and organizations on a global scale, including public record databases and a powerful people search tool.
e) Discuss current challenges and trends in social media and open source research

Skills
At the end of the module/unit the learner will have acquired the following skills:
a) Demonstrate the application of various types of Web and Open Source Intelligence Tools.
b) Apply a Web and Open Source process and investigation
c) Discover more about the ethical issues surrounding the use of OSINT methods in law enforcement and research.
d) Demonstrate the various types of data available including sourcing from the dark web
e) Use open source platforms such as social media, search engines, and the dark web to access, explore, and gather intelligence.
f) Evaluate the usefulness and accuracy of internet sources and data.

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
a) Create tools and methods for gathering and managing data from both online and offline sources.
b) Investigate and locate relevant information from a variety of sources using cutting-edge technology and innovative research approaches.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
a) Perform advanced browsing.
b) Structure collected data.
c) Use a wide range of web Intelligence Open Source tools.

PgD Independent Research

Competences
at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Demonstrate administrative design for original content of research
b) Be responsible for work and study contexts that require problems to be solved
c) Undertake further studies with a relevant degree of autonomy including searching for and studying existing research papers on relevant field and appropriately citing the source

Knowledge
at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Provide details of theorectical and practical knowledge involving understanding of theories and principles in chosen field of research
b) Understanding methods and tools available including most recent innovation in the field

Skills
at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding
The learner will be able to
a) Communicate ideas, problems and solutions using a range of techniques involving qualitative and quantitative information in a written report suitable for a professional in the field
b) Evaluate own learning and identifies learning needs
c) Devise and sustain arguments to solve problems

Judgment Skills and Critical Abilities
a) The learner will be able to:
b) Gather and critically evaluate and interpret the results of the personal analysis and of the analysis of other experts involved in the research
c) Investigate and analyse, identify key issues, carry out an independent investigation using multiple information sources and apply critical judgement to construct logical arguments

Module-Specific Communication Skills
The learner will be able to:
a) Communicate to colleagues and co-workers personal ideas regarding procedural choices, made or to be made.
b) Write a report in a correct and clear way, relevant and understandable to professionals in the field being able to write a conclusion of his/her research
c) Submit his/her findings before the set deadline and answer any question that may rise about the research in a professional and confident manner

Module-Specific Learner Skills

The learner will be able to:
a) Conduct a detailed research on chosen field using cross-disciplinary knowledge acquired throughout the year
b) Develop in-depth study, be it experimental, conducted alone or in a team.

Module-Specific Digital Skills and Competences

The learner will be able to:
a) Write a 20-30 (5000-7500 words) pages long paper using IT instruments
b) Use the internet to find information

Where relevant, use applicable software for different needs throughout stages of research

Detecting Deception

Competences
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
  a) Advise with regard to the psychological bases for veracity determination across spoken and written accounts given during an investigation.
  b) Identify deception through varied techniques including Statement Validity Assessment, Reality Monitoring and the Polygraph test.

Knowledge:
At the end of the module/unit the learner will have gained knowledge and understanding of:
  a) The established competency levels in lie detection of professional law enforcement personnel, including the identification of common errors in lie detection.
  b) Describe the psychological indications of veracity in written and spoken accounts.
  c) Explain the theoretical bases to the different lie detection approaches

Skills
At the end of the module/unit the learner will have acquired the following skills:
  a) Identify deception in verbal and non-verbal behavior.
  b) Determine the veracity of a written statement or witness account
  c) Advise with regard to the conducting of a Behavior Analysis Interview

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
  a) Detail the Voice Stress Analysis technique of lie detection.
  b) Detail the Polygraph technique of lie detection.
  c) Detail the Thermal Imaging technique of lie detection.
  d) Detail the EEG-P300 technique of lie detection.
  e) Explain the Scientific Validity Assessment approach to veracity assessment.
  f) Explain the Reality Monitoring approach to veracity assessment.
  g) Explain the Scientific Content Analysis approach to veracity assessment.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
  a) Utilize veracity assessment software tools.
  b) Interpret lie detection tool outputs including the Polygraph test output

Terrorism, Radicalisation and Organised Crime

Competences

At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
   a) Identify different types of terrorist actor
   b) Identify the radicalization pathway of a target.
   c) Conduct a network analysis on an organized crime group
   d) Recommend criminal network disruption strategies

Knowledge

At the end of the module/unit the learner will have gained knowledge and understanding to:
   a) Explain the causes of terrorism and the theories of terrorist radicalization
   b) Describe the approaches to disengagement available to authorities.
   c) Explain the communication structure of organized criminal gangs

Skills

At the end of the module/unit the learner will have acquired the following skills:
   a) Differentiate forms of terrorist actor and groups
   b) Identify the structure of an organized criminal network

Module-Specific Learner Skills

At the end of the module/unit the learner will be able to
   a) Identify the level of radicalization of a terrorist actor
   b) Recommend deradicalization and disengagement strategies
   c) Conduct a Social Network Analysis of an organized crime group
   d) Recommend network disruption strategies

Module-Specific Digital Skills and Competences

At the end of the module/unit, the learner will be able to
   a) Produce Social Network representations of criminal gangs and terrorist organizations
   b) Use Personal Construct modelling software to indicate levels of authentic deradicalization

Violent and Sexual Offending

Competences
At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
a) Delineate the psychological form of violent or sexual offending under consideration
b) Advise investigators and other legal practitioners on the psychological explanations for particular forms of violent and sexual offending behavior

Knowledge
At the end of the module/unit the learner will have gained knowledge and understanding to:
a) Identify the underlying psychological causal mechanisms for all forms of violent and sexual offending.
b) Identify the likely psychological correlates of all forms of violent and sexual offending
c) Classify the components of risk assessment and the data required to conduct a thorough risk evaluation.
d) Describe best practices in risk management, including risk assessment and risk treatment domains.

Skills
At the end of the module/unit the learner will have acquired the following skills:
a) Distinguish alternative psychological forms of violent and sexual offending
b) Apply psychological explanations to any form of violent or sexual offending.
c) Predict the psychological correlates and behavioral responses of diverse violent and sexual offenders

Module-Specific Learner Skills
At the end of the module/unit the learner will be able to
a) Undertake a preliminary Risk Assessment to inform offender management
b) Monitor and review the risks.
c) Prioritize risk remediation measures, as a consequence of the risk assessment.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to
a) Adopt online risk management and methodologies in order to reduce/control the risks.

Master's Independent Research and Final Dissertation

Competences

at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Demonstrate administrative design for original content of research
b) Be responsible for work and study contexts that are unpredictable and require that complex problems are solved
c) Undertake further studies with a high degree of autonomy including searching for and studying existing research papers on relevant field and appropriately citing the source

Knowledge

at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Analyse cross-disciplinary knowledge that includes some aspects that will be at the forefront of this field
b) Use theories and principles in chosen field of research
c) Apply methods and tools available including most recent innovation in the field
d) Create a genuine work using specialized anti-plagiarism software (pedagogical approach)

Skills

at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

The learner will be able to:

a) Apply cross-disciplinary knowledge and understanding acquired throughout the programme in a professional manner
b) Communicate ideas, problems and solutions using a range of techniques involving qualitative and quantitative information in a written report suitable for a professional in the field
c) Devise and sustain arguments to solve problems
d) Continuously evaluates own learning and identifies learning needs

Judgment Skills and Critical Abilities

The learner will be able to:

a) Gather and critically investigate relevant data to inform judgements that include reflection on social, scientific and/or ethical issues
b) Critically evaluate and interpret the results of the personal analysis and of the analysis of other experts involved in the research
c) Investigate and analyse, including the ability to formulate problems clearly, identify key issues, carry out a substantial independent investigation using multiple information sources and apply critical judgement to construct logical arguments

Module-Specific Communication Skills

The learner will be able to:

a) Communicate to colleagues and co-workers personal ideas regarding procedural choices, made or to be made.
b) Explain in a clear and simple way the chosen procedure and the reached conclusions.
c) Write a report/essay/thesis in a correct and clear way, relevant and understandable to professionals in the field
d) Present his/her findings professionally to a panel and confidently discuss any questions raised

Module-Specific Learner Skills

The learner will be able to:

a) a)Conduct in-depth study and research on chosen field using cross-disciplinary knowledge acquired throughout the programme
b) Develop projects of innovative research or in-depth study, be it experimental, conducted alone or in a team.

Module-Specific Digital Skills and Competences

The learner will be able to:

a) Write a 30-40 (7500-10000 words) pages long dissertation using IT instruments
b) Use the internet to find information
c) Write a genuine dissertation with the support of anti-plagiarism software

Where relevant, use applicable software for different needs throughout stages of research