



## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	BSc (Hons)
<b>1.5 FHEQ Level:</b>	4, 5 + 6
<b>1.6 Programme Title:</b>	Forensic Science
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time – 6 years
<b>1.8 School:</b>	Arts, Humanities and Social Sciences
<b>1.9 HECoS Code:</b>	101222
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 UCAS Code(s):</b>	616G
<b>1.12 Admission Criteria:</b>	A levels: BBC including a science BTEC: DMM Science related subject Access to HE Diploma: 30-42 Level 3 credits at Distinction or Merit with a minimum of 18 credits at Distinction, in a science related subject. Note: science-related subject does not include social science or psychology. Plus, GCSE in English Language grade C/4 or above, plus GCSE Maths and science at grade C/4 or above. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.13 Accrediting Professional Body/PSRB:</b>	N/A
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Forensic Science (2012)
<b>1.15 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework, The CSFS.
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	N/A
<b>1.18 Foundation Degree Progression Routes:</b>	N/A
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	September 2019

**1.21 Date of Commencement:**

September 2021

**1.22 Review Date:**

August 2027

## **2. Programme Outline**

BSc (Hons) Forensic Science offers an opportunity for students to develop skills in criminal evidence retrieval, storage, documentation and analysis in the context of courtroom reporting and expert witnessing.

### **2.1 Integrating Sustainability into the Curriculum**

The programme ensures that the curriculum delivered will enable students to understand and apply their skills within the industry. This is a practical programme which gives hands-on experience of Forensic Science processes, giving students real-world experiences suitable for future employment and a sustainable career development pathway.

## **3. Distinctive Features**

- Practical approach to learning with CSI simulation to give students first-hand experiences of the industry.
- Onsite laboratories, Crime Scene House and simulation of industry scenarios.
- Provide a learning experience that leads the student from seizure of evidence, through correct handling and documentation, to laboratory analysis and courtroom reporting.
- Use a multidisciplinary approach to learning content across a broad spectrum of forensic topics.
- To be empirically diagnostic with a focus on problem solving in the processing and analysis of evidence.
- Examine crime in the local community, national and international context.

## **4. Programme Aims**

The overall aim of the programme is to ensure that students are trained in the three essential elements of forensic science; crime scene investigation, laboratory analysis and interpretation, evaluation and presentation of evidence. The dynamic course content is carefully selected to align with both the QAA Forensic Science benchmark and the Component Standards (CS, v2017-1)) and Interpretation, Evaluation and Presentation of Evidence (IEPE) protocols for The Chartered Society of Forensic Sciences, developing knowledge, skills and understanding through critical and rigorous research enquiry and analysis in forensic contexts.

Specifically, the programme aims to:

- Provide students with a clear understanding of the application of science to serve the purposes of the law from evidence collection to court delivery.
- Enable students to acquire the relevant knowledge and skills appropriate to Crime Scene Investigators and Forensic Scientists.
- Provide students with understanding, knowledge and ability to perform transferable field and laboratory skills associated with the profession and careers with adjacency whilst operating within a quality management system.
- Enable students to acquire written and oral skills necessary to present data and complex reports to lay audiences and specialist at the appropriate levels of

understanding.

- Enable students to develop awareness of ethical standards and principles appropriate to working with the judicial system and legal sector.

Graduates will be able to:

- Apply knowledge, understanding, analytical technique and the ability to work collegiately and independently, commensurate with an undergraduate level award associated with public and legal service.
- Contribute to forensic science in the form of laboratory analysts, reporting officers or crime scene investigators. Therefore, our teaching and content delivery will depend heavily on crime scenes, forensic laboratory work and research.
- Apply pragmatic skills in the workplace as learned by direct access to high quality laboratory equipment and tuition. There is currently a strong message from the industry that equipment-trained graduates are in demand.

## **5. Programme Learning Outcomes**

### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. A critical understanding of the core aspects of forensic theory and the criminal justice process, including a range of activities centred on evidence (being physical, chemical and biological trace materials).
2. An advanced understanding of relevant legislation, regulation, standards and codes of practice for all aspects of an investigation working within the context of a quality management system, including issues relating to conflict of interest, data protection, confidentiality and legal privilege.
3. A critical understanding of crime scene investigation: the examination of scenes, seizure of evidence, contamination avoidance, the correct chain of custody and documentation measures.
4. An advanced understanding of forensic analysis, onward chain of custody and documentation measures and report writing.
5. A critical and analytical understanding of quantitative and qualitative forensic research methods.

### **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

6. An ability to manage evidence at a crime scene to a professional level.
7. An advanced understanding of the retrieval and documentation protocols associated with evidence retrieval at a professional and industry-standard level.
8. A clear critical and analytical understanding of the techniques used in forensic analysis and the ability to apply analytical thinking to the individualisation of evidence.
9. Advanced statistical understanding of the key tests for processing analytical results.

### **Practical skills:**

By the end of this programme students should be able to demonstrate:

10. Advanced competence in a range of methods used for the location and recovery/extraction of commonly encountered forms of evidence including, the requirements of continuity of evidence and chain of custody.
11. A professional level of understanding of safe working practices (personal safety, safety of team members and others present).
12. A professional level of laboratory skills and appropriate critical and analytical methods to approach complex problems, formulate hypotheses and apply statistical testing.
13. The ability to record observations and experimental methodology in the form of structured notes (including photography) in a logical, comprehensive, professional and contemporaneous manner.
14. The ability to retrieve, critically evaluate and analytically interpret data (including the use of statistical tests and databases) from appropriate equipment and a range of data bases and that to a range of forensic investigation scenarios.

### **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

15. Advanced written and oral communication skills in a variety of contexts and modes including the ability to produce documents to a standard acceptable to the court process.
16. Advanced Information retrieval skills in relation to primary and secondary sources of information.
17. Communication and digital literacy skills effectively and in a professional manner.
18. Advanced skills of time planning and management.
19. A professional level working as part of an investigative team, how the scope of an investigation, the roles of others and how the methods they employ, may affect the forensic strategy, yet at the same time demonstrate robust ability to work alone.
20. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
21. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
22. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

## **6. Learning and Teaching Methods**

As well as specific scientific and laboratory based learning and teaching, there is also multiple opportunities to learn through industry simulation such as gathering evidence from mock crime scenes; laboratory experimentation and analysis; presentation of evidence; Mock Court presentations.

Method	Description
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1-2-1 Tutorial	A tutorial is a small class of one, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Crime Scene House Classes	Learning which takes place within the Crime Scene House, usually through demonstration of gathering, interpreting and analyses of evidence.
Case Study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Directed Study and Reading	Specific reading task set by the lecturer for students.
Enhanced training	Specially selected professional workshops.
Guest speakers	The use of practicing forensic specialists to share career narratives and help student to develop career portfolios in specialised areas
Guided Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Independent Study/Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and handout-based exercises.
Laboratory Practical sessions	Students are directed through workbooks and instructions to undertake supervised laboratory experiments and analysis in support of theoretical knowledge gained in other areas of learning
Lecture	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
Seminar	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where

	assigned readings are discussed, questions can be raised and debates can be conducted.
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Virtual Learning Environment (VLE)	A web-based platform designed for digital aspects of courses (e.g., online lecture slides, reading material, tasks, and discussion forums) that supports teaching and learning in an educational setting.
Workshop	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.
Mock Court	A court room setting where students practice giving evidence in court as an Expert Witness.

## 6.1 Learning Enhancement

The programme seeks a balance between teaching and learning methods, which include working in small groups, lectures, online activities, independent research, and study to enable students to clearly demonstrate attainment of the learning outcomes. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through research practice, that encourages scholarship and a technological aptitude. The programme provides pragmatic experiential learning by provision of numerous scenario-based learning opportunities, including repeated participation in crime scenarios in the Crime Scene House and enhancement by developing conference and presentation skills. The programme is also enhanced by incoming Fire Investigators.

The programme is taught by experts in their field, namely a current Sergeant with 25 years' experience working for the Police, a Forensic Anthropologist that has worked on very high-profile cases and a Forensic Biologist who was trained by the Forensic Science Service and has taught in London and Australia. The staff are also experienced academics and can provide the students with real-life case scenarios to back up their learning.

## 6.2 e-Learning

Using the designated VLE, E-learning activities and E-learning tools enable content interaction between tutors and students with provision for continuity and consistency, through synchronous or asynchronous dialogue. Students are encouraged to investigate databases and peer reviewed on-line literature sources.

## 7. Modes of Assessment

The assessment scheme embodies the principles of assessment of and for learning. Assessment has a role in providing an indication to students and staff of the level of attainment, in relation to established criteria. However, assessment is also designed for learning, because it is a means of actually doing learning – reading, thinking, researching, and writing. This is in accordance with the programme’s emphasis on students as producers, rather than simply consumers, of knowledge. The range of assessment tasks is intended to replicate, as far as is possible, the types of communication graduates are most likely to be asked to undertake in employment. The traditional academic essay aside, the focus is on applied writing such as reports and briefing papers which enable students to develop skills in communication, planning and time management, problem solving and analytical skills, critical thinking, decision making skills, and team working skills – all skills that relate to employability. They are also asked to present orally. The assessment regime accords with the University’s Assessment Regulations and Procedures.

<b>Method</b>	<b>Description</b>
Case Report	Production of a written report based on a laboratory examination of forensic evidence. Assesses knowledge obtained throughout lecture, seminar and practical sessions and the ability to apply this knowledge to an allocated case.
Honours Project	This will be an empirically based study which should indicate the capacity to plan, synthesise a range of elements on the programme and undertake independent research. This also includes a set of contemporaneous laboratory notes (Laboratory Notebook) and will culminate in an oral discussion.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Examination	An examination is an assessment intended to measure a test-taker's knowledge, skill and aptitude. An exam is centrally organised and closed book.
In-Class Test	An in-class test is organised by the teaching team. It can be open or closed book in nature. It is intended to measure a test-taker’s knowledge and aptitude. It may be summative or formative.
Literature Review	A critical review of scholarly articles, books and other sources relevant to a particular issue, area of research, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic.
Mock Court	Oral testimony given in a Mock Court setting, as an expert witness, based on a forensic case scenario. Can include a written component.
Oral Presentation	A short oral description of a research proposal or research results, providing a description, summary, and critical evaluation.
Practical Skills Test	Consists of a combination of practical activities including identifying, labelling, filling in blanks and short answer

	questions in response to visual stimuli.
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. A portfolio may be created for a number of reasons, for example as part of the personal development planning/profiling process, as part of the assessment of a course.
Poster Presentation	A poster and oral description of a research proposal or research results, providing a description, summary, and critical evaluation.
Practical Assessment	An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interviewing skills), sometimes with a written component.
Report	A report is an analytical piece of work using research to critically review the subject area. A report can also use the support of diagrams, pictures and captions to analyse research.
Witness Statement	A report written specifically for the purposes of court, there are two types: 1. Streamlined Forensic Report (SFR) 2. Full interpretive activity level statement.

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning/Placement Learning

Beyond the in-house employability programme, students will be provided with the opportunity to take an active part in a range of field trips to a variety of relevant criminal justice organisations where they will be able to discuss and experience aspects of work. This will enable them to get a 'hands-on' feel for a variety of employability options and allow them to discuss with current employees the plusses and minus of careers within the broadly defined criminal justice system.

Through a recently established academic partnership, there is an opportunity for a small group of students to volunteer alongside a UK based charity dedicated to helping families of unsolved missing person cases, find their loved ones. This unique extracurricular opportunity provides students with investigative skills and enables them to work amongst professionals with the common aim of aiding both the missing and their families. This partnership includes working alongside the charity's South West missing persons team on cold case reviews throughout term time and also an annual International Cold Case Review during the summer break.

## 10. Programme Structure

### Full Time

**Level 4**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non- Condonable</b>
<a href="#">FCRC01</a>	Introduction to Crime Scene Investigation	20	70% Practical 30% Coursework	Semester A	Compulsory	Non- Condonable
<a href="#">FCRC02</a>	Introductory Scientific Studies	20	50% Examination 50% Practical	Semester A	Compulsory	Non- Condonable
<a href="#">FCRC03</a>	Anatomy and Physiology	20	50% Examination 50% Practical	Semester A	Compulsory	Non- Condonable
<a href="#">FCRC04</a>	Forensic Science	20	40% Coursework 60% Coursework	Semester B	Compulsory	Non- Condonable
<a href="#">FCRC05</a>	Forensic Trace Analysis	20	50% Coursework 50% Practical	Semester B	Compulsory	Non- Condonable
<a href="#">FCRC06</a>	Forensic Quality Standards	20	50% Coursework 50% Coursework	Semester B	Compulsory	Non- Condonable

**Level 5**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non- Condonable</b>
<a href="#">FCRD01</a>	Law and the Expert Witness	20	50% Coursework 50% Examination	Semester A	Compulsory	Non- Condonable
<a href="#">FCRD02</a>	Future Forensics	20	50% Coursework 50% Coursework	Semester A	Compulsory	Non- Condonable
<a href="#">FCRD03</a>	Forensic Biology	20	50% Practical 50% Coursework	Semester A	Compulsory	Non- Condonable
<a href="#">FCRD04</a>	Mass Disaster Victim Identification	20	50% Coursework 50% Practical	Semester B	Compulsory	Non- Condonable
<a href="#">FCRD05</a>	Research Methods	20	60% Coursework 40% Coursework	Semester B	Compulsory	Non- Condonable
<a href="#">FCRD06</a>	Crime Scene Photography	20	100% Coursework	Semester B	Compulsory	Non- Condonable

**Level 6**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non- Condonable</b>
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<a href="#">FCRHP1</a>	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
<a href="#">FCRH02</a>	Advanced Forensic Analysis	20	50% Practical 50% Examination	Semester B	Compulsory	Non-Condonable
<a href="#">FCRH03</a>	Case Assessment and Interpretation	20	50% Examination 50% Coursework	Semester A	Compulsory	Non-Condonable
<a href="#">FCRH04</a>	Forensic Anthropology	20	60% Coursework 40% Practical	Semester A	Compulsory	Non-Condonable
<a href="#">FCRH01</a>	Crime Scene Management	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Key: Semester X = A & B

## Part Time

### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRC01	Forensic Science	20	40% Coursework 60% Coursework	Semester B	Compulsory	Non-Condonable
FCRC02	Introductory Scientific Studies	20	50% Examination 50% Practical	Semester A	Compulsory	Non-Condonable
FCRC03	Anatomy and Physiology	20	50% Examination 50% Practical	Semester A	Compulsory	Non-Condonable

### Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRC04	Introduction to Crime Scene Investigation	20	70% Practical 30% Coursework	Semester A	Compulsory	Non-Condonable
FCRC05	Forensic Quality Standards	20	50% Coursework 50% Coursework	Semester B	Compulsory	Non-Condonable
FCRC06	Forensic Trace analysis	20	50% Coursework 50% Practical	Semester B	Compulsory	Non-Condonable

### Level 5 – Year 3

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
FCRD01	Law and the Expert Witness	20	50% Coursework 50% Examination	Semester A	Compulsory	Non-Condonable
FCRD03	Forensic Biology	20	50% Practical 50% Coursework	Semester A	Compulsory	Non-Condonable
FCRD06	Crime Scene Photography	20	100% Coursework	Semester B	Compulsory	Non-Condonable

#### **Level 5 – Year 4**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
FCRD02	Future Forensics	20	50% Coursework 50% Coursework	Semester A	Compulsory	Non-Condonable
FCRD04	Mass Disaster Victim Identification	20	50% Coursework 50% Practical	Semester B	Compulsory	Non-Condonable
FCRD05	Research Methods	20	60% Coursework 40% Coursework	Semester B	Compulsory	Non-Condonable

#### **Level 6 – Year 5**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
FCRH02	Advanced Forensic Analysis	20	50% Practical 50% Examination	Semester B	Compulsory	Non-Condonable
FCRH01	Crime Scene Management	20	100% Coursework	Semester A	Compulsory	Non-Condonable
FCRH04	Forensic Anthropology	20	60% Coursework 40% Practical	Semester A	Compulsory	Non-Condonable

## Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
FCRH03	Case Assessment and Interpretation	20	50% Examination 50% Coursework	Semester A	Compulsory	Non- Condonable
FCRHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The tables below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

## Level 4

Module Code	Module Title	Thread
FCRC01	Introduction to Crime Scene Investigation	1
FCRC04	Forensic Science	1, 3
FCRC05	Forensic Trace analysis	1, 3
FCRC06	Forensic Quality Standards	1
FCRC02	Introductory Scientific Studies	1, 3
FCRC03	Anatomy and Physiology	3

## Level 5

Module Code	Module Title	Thread
FCRD01	Law and the Interpretation of Evidence	1, 2
FCRD06	Crime Scene Photography	1, 2
FCRD04	Mass Disaster Victim Identification	1, 3
FCRD03	Forensic Biology	1, 2, 3
FCRD05	Research Methods	1, 2
FCRD02	Future Forensics	1, 2

## Level 6

<b>Module Code</b>	<b>Module Title</b>	<b>Thread</b>
FCRHP1	Honours Project	1, 2, 3
FCRH02	Advanced Forensic Analysis	1, 2, 3
FCRH01	Crime Scene Management	1, 2
FCRH02	Case Assessment and Interpretation	1, 2
FCRH04	Forensic Anthropology	1, 2, 3

- 1: Theoretical and practice-based approaches to evidence gathering, interpretation and analysis
- 2: Professionally aligned communication, including inter-department, court presentations, written and oral
- 3: Laboratory investigations and practices

## **11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)**

N/A

## **12. Professional Advisory Group**

N/A

## **13. Academic Progression Opportunities**

Graduates can apply for postgraduate study in an aligned subject. Unfortunately, Marjon are unable to provide this provision currently but hope to in the future.

## **14. Employability and Career Progression Opportunities**

A wide range of investigative and laboratory based career opportunities are available via this programme, including Policing and law enforcement (e.g. Railway Police, Security firms), Customs and Excise, Forensic analytical laboratories, Private Investigators, Insurance Investigation, Standards and testing laboratories, R&D, Victim support, Rehabilitation and probation, Crown Court Investigation.

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified
- Originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

### **Digital Skills:**

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications,

software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)

- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio and email. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Microsoft Teams).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They can also receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation and use of digital cameras).
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## **15. Support for Students and for Student Learning**

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- A Personal Development Tutor for each student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities

- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication as well as university-wide feedback mechanisms:

- Session by session feedback
- Mid semester feedback
- End of semester feedback
- Staff Student Liaison Committee (SSLC)
- Student Engagement and Opportunities Panel (SEOP)
- Chatback
- Directly with Personal Development Tutor, Module Leader, Programme Leader and Director of School
- UKES
- NSS

## **17. Other Stakeholder Feedback**

Current students, staff, professionals within associated industries and the Forensic Science Accreditation advisor have all contributed feedback and ideas to the development of this programme to ensure sustainability and the best opportunities for employability upon graduation.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.