

## 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>   | 6   |
| <b>1.6 Programme Title:</b>  | Forensic Investigation  |
| <b>1.7 Mode and Duration of Study:</b>                                 | Full Time – 3 years<br>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>                       | None  |
| <b>1.11 UCAS Code(s):</b>  | 616G  |
| <b>1.12 Admission Criteria:</b>  | Normal University entrance criteria apply (please refer to the website for further details).<br>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   |
| <b>1.16 Language of Study (for learning, teaching and assessment):</b> | English   |
| <b>1.17 Work-Based Learning Arrangements:</b>                          | FCRH52 Advance Forensic Analysis  |
| <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 2018  |
| <b>1.21 Date of Commencement:</b>                                      | September 2019  |
| <b>1.22 Review Date:</b>   | By August 2025  |

### 2. Programme Outline

BSc (Hons) Forensic Investigation 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 degree draws from modules with the School of Business and Criminology to enable potential graduates to perceive their career in the context of a criminal legal background. Modules shared from the BA Criminology programme (*Crime and Criminology*, *Media and Crime* and *Global Criminology*) place Forensic Investigation in a social context relevant to career pathways.

## 3. Distinctive Features

- 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 a forensic case and crime scene investigation, laboratory analysis and interpretation of the scene/laboratory results. 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 analysts.
- 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, articulation and the ability to work collegiately and independently, commensurate with an undergraduate level award associated with public and legal service.
- Contribute to policing and social justice, the management and reduction of crime as a social issue by the processing of criminal evidence. Therefore our teaching and content delivery will depend heavily on crime scenes, forensic laboratory work-based learning and research.
- Take up relevant employment with pragmatic skills 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. 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. 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 process and/or manage a crime scene at a professional level.
7. Critical understanding of the relevance of contamination avoidance procedures and give examples in relation to the location, extraction and analysis of contact trace material.
8. An understanding of the retrieval and documentation protocols associated with evidence retrieval at a professional and industry-standard level.
9. Clear critical and analytical understanding of the techniques used in forensic analysis and the ability to apply analytical thinking to the individualisation of evidence.
10. 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:

11. Advanced competence in the 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.
12. Professional level understanding of safe working practices (personal safety, safety of team members and others present).
13. Professional level setting up and competent and safe use of a range of modern analytical instruments with pragmatic laboratory skills and appropriate critical and analytical methods to approach complex problems, formulate hypotheses and apply statistical testing.
14. The ability to record observations and experimental methodology in the form of structured notes (including photography) in a logical, comprehensive, professional and contemporaneous manner.
15. 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:

16. 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.
17. Advanced Information retrieval skills in relation to primary and secondary sources of information.
18. Communication and digital literacy skills effectively and in a professional manner.
19. Advanced skills of time planning and management.
20. 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.

## 6. Learning and Teaching Methods

| Method                     | Description   |
|----------------------------|---|
| 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.   |
| CSI House Site Visit       | A visit to an outdoor crime scene, which is usually a simulation of a real scene, in order to determine the nature of activities.   |
| 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.   |
| Computer-Based Learning    | Computer and network enabled transfer of skills and knowledge, using electronic applications and processes.   |
| Critical Reflection        | Critical reflection, or reflective practice, is the ability to reflect on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential. |
| Directed Study and Reading | Specific reading task set by the lecturer for students.   |
| Enhanced training          | Specially selected professional workshops.  |
| Field Trips                | Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.  |
| Guest speakers             | The use of practicing forensic specialists to share career narratives and help student to develop career portfolios in specialised areas  |
| Guided                     | Students work independently drawing upon resources  |

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| Independent Study             | 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.   |
| Hack-a-thon                   | <p>A hackathon (also known as a hack day, hackfest or codefest) is a design sprint-like event in which computer programmers and others involved in software development, including graphic designers, interface designers, project managers, and others, often including subject-matter-experts, collaborate intensively on software projects. The goal of a hackathon is to create usable software or hardware with the goal of creating a functioning product by the end of the event.</p> <p>Business hackathons are workshops that include students, tutors and local entrepreneurs providing an intensive learning environment for students to network and test the viability of their business and research ideas.</p> |
| 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.  |
| Networking Event              | Networking is a socioeconomic business activity by which businesspeople and entrepreneurs meet to form business relationships and to recognise, create or act upon business opportunities, share information and seek potential partners for ventures.   |
| Peer Group Study              | A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.   |
| Presentation                  | A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product.   |
| Seminar/Seminar Groups        | 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   |

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|                                    | 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.                                       |
| Student-led presentation           | Where individual or small groups of students research, produce and present to the cohort on a specific topic area. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product.   |
| Video Viewing and Analysis         | Students view instructional/educational videos for academic content.  |
| 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. |

## 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 Crime Scene House and on Campus for various aspects of criminal investigation and management, enhancement by incoming Fire and Blood Pattern Analysis events (the latter of which is certificated and recognised by Police Forces across the UK) and enhancement by developing conference and presentation skills.

## 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 and to produce more media-focused assignments such as blog posts and posters. The assessment regime accords with the University’s Assessment Regulations and Procedures.

| Method                                  | Description   |
|---|---|
| Blog                                    | Online critical commentary related to a series of posted material allowing students to interact and learn from one another.   |
| Business Plan                           | A formal statement of business goals, reasons they are attainable, and plans for reaching them. It may also contain background information about the organisation or team attempting to reach those goals.  |
| Computer-based assessment               | Calculations and interactive assessment particularly for statistics and analytical investigation  |
| Dissertation                            | 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. It may include Literature Review.   |
| Essay/Problem Question                  | A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.  |
| Exam                                    | An examination is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness or classification in many other topics (e.g., beliefs). An exam may be administered verbally, on paper, on a computer, or in a predetermined area that requires the exam-taker to demonstrate or perform a set of skills. Exams vary in style, rigour and requirements. For example, in a closed book test, an exam taker is usually required to rely upon memory to respond to specific items whereas in an open book test, the exam taker may use one or more supplementary tools such as a reference book or calculator when responding. |
| Group Business Plan                     | A formal statement of business goals, reasons they are attainable, and plans for reaching them. It may also contain background information about the organisation or team attempting to reach those goals.  |
| Group Presentation (of a business plan) | Presentation of data/information/critical analysis relating to a business plan to include verbal delivery and defence of  |

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|  | questions posed on the topic specific to the information contained in the presentation. Assesses knowledge of selected topic and communication skills. These happen with in groups of two or more.   |
| 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.   |
| Oral Presentation                            | A short oral description of a research proposal or research results, providing a description, summary, and critical evaluation.  |
| Portfolio with accompanying statement        | 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 or to support a claim for APL. Students will produce an independent written statement to accompany the portfolio. |
| Poster Presentation                          | A poster and oral description of a research proposal or research results, providing a description, summary, and critical evaluation.   |
| Practical examination with written component | An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interviewing skills).  |
| Problem Based Scenario                       | Students investigate and resolve a problem scenario in class and present a contemporaneous job sheet or witness statement.   |
| Reflective Portfolio                         | Reflective portfolios will enable students to reflect upon and evaluate their learning in relation to specific practical activities such as undertaking consultancy work with employers or a placement.  |
| 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.  |
| Research Paper / Scientific Report           | A written report structured in a scientific format, based on individual research of a selected academic subject area.  |
| Research Poster                              | Students are given the opportunity to present knowledge and findings, based on their own research, in visual format as an equivalent to a written assessment.  |
| Research Study                               | This is an empirically-based study which indicates the capacity to synthesise a range of elements on the programme and undertake independent research  |
| Scenario based field portfolio               | A critical and reflective written body of work which details, describes and analyses work carried out in a field-based scenario  |



## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning/Placement Learning

A level 6 laboratory based research module (FCRH52 *Advance Forensic Analysis*) provides four practical assignments across the semester, of which three are industry linked and the fourth is independent study, enabling 'hands-on' practical experience with laboratory equipment and techniques key to forensic experimental assessment. Such pragmatic skill development has been expressed by The Chartered Society of Forensic Sciences as a particular industry need.

Beyond the in-house employability programme, students will be expected 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. It is envisaged that some work-based learning provision, possibly in the shape of a module will be made available as the programme develops. This depends on student numbers and placement opportunities. If a student was to secure a placement as part of the Honours Project, then subject to ethical approval and risk assessment, it would be possible to include this placement as part of their dissertation. It is not the placement itself that would be assessed, but the action taken within the placement, assessed through the Honours Project.

## 10. Programme Structure

### Full Time

#### Level 4

| Module Code            | Module Title                              | Credits | Assessment                      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|------------------------|---|---------|---------------------------------|-------------------|-------------------------|-----------------------------------|
| <a href="#">FCRC51</a> | Introduction to Crime Scene Investigation | 20      | 50% Coursework<br>50% Practical | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRC55</a> | Introductory Scientific Studies           | 20      | 50% Exam<br>50% Practical       | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRC56</a> | Anatomy and Physiology                    | 20      | 50% Exam<br>50% Practical       | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRC52</a> | Forensic Science                          | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |
| <a href="#">FCRC53</a> | Forensic Trace analysis                   | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |
| <a href="#">FCRC54</a> | Forensic Documentation                    | 20      | 100% Coursework                 | Semester B        | Compulsory              | Condonable                        |

## Level 5

| Module Code            | Module Title                        | Credits | Assessment                      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|------------------------|-------------------------------------|---------|---------------------------------|-------------------|-------------------------|-----------------------------------|
| <a href="#">CRID55</a> | Criminal Law                        | 20      | 100% Coursework                 | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRD51</a> | Crime Scene Photography             | 20      | 100% Practical                  | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRD52</a> | Mass Disaster Victim Identification | 20      | 100% Coursework                 | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRD53</a> | Forensic Biology                    | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |
| <a href="#">FCRD55</a> | Research Methods                    | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |
| <a href="#">FCRD54</a> | Future Forensics                    | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |

## Level 6

| Module Code            | Module Title                       | Credits | Assessment                      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|------------------------|------------------------------------|---------|---------------------------------|-------------------|-------------------------|-----------------------------------|
| <a href="#">CRIHP1</a> | Criminology Honours Project        | 40      | 100% Coursework                 | Semester B        | Compulsory              | Non-<br>Condonable                |
| <a href="#">FCRH52</a> | Advance forensic analysis          | 20      | 100% Practical                  | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRH54</a> | Case Assessment and Interpretation | 20      | 50% Coursework<br>50% Exam      | Semester A        | Compulsory              | Condonable                        |
| <a href="#">FCRH55</a> | Forensic Anthropology              | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |
| <a href="#">FCRH53</a> | Crime Scene Management             | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |

Key: Semester X = A & B

## Part Time

### Level 4 – Year 1

| Module Code | Module Title                       | Credits | Assessment                      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|-------------|------------------------------------|---------|---------------------------------|-------------------|-------------------------|-----------------------------------|
| FCRC52      | Forensic Science                   | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |
| FCRC55      | Introductory<br>Scientific Studies | 20      | 50% Exam<br>50% Practical       | Semester A        | Compulsory              | Condonable                        |
| FCRC56      | Anatomy and<br>Physiology          | 20      | 50% Exam<br>50% Practical       | Semester A        | Compulsory              | Condonable                        |

### Level 4 – Year 2

| Module Code | Module Title                                    | Credits | Assessment                      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|-------------|---|---------|---------------------------------|-------------------|-------------------------|-----------------------------------|
| FCRC51      | Introduction to<br>Crime Scene<br>Investigation | 20      | 50% Coursework<br>50% Practical | Semester A        | Compulsory              | Condonable                        |
| FCRC54      | Forensic<br>Documentation                       | 20      | 100% Coursework                 | Semester B        | Compulsory              | Condonable                        |
| FCRC53      | Forensic Trace<br>analysis                      | 20      | 50% Coursework<br>50% Practical | Semester B        | Compulsory              | Condonable                        |

### Level 5 – Year 3

| Module Code | Module Title               | Credits | Assessment                      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|-------------|----------------------------|---------|---------------------------------|-------------------|-------------------------|-----------------------------------|
| FCRD51      | Crime Scene<br>Photography | 20      | 100% Practical                  | Semester A        | Compulsory              | Condonable                        |
| CRID55      | Criminal Law               | 20      | 100% Coursework                 | Semester A        | Compulsory              | Condonable                        |
| FCRD53      | Forensic Biology           | 20      | 50% Coursework<br>50% Practical | Semester A        | Compulsory              | Condonable                        |

### Level 5 – Year 4

| Module Code | Module Title                              | Credits | Assessment      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|-------------|---|---------|-----------------|-------------------|-------------------------|-----------------------------------|
| FCRD52      | Mass Disaster<br>Victim<br>Identification | 20      | 100% Coursework | Semester A        | Compulsory              | Condonable                        |
| FCRD54      | Future Forensics                          | 20      | 50% Coursework  | Semester B        | Compulsory              | Condonable                        |

|        |                  |    |                                 |            |            |            |
|--------|------------------|----|---------------------------------|------------|------------|------------|
|        |                  |    | 50% Practical                   |            |            |            |
| FCRD55 | Research Methods | 20 | 50% Coursework<br>50% Practical | Semester B | Compulsory | Condonable |

#### Level 6 – Year 5

| Module Code | Module Title              | Credits | Assessment                      | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|-------------|---------------------------|---------|---------------------------------|-------------------|-------------------------|-----------------------------------|
| FCRH52      | Advance Forensic Analysis | 20      | 100% Practical                  | Semester A        | Compulsory              | Condonable                        |
| FCRH53      | Crime Scene Management    | 20      | 50% Coursework<br>50% Practical | Semester A        | Compulsory              | Condonable                        |
| FCRH55      | Forensic Anthropology     | 20      | 50% Coursework<br>50% Practical | Semester A        | Compulsory              | Condonable                        |

#### Level 6 – Year 6

| Module Code | Module Title                       | Credits | Assessment                 | Semester/<br>Term | Compulsory/<br>Optional | Condonable/<br>Non-<br>Condonable |
|-------------|------------------------------------|---------|----------------------------|-------------------|-------------------------|-----------------------------------|
| FCRH54      | Case Assessment and Interpretation | 20      | 50% Coursework<br>50% Exam | Semester A        | Compulsory              | Condonable                        |
| CRIHP1      | Criminology Honours Project        | 40      | 100% Coursework            | Semester X        | Compulsory              | Non-<br>Condonable                |

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table 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.

#### Threads Level 4

| Module Code | Module Title                              | Thread         |
|-------------|---|----------------|
| FCRC51      | Introduction to Crime Scene Investigation | 1, 3, 7, 9     |
| FCRC52      | Forensic Science                          | 1, 4, 8, 9, 10 |
| FCRC53      | Forensic Trace analysis                   | 8, 9           |
| FCRC54      | Forensic Documentation                    | 7, 8, 9,       |
| FCRC55      | Introductory Scientific Studies           | 1, 9, 10       |
| FCRC56      | Anatomy and Physiology                    | 3, 9, 10       |

#### Threads Level 5

| <b>Module Code</b> | <b>Module Title</b>                 | <b>Thread</b> |
|--------------------|-------------------------------------|---------------|
| CRID55             | Criminal Law                        | 2, 4, 8       |
| FCRD51             | Crime Scene Photography             | 9             |
| FCRD52             | Mass Disaster Victim Identification | 1, 2, 4, 9    |
| FCRD53             | Forensic Biology                    | 8, 9, 10      |
| FCRD55             | Research Methods                    | 1, 7, 8       |
| FCRD54             | Future Forensics                    | 1, 2, 5, 6    |

## Threads Level 6

| Module Code | Module Title                       | Thread                |
|-------------|------------------------------------|-----------------------|
| CRIHP1      | Criminology Honours Project        | 1,2, 3, 4, 5, 6, 7, 8 |
| FCRH52      | Advance forensic analysis          | 1, 2, 3, 4, 7, 8      |
| FCRH53      | Crime Scene Management             | 1, 2, 3, 8, 9         |
| FCRH54      | Case Assessment and Interpretation | 3, 6, 7, 8            |
| FCRH55      | Forensic Anthropology              |                       |

1: Critical theory, research perspectives, skills for learning, professionalism and employability

2: Understanding the impact of public policy, social policy and politics on delivering and researching forensic investigation and crime and criminal justice

3: The role of autonomy in decision making in terms of forensic investigation and criminal justice policy

4: The challenges facing society in relation to forensic investigation and crime including environmental issues

5: Identity, culture and media in relation to forensic investigation and crime

6: The role of individuals, communities and governments in relation to forensic investigation and crime and deviance

7: Language for communication, including effective workplace communication

8: The centrality of ethics in delivering and researching forensic investigation and criminology and criminal justice policy

9: The use of appropriate technical skills including but not restricted to laboratory skills in forensic investigation

10: An appreciation of the role of hard and natural science to the development of practice in Forensic Investigation

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

N/A

### **12. Professional Advisory Group**

There is a PAG set up in conjunction with BA (Hons) Criminology and BA (Hons) Criminology and Psychology.

### **13. Academic Progression Opportunities**

Graduates with appropriate aptitude have the potential to progress to postgraduate MRes or PhD degrees.

### **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.

### **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:

- Personal Development Tutor for every 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.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

## **17. Other Stakeholder Feedback**

"I enjoy the scientific side, learning about the little nit bits of information and facts which can be used in real life. I'm developing academically on this course, I'm learning in new and interesting ways and it has helped me in producing Powerpoint and other documents."

"This course is challenging and I enjoy the extensive amount of knowledge being shared by my lecturers. I'm furthering my knowledge and personally the course has focused me more."

"This is a fascinating course which gives you insight into forensic practise and the law relating to forensics too. It has allowed me to discover my interests in forensics and has been an eye opener in terms of the career I want after this degree."

"We have the opportunity to learn and practice different aspects of the job including crime scene photography. We also learn about the science behind the processes such as forensic biology. I've developed my report writing by writing forensic lab reports and have the opportunity to do a research placement with the Pathology Dept at Derriford Hospital which will give me very beneficial experience."

## **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.



