Programme Specification
Definitive Document
1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4, 5 & 6
1.6 Programme Title:	Forensic Investigation
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Health, Wellbeing and Social Sciences
1.9 HECoS Code:	100388
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	FRIN
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/ PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Forensic Science (2022)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework, The CSFS.
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	N/A
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	October 2024
1.21 Date of Commencement:	September 2025
1.22 Review Date:	By August 2031

2. Programme Outline

BSc (Hons) Forensic Investigation offers an opportunity for students to develop skills in the location, collection, storage, analysis, interpretation and presentation of evidence within a criminal investigation setting. This programme aims to deliver a different experience to many forensic undergraduate degree programmes available elsewhere in that it bases more modules on the collection and handling of evidence. Although there are less laboratory-based modules

than other programmes, they are directly linked into the practical evidence gathering and investigative modules.

The forensic evidence team are experienced practitioners in the field of forensic investigation and are able to deliver up to date and realistic teaching which is connected to real-world experience, as well as the academic teaching, to add a good foundation to the knowledge of the students undertaking the programme. The use of the facilities on site, such as the Crime Scene House and laboratories is supplemented by the use of outdoor spaces on campus as well as other outdoor areas off campus, including a court room for mock court assessments.

The Forensic Investigation programme involves regular practical sessions throughout the whole of the programme. These sessions help to build up the students' skills and help to prepare them for the careers which they choose to undertake after graduation. The programme also aims to develop life skills for the students, such as photography, public speaking, teamworking, digital skills and communication through a number of mediums. Part of the communication skills which are developed will be the ability to interview effectively in different circumstances such as witnesses, victims and suspects.

The programme will be supplemented by the use of guest lecturers who will be specialists in their fields and be able to give students input into these fields in a contemporary way, especially in a field which is constantly updating.

There will be a possibility for students to move to either the BA Criminology programme or BSc Criminology with Forensics, following discussion and agreement of both Programme Leaders. Natural transition points are at the end of Semesters A and B in year 1 and the end of Semester A in year 2.

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 Investigation processes, giving students real-world experiences suitable for future employment and a sustainable career development pathway.

Sustainability in relation to aspects of well-being and quality of life as well as cultural, ecological and social issues are integral in the study of Forensic Investigation. Students will learn about the careful handling of chemicals and laboratory equipment, which includes the safe disposal of various substances. Students will experience the efficient use of consumables so that they have minimal impact on the environment through wastage. A number of items will be recycled and utilized in the setting up of crime scenes as props or for the examination of evidence, such as mobile phones. Students will learn about the impact on their environment, both in a laboratory environment and also in outdoor environments.

3. Distinctive Features

- A practical approach to learning with crime scene investigation practicals to give students first-hand experiences of the industry.
- Onsite laboratories, Crime Scene House, outside locations and simulation of industry-specific scenarios.
- A learning experience that leads the student from seizure of evidence, through correct

handling and documentation, to laboratory analysis and courtroom reporting.
- A multidisciplinary approach to learning content across a broad spectrum of forensic topics.
- Teaching of life skills such as – giving evidence in a court setting, photography, lab work and protocols and research will enable students to demonstrate many positive competencies which can be useful in everyday life.
- Teaching of interviewing skills and techniques such as interviewing witnesses, victims and suspects, which is difficult to learn outside of criminal justice agencies.
- Teaching by staff with significant experience in the field of how things work in the real world, using up to date techniques and following current policies and procedures.

4. Programme Aims

The overall aim of the programme is to ensure that students are trained in the essential elements of forensic investigation - crime scene investigation, laboratory analysis and interpretation, interviewing skills and the 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 (2022) and Interpretation, Evaluation and Presentation of Evidence (IEPE) protocols as acknowledged by 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, through investigation and on to court delivery.
- Enable students to acquire the relevant knowledge and skills appropriate to Crime Scene Investigators.
- 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 investigation in the form of laboratory analysts, reporting officers, investigating officers or crime scene investigators. Therefore, our teaching and content delivery will depend heavily on crime scenes, forensic laboratory work, investigation 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 graduates with investigation experience are in demand.

5. Programme and Level Learning Outcomes

Level 4 Learning Outcomes

Knowledge & understanding:

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

1. Knowledge of what constitutes evidence and the different types of crime scene.
2. Knolwedge of the legislation and regulations, including the points to prove and defences for criminal offences.
3. Knowledge of essential facts, concepts, principles and theories relating to the forensic analysis of evidence.
4. The ability to differentiate between different types of trace evidence type, characteristics and contexts.

Intellectual skills:

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

5. An accurate interpretation of evidence at a crime scene and the ability to determine the requirement for further examination whilst avoiding cross-contamination.
6. An understanding of the criminal justice system and what is required to successfully prosecute a case.
7. The ability to interpret and comprehend scientific information and case study analysis in line with the Forensic Science Regulator standards.
8. The ability to correctly collate and interpret the results of laboratory examinations.

Practical skills:

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

9. Practical skills in the retrieval, handling and processing of evidence at a crime scene.
10. Practical laboratory skills in relation to the examination of evidence in a laboratory environment.
11. The use of laboratory protocols with regard to health and safety and the avoidance of cross-contamination.
12. The safe and effective use of a range of equipment and techniques, both in the crime scene and laboratory.

Transferable / key skills:

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

13. The ability to effectively communicate processes undertaken in the examination of a crime scene both orally and in writing.
14. An understanding of the interpretation of evidence and being able to communicate this interpretation through reasoned argument.
15. An ability to problem solve within crime scene and laboratory settings.
16. The ability to undertake an effective risk assessment for both crime scene and laboratory settings.
17. 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 5 Learning Outcomes

Knowledge & understanding:

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

1. The ability to critically assess a crime scene in order to successfully and safely process the evidence therein following correct policies and procedures.
2. The ability to correctly evaluate a set of human remains to formulate a biological profile.
3. An understanding of the different processes involved in the seizing of digital evidence and the protocols in securing such evidence to prevent interference.
4. The knowledge of how a DNA profile is generated and interpreted in practice with regards to criminal investigations.

Intellectual skills:

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

5. The ability to review, synthesise and evaluate literature in relation to a research question.
6. The application of the principles of forensic taphonomy to interpret post-mortem changes in outdoor environments.
7. The ability to identify and apply correct anatomical and osteological terminology relating to the examination of human remains.
8. The ability to critically assess a range of evidence and understand factors which could undermine such evidence when presented.

Practical skills:

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

9. A competency in the use of photographic equipment in a number of different crime scene environments.
10. The ability to conduct forensic archaeological investigations in an outdoor setting, including excavation and recording methods.
11. The competency to use more complex laboratory equipment and techniques and interpret the results obtained.
12. The ability to retrieve digital evidence from a range of digital devices, following the correct protocols.

Transferable / key skills:

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

13. The ability to analyse data using appropriate statistical tests leading to the creation of a well-defined research project hypothesis.
14. The ability to present evidence and knowledge of forensic investigative techniques in a courtroom setting.
15. The ability to create a well-constructed photograph album to present as evidence of a crime scene.
16. The ability to present clear and concise reports interpreting and evaluating evidence obtained from both the crime scene and laboratory.
17. 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

Programme Level 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 and legal parameters, 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. An advanced understanding of investigative techniques, including evidence and investigative evaluation and interviewing techniques.
6. 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:

7. An ability to manage evidence at a crime scene to a professional level.
8. An advanced understanding of the retrieval and documentation protocols associated with evidence retrieval at a professional and industry-standard level.
9. 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.
10. An ability to apply an investigative mindset to varied situations.
11. 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:

12. An 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.
13. A professional level of understanding of safe working practices (personal safety, safety of team members and others present).
14. A professional level of laboratory skills and appropriate critical and analytical methods to approach complex problems, formulate hypotheses and apply statistical testing.
15. The ability to record observations and experimental methodology in the form of structured notes (including photography) in a logical, comprehensive, professional and contemporaneous manner.
16. 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.
17. The ability to evaluate evidence at different stages of an investigation and plan further investigations including the ability to plan and implement effective interview strategies.

Transferable / key skills:

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

18. 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.
19. Advanced Information retrieval skills in relation to primary and secondary sources of information.
20. Communication and digital literacy skills effectively and in a professional manner.
21. Advanced skills of time planning and management.
22. The ability to plan and implement interview techniques dependent on the role of the participant.
23. 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.
24. 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.

6. Learning and Teaching Methods

The pedagogy for the Forensic Investigation programme is modelled on pedagogic principles designed to be enabling and responsive to the needs of the students on their academic journey. They also underpin and support the central tenets of the Model for Educational Gain. These principles also recognize the changes in the wider demand for more collaborative and creative skills required worldwide in the workplace.

Flexible – Due to the different learning opportunities through practical sessions in the crime scene house and outdoor areas as well as the structured teaching sessions in the classrooms, there is great deal of flexibility for the students to learn and be assessed. The different assessment methods are designed to give students the opportunity to demonstrate specific skills sets as well as develop new skills throughout the programme.

Experiential & Reflective – The use of 'real world' situations enables the students to develop real practical skills which are based around the actual working practices and policies of those agencies within the criminal justice and forensic industry. The use of local spaces such as outdoor areas. There is regular feedback during the regular practical sessions and students are also put in a position to support each other in pairs and small groups.

Critical – The programme is heavily based on problem-based learning and inquiry-based learning, enabling the students to critically reflect on their own learning and development in a variety of settings. This reaches its climax in the research-led honours project, which requires extensive research and critical analysis of the specific subject they are exploring.

Active & Collaborative – Students have a great range of activities to undertake in the programme. The programme is specifically developed around active learning, which has been shown to have a significant impact on student learning. The use of peer support in the practicals helps the students to learn effectively and potentially enhance attainment, as some studies have shown.

The programme re-visits skills learned in previous levels which helps to reinforce them whilst also demonstrating to the student that they have reached particular levels and are then developing their skills set further.

As well as specific investigative, scientific and laboratory-based learning and teaching, there are 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.

The following are the learning and teaching methods used within the programme:

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.
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. Case studies also incorporate Case Law in a court setting and the interpretation of the facts of a case.
Crime Scene House Practical Sessions	Learning which takes place within the Crime Scene House, usually through demonstration of gathering, interpreting and analyses of evidence.
Directed Study and Reading	Specific reading or audio/visual task set by the lecturer for students.
Enhanced Training	Specially selected professional workshops.
Fieldwork Practical Sessions	Learning which takes place outdoors, utilising various locations to give students a realistic experience of the challenges of gathering, interpreting and analyses of evidence in more hostile environments.
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 learning space materials. A virtual forum on the Learning Space, 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.
Mock Court	A court room setting where students practice giving evidence in court as an Expert Witness.
Outdoor Practical Sessions	Learning which takes place outdoors, utilising various locations to give students a realistic experience of the challenges of gathering, interpreting and analyses of evidence in more hostile environments.
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.

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 further enhanced by incoming specialists in their field such as digital forensics experts and fire investigators. Due to the practical nature of many of the sessions, there is a constant stream of feedback for the students to help enhance their learning and practical skills.

The programme is taught by experts in their field and 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 online 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 practically and effectively 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 types of learning and assessment are also valuable in demonstrating to employers the skills which are required for specific roles in the field, which are difficult to obtain outside those organisations. 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.

Method	Description
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.
Case Review	To review a piece of case law and critically assess the decision made around that case including the interpretation of the facts and then propose a point of view regarding that decision.
Development Plan	This is a piece of written work where the students look at their field of study and analyse where they currently fit within that field and what they need to develop in their own knowledge, skills and abilities in order to enter the workplace in the most

	effective way.
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.
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.
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.
Photograph Album	A selection of photographs submitted in an album which demonstrates the key evidence in a crime scene.
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 or the preparation of a case file for presentation of an investigation.
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 a number of different types including - Streamlined Forensic Report (SFR), Full interpretive activity level statement, witness/victim statement.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

Due to the sensitive nature of forensic investigation, there are limitations on where students can gain experience in the specific field itself. However, students will be provided with the opportunity to take an active part in volunteering positions with the police and other associated organisations where they will be able to experience aspects of work in the criminal justice system. This will enable them to get a 'hands-on' feel for employability options and allow them to discuss with current employees the plusses and minus of careers within the broadly defined criminal justice system.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRC51	Introduction to Crime Scene Investigation	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
FCRC52	Forensic Science	20	60% Coursework 40% Coursework	Semester A	Compulsory	Condonable
FCRC53	Anatomy and Physiology	20	60% Practical 40% Examination	Semester A	Compulsory	Condonable
FCRC54	Forensic Trace Analysis	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
FCRC55	Impression Evidence	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
CRIC04	Criminal Law	20	50% Coursework 50% Examination	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRD51	Forensic Anthropology	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
CRID06	Research Methods	20	60% Coursework 40% Coursework	Semester A	Compulsory	Condonable
FCRD53	Digital Forensics	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
FCRD54	Outdoor Investigations	20	70% Practical 30% Coursework	Semester B	Compulsory	Condonable
FCRD52	Forensic Biology	20	70% Practical 30% Practical	Semester B	Compulsory	Condonable
FCRD55	Crime Scene Photography	20	100% Practical & Coursework	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRHP2	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
FCRH51	Specialised Forensics	20	60% Coursework 40% Coursework	Semester A	Compulsory	Condonable
FCRH52	Case Assessment & Interpretation	20	50% Examination 50% Practical	Semester A	Compulsory	Condonable
FCRH53	Practical Policing Investigation	20	70% Coursework 30% Coursework	Semester B	Compulsory	Condonable
FCRH54	Mass Disaster Victim Identification	20	50% Practical 50% Coursework	Semester B	Compulsory	Condonable

Part Time
Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRC51	Introduction to Crime Scene Investigation	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
FCRC54	Forensic Trace Analysis	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

CRIC04	Criminal Law	20	50% Coursework 50% Examination	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRC52	Forensic Science	20	60% Coursework 40% Coursework	Semester A	Compulsory	Condonable
FCRC53	Anatomy and Physiology	20	60% Practical 40% Examination	Semester A	Compulsory	Condonable
FCRC55	Impression Evidence	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRD51	Forensic Anthropology	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
FCRD53	Digital Forensics	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
FCRD55	Crime Scene Photography	20	100% Practical & Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRID06	Research Methods	20	60% Coursework 40% Coursework	Semester A	Compulsory	Condonable
FCRD54	Outdoor Investigations	20	70% Practical 30% Coursework	Semester B	Compulsory	Condonable
FCRD52	Forensic Biology	20	70% Practical 30% Practical	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable

FCRH52	Case Assessment & Interpretation	20	50% Examination 50% Practical	Semester A	Compulsory	Condonable
FCRH53	Practical Policing Investigation	20	70% Coursework 30% Coursework	Semester B	Compulsory	Condonable
FCRH54	Mass Disaster Victim Identification	20	50% Practical 50% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCRH51	Specialised Forensics	20	60% Coursework 40% Coursework	Semester A	Compulsory	Condonable
FCRHP2	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable

Educational Gain is the knowledge, skills, attributes and experiences students take with them as they complete their programmes of study. Marjon Educational Gain Model (MEG) supports students in their personal and professional development, it provides a way to communicate externally the distinctiveness of a Marjon graduates' achievements and provides a structure to evidence educational gain for institutional and regulatory reporting. Marjon students gain across eight 'Graduate Attributes' that are specific to the Marjon student experience and contextualised through the subject they are studying. The table below shows where the Marjon graduate Attributes are covered through the programme.

The 'Graduate attributes' act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme. They articulate 'Educational gain' which can be seen both as:

- Individual benefits for students through their acquisition of knowledge, skills and attributes, and
- Collective benefits for society; in this dimension, educational gains are seen as social and community goods, contributing to goals such as social mobility, sustainability, social cohesion and social justice.

Level 4

Module Code	Module Title	Graduate Attribute
FCRC51	Introduction to Crime Scene Investigation	1, 2, 3, 4, 5, 6, 7, 8
FCRC52	Forensic Science	1, 2, 3, 5, 6, 7, 8
FCRC53	Anatomy and Physiology	1, 2, 3, 4, 5, 6, 7, 8
FCRC54	Forensic Trace Analysis	1, 2, 3, 5, 6, 7, 8
FCRC55	Impression Evidence	1, 2, 3, 5, 6, 7, 8
CRIC04	Criminal Law	1, 2, 3, 4, 8

Level 5

Module Code	Module Title	Graduate Attribute
FCRD51	Forensic Anthropology	1, 2, 3, 4, 5, 6, 7, 8
FCRD52	Forensic Biology	1, 2, 3, 5, 6, 7, 8
FCRD53	Digital Forensics	1, 2, 3, 5, 6, 7, 8
FCRD54	Outdoor Investigations	1, 2, 3, 5, 6, 7, 8
CRID06	Research Methods	1, 2, 3, 5, 6, 7, 8
FCRD56	Crime Scene Photography	1, 2, 3, 5, 6, 7, 8

Level 6

Module Code	Module Title	Graduate Attribute
FCRH51	Specialised Forensics	1, 3, 4, 6, 8
FCRH52	Case Assessment and Interpretation	1, 2, 3, 4, 5, 7, 8
FCRH53	Practical Policing Investigation	1, 2, 3, 4, 5, 6, 7, 8
FCRH54	Mass Disaster Victim Identification	1, 2, 3, 4, 5, 6, 7, 8
FCRHP2	Honours Project	1, 2, 3, 4, 5, 6, 7, 8

1. Sustainable Citizenship
2. Disciplinary Expertise
3. Professional
4. Inclusive & Collaborative
5. Critical & Creative
6. Digitally Literate
7. Enquiring & Analytical
8. Active Engagement

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

N/A

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

The programme places students in an excellent position to apply for post graduate taught programmes in the social sciences but specifically criminology or associated disciplines and postgraduate research programmes such as MRes, M.Phil/Ph.D. Additionally the skills, knowledge and values that the students will gain, when successful, during the programme will enable them to be in a positive position if they wish to apply for further study in fields such as civil service, education, social work and health careers.

14. Employability and Career Progression Opportunities

A wide range of investigative and forensically based career opportunities are available, including Policing and law enforcement (e.g. Ministry of Defence Police, Security companies, Customs and Excise, Border Force), Home Office investigators, Forensic analytical laboratories, Private Investigators, Insurance Investigation, Standards and testing laboratories, R&D, Victim support, Rehabilitation and probation, Crown Court Investigation, Lawyer, Teacher/Lecturer.

The skills which the students will develop throughout the programme will be transferrable into a career pathway in the field, or into other pathways. The use of practical assessment is more appealing to employers today as it demonstrates a wider skills set and also helps to develop a higher level of confidence for the student. The field of forensics continues to grow with more emphasis being placed on forensic evidence in criminal justice cases. This means that the market for those trained in forensic evidence is likely to remain buoyant.

Skills developed will include:

- 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).
- Students will be able to investigate digital devices and understand what information is stored on them, in what format and how to retrieve such data successfully.
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. Learning Space, 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).

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. The practical sessions will involve continual feedback throughout the session.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations, programme voice panels and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Current students, staff, professionals within associated industries and the previous 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.

The staff's connections to the police and forensic service providers as well as forensic equipment suppliers mean that the staff maintain up to date knowledge. In speaking to investigators within the police, digital forensics gatekeepers and managers and crime scene investigators, the current working practices are observed as well as confirming skill requirements for those roles.

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