

Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

1. Course Summary

Names of programme(s) and award title(s)	MSci Forensic and Analytical Investigation MSci Forensic and Analytical Investigation with International Year (see Annex A for details)
Award type	Integrated Masters
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Duration	4 years 5 years with International Year between years 2 and 3
Location of study	Keele University – main campus
Accreditation (if applicable)	This programme is accredited by the Chartered Society of Forensic Sciences. For further details see the section on Accreditation.
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2019/20 is £9,250* International students: Fee for 2019/20 is £15,835** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Please refer to the Additional costs section

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is an Integrated Masters programme?

Integrated master's awards - which are common in science, mathematics and engineering - are delivered through a programme that combines study at the level of a bachelor's degree with honours with study at master's level. As such, a student graduates with a master's degree after a single four-year programme of study.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

The Integrated Masters programme described in this document builds upon the three year Single Honours Forensic Science programme by adding a fourth year in which students study modules at an advanced level.

3. Overview of the Programme

This four year undergraduate Masters programme aims to provide its graduates with a broad education in the core areas of forensic science, together with a sound theoretical and practical understanding of those analytical techniques that are of particular importance, not only to the analysis of forensic evidence, but also are applied to a wider range of materials within business and industry more generally.

The core curriculum encompasses key topics in forensic chemistry, analytical science, forensic biology and criminalistic science. This is complemented by study of the overarching forensic process, from the crime scene to the court which includes some emphasis on professional practice and an understanding of the roles of the crime scene investigator and the forensic scientist as an expert witness in the court.

Laboratory work features strongly across all years of the programme both to enable students to better understand the application of theoretical principles and to acquire a wide range of practical skills, including, in particular, the use of analytical instrumentation. Skills development is expanded, to include, in addition, a wide range of transferrable skills, through the team project in year 3 and the individual extended project all students undertake in the final year of the programme.

4. Aims of the Programme

The broad educational aims of the programme are informed by the QAA Benchmark Statement for Forensic Science and are given here according to three generic categories:

Knowledge

Overall the programme aims to:

- engender and develop an enthusiasm for forensic and analytical science and provide an intellectually stimulating and beneficial learning experience
- provide an education to master's level in key areas of analytical science, forensic chemistry, forensic biology and criminalistics
- enable development of a deep knowledge and experience of techniques relevant to the forensic and analytical sciences and their practical application across a range of relevant materials and samples
- engender a sound understanding of continuity of evidence and how the crime scene, the laboratory and the court contribute to the forensic and legal process
- foster a critical awareness of and engagement with current methods and techniques within the forensic and analytical sciences, some of which are at, or informed by, the forefront of the discipline

Skills

The programme will provide all students with opportunities to:

- develop practical, analytical, problem-solving and quantitative skills, including those related to experimental data analysis and the evaluation of evidence, within the forensic and analytical sciences, to master's level
- develop written and oral reporting skills to a level appropriate to the professional forensic or analytical scientist and the ability to convey scientific outcomes to non-scientists
- research, devise, plan, execute and report on an original investigation or research project within the discipline, both as an individual and as part of a team

Employment

The programme will enable all students to:

- acquire a clear understanding of the context within which the professional forensic scientist operates and recognition of the constraints and opportunities which that implies, including legal and ethical issues
- develop subject-specific knowledge and a range of technical and transferrable skills to enable entry to professional employment or doctoral level study
- develop a range of generic skills appropriate to the professional scientist including the ability to engage in independent learning appropriate to continuing professional development

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Describe and explain in depth the principles of forensic chemistry, criminalistic science, analytical science and selected topics in forensic biology and possess competence in applying these principles to appropriate areas of the discipline.
- Critically assess a wide range of instrumental and other techniques relevant to the forensic and analytical sciences and use them competently to analyse a range of relevant materials and with regard to quality assurance issues
- Solve problems within forensic science by drawing on their scientific understanding and knowledge, and experience of experimental techniques
- Maintain an awareness of and engagement with current methods and techniques within the forensic and analytical sciences, some of which are at, or informed by, the forefront of the discipline
- Describe the place of forensic science within the legal framework and the role of the expert witness in court
- Engage effectively with the research literature across forensic and analytical science, use it to advance their understanding and apply it in practice
- Describe the legal and ethical issues which constrain the practice of the professional forensic or analytical scientist

Subject specific skills

Successful students will be able to:

- Execute practical work and critically analyse the results from experiments or investigations and draw valid conclusions.
- Interpret and evaluate the significance of the results of a forensic investigation in the context of the circumstances of the crime, using appropriate statistical tools
- Prepare a written statement of expert testimony and defend it under cross-examination in a court setting
- Research, devise, plan, execute and report on an original investigation or research project within the discipline, both as an individual and as part of a team
- Work safely in the laboratory and manage risk assessments and other practices in a competent fashion.

- Select and utilise appropriate software, databases and other digital resources for the analysis and interpretation of instrumental and other laboratory data.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Solve familiar, unfamiliar and complex problems with self-direction and originality, by clearly formulating the problem, identifying the key issues and generating different approaches to its solution
- Analyse, synthesise and summarise data and information critically and appreciate its limitations
- Assess the merits of contrasting theories, explanations and strategies
- Make critical judgements by acquiring a range of evidence and information then formulating and testing hypotheses
- Present complex concepts and information in a clear and concise manner, both orally, in writing and by other means and to interact and communicate effectively within a wide range of professional environments, including to non-scientific audiences
- Work both independently and as part of a team, to plan, organise and perform work efficiently and conscientiously in a timely way, and meet appropriate deadlines
- Take responsibility for their own learning and develop a habit of critical reflection upon that learning
- Utilise a wide range of ICT skills, including the use of databases, software packages and modern methods of communication
- Work within an ethical framework and according to ethical, honest and acceptable practices
- Develop confidence in their own understanding and skills as well as a self-critical attitude to their own work and achievements
- Develop an adaptable and flexible approach to study, work and work-life balance
- Identify and work towards targets for ongoing professional development

Keele Graduate attributes

Keele University identifies attributes that characterise its graduates due to its distinctive curriculum. The Forensic Investigation and Analysis programme structure, content, delivery and intended learning outcomes are designed to enable students to develop these attributes, balancing specialist and expert knowledge with a broad outlook and independent approach. The programme is strongly aligned with the key aspects of Keele's distinctive curriculum; interdisciplinarity, sustainability, internationality and employability.

- Forensic Science is inherently interdisciplinary as it utilised the principles and practices of many core sciences, including chemistry, biology, physics and statistics, and applies these to the study of physical evidence.
- Awareness of sustainability is central to the work of laboratory scientists and the forensic scientist is no exception. Forensic scientists need to ensure their organisations, facilities and practices conform to good sustainability guidelines, including the life-cycle of instrumentation, and energy and resource efficient laboratory infrastructure and practices. Analytical scientists contribute strongly to the monitoring of products and the environment to ensure the safety of living organisms and the sustainability of our environment.
- Crime is an international activity and forensic scientists across the globe collaborate and interact both in research and in professional practice. Although procedures and practices vary across legal jurisdictions, there is an increasing need to spread best practice and standardise scientific methods, continuity of evidence and evaluative processes in order to best serve the needs of criminal justice.

Forensic science graduates are first and foremost scientists, with a broad scientific knowledge and skills. They are problem-driven, experienced in calling upon the concepts, understanding and practices derived from the core sciences, to solve problems often of an investigative or analytical nature. They then have to interpret their findings and report to an educated but often non-scientific audience such as the police services or the legal profession. Such skills are appropriate and highly sought-after in most scientific occupations outside the forensic arena. In this way, this programme develops key employability skills for a broad range of scientific professions, as well as for other roles within science-based businesses and organisations.

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment are designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Lectures, including those from guest speakers from the profession
- Tutorials
- Practical laboratory classes
- Practical simulated crime scene examination (indoor and outdoor)
- Problems classes
- Oral presentations
- Poster presentations
- Presentation and cross-examination in a mock court setting
- Mini-projects
- Group/ team work
- Independent project work
- Literature research tasks
- Expert witness statement preparation
- Case studies
- Workshops
- Problem-based learning
- Directed reading
- Independent study
- Use of e-learning/the Keele Learning Environment (KLE) (Blackboard)

The lectures describe, explain and map out the academic content of modules as well as engendering and developing an enthusiasm for forensic and analytical science. Through examples and case studies discussed in the lectures, students develop critical skills in reviewing ideas, principles and applications. Informal tutorials provide occasional small group support to material discussed in lectures and problem classes have a dual role, firstly in enabling students to apply theoretical ideas to new problems and secondly, to allow the tutor to provide formative feedback on the students' learning during these activities.

Forensic and analytical sciences are laboratory-based disciplines and practical work is closely tied to the lectures thus enabling students to gain competence and confidence in the investigation and analysis of forensic evidence, using laboratory instrumentation as well as developing a critical awareness of the range of techniques available, their capabilities and limitations. Students working in the laboratory quickly gain an understanding of health and safety issues, manage risk assessments, maintaining accurate and informative laboratory notes and working with others in a safe and productive fashion. In a similar way, through small-group, tutor-guided exercises and team-led investigations in indoor and outdoor simulated crime scenes, students apply the principles and procedures of

crime scene investigation to novel incidents, develop practical skills and learn how to implement a forensic strategy and ensure a rigorous chain of custody.

In working with laboratory data, students develop skills and confidence in data analysis, the use of software tools and databases and in communicating the outcomes of such work in the form of reports, oral presentations and as conference posters. They will also develop skills in working within small groups of various sizes in laboratory mini-projects, CSI teams, a fieldwork exercise and a large scale team project.

In preparing expert witness statements and through the presentation and cross-examination within the mock court, students develop understanding of the place of the forensic and investigative sciences within the legal framework, the role of the expert witness in court and some of the legal and ethical issues which constrain the practice of the professional forensic scientist.

By engaging in literature research tasks and through directed reading, students will advance their own understanding of the discipline, develop critical abilities, appreciate the limitations of information and assess the merits of contrasting theories, explanations and strategies. Through working on all assignments, students will develop organisational skills, efficient working practices and the ability to meet appropriate deadlines.

Through project work, students will research, devise, plan, execute and report on an original investigation within the discipline either as an individual or as part of a team. They will work safely in the laboratory and engage in ethical, honest and acceptable practices throughout. At level 6 the team project focuses on developing these skills within the context of the research aims of the group as a whole and team members will be encouraged to engage with and support each other to facilitate the achievement of these aims. At level 7 the project work is undertaken on an individual basis with the expectation that each student will continue to develop as an independent learner, with supervisory support.

Throughout the programme students will undertake independent study that will require them to develop an adaptable and flexible approach to study, work and work-life balance. They will need to work towards identified targets for their own academic development, take responsibility for their own learning and thereby develop confidence in their own understanding and acquire a self-critical attitude to their own work and achievements. Consequently each student will develop practices which will enable them to engage with ongoing professional development throughout their careers.

All staff use the Keele Learning Environment to post learning resources for the modules on which they teach; these include lecture notes, module and laboratory handbooks, problem sheets, past exam papers, web-links to external resources, assignment briefs, assignment feedback and in some cases quizzes. Many staff also use the KLE for electronic submission of work, marking and feedback.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways.

7. Teaching Staff

There are a number of additional guest lecturers from the profession who contribute either a single or a short series of lectures, workshops or practical classes across the programme in topics such as crime scene examination, fire scene investigation and forensic anthropology. The Forensic Science academic staff have expertise and interests across the forensic and analytical sciences as well in chemistry and earth sciences. Most academic staff are active researchers in the forensic, analytical and chemical sciences and many have a distinguished track record in publication, the generation of grant income, industrial collaboration and as research journal reviewers. Several staff have particular interests in the development of teaching and learning methods within forensic and chemical sciences education and some are members of and active in the professional bodies for the forensic and chemical sciences. A number of staff are Fellows of the Higher Education Academy, have held Keele Teaching and Learning Awards and, within the School, several have been

awarded the University Teaching Excellence Award. Additionally, the majority of staff contribute to widening participation and science outreach activities, and have demonstrated innovation and good practice in teaching and learning to take into account the diverse needs of all students.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are three types of module delivered as part of your programme. They are:

- Compulsory modules – a module that you are required to study on this course;
- Optional modules – these allow you some limited choice of what to study from a list of modules;
- Elective modules – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	90	0	30	0	30
2	120	0	0	0	0
3	120	0	0	0	0
4	120	0	0	0	0

The MSci Forensic and Analytical Investigation is a four-year integrated master's programme. In addition to entry at year 1, it is possible to join this programme at years 2 or 3 as long as you are currently studying for a BSc Forensic Science or a combined honours programme that includes a specialism in forensic science in the final year. If you join this programme in year 1 you will study all the compulsory modules listed below. If you join from one of the routes listed above you may not study those modules marked with an asterisk depending on the year you transfer.

Module lists

Year 1 (Level 4)

Compulsory modules	Module Code	Credits	Semester
Forensic Science Principles	CHE-10039	15	Autumn
Chemical Science Principles	CHE-10038	15	Autumn
Cybercrime*	CSC-10042	15	Autumn
Understanding Crime*	CRI-10010	15	Autumn

Forensic Analysis	CHE-10037	15	Spring
Forensic Identification	CHE-10042	15	Spring
Optional modules	Module Code	Credits	Semester
Investigating Crime: Criminological Perspectives*	CRI-10014	15	Spring
Criminal Justice: Process, Policy, Practice *	CRI-10013	15	Spring

Year 2 (Level 5)

Compulsory modules	Module Code	Credits	Semester
Spectroscopy and Advanced Analysis	CHE-20011	15	Autumn
Forensic Genetics	CHE-20021	15	Autumn
Counterfeits, Fakes and Forgeries*	CHE-20077	15	Autumn
Forensic Taphonomy*	CHE-20063	15	Autumn
Drugs of Abuse	CHE-20012	15	Spring
Digital Forensics*	CHE-20042	15	Spring
Criminalistic Methods	CHE-20010	15	Spring
Forensic Anthropology*	CHE-20047	15	Spring

Year 3 (Level 6)

Compulsory modules	Module Code	Credits	Semester
Evaluation of Evidence: Explosives and Arson	CHE-30033	15	Autumn
Advanced Topics in Forensic Science	CHE-30035	15	Autumn
Forensic Geoscience	CHE-30034	15	Spring
Forensic Toxicology	CHE-30010	15	Spring
Forensic Science Team Project	CHE-30011	15	Both
Interpretation, Evaluation and Presentation of Evidence	CHE-30028	30	Both
Forensic Science Dissertation	CHE-30029	15	Both

Year 4 (Level 7)

Compulsory modules	Module Code	Credits	Semester
Research Skills for Analytical Science	CHE-40032	15	Autumn
Analytical Science: Principles and Practice	CHE-40030	30	Autumn
Forensic Evidence: At the Crime Scene and in the Court	CHE-40025	15	Spring
MSci Independent Project	CHE-40026	60	Both

For further information on the content of modules currently offered, including the list of elective modules, please visit: www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other

outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
know the underlying concepts in and principles of forensic and analytical science and an ability to evaluate and interpret these	Chemical Science Principles Forensic Science Principles Forensic Analysis Forensic Identification	End of module examinations Class tests Problems sheets Laboratory Proformas and Reports Practical examination Essay Oral presentation
use basic theories and concepts within forensic and analytical science to develop arguments, make judgements, and evaluate different approaches to solving problems		
know the underlying concepts in and principles of forensic and analytical science and an ability to evaluate and interpret these		
identify the major types of cyber-crime and implement counter-measures to protect against them; will be achieved by assessments	Cybercrime	End of module examination
describe and discuss the law relating to the major forms of cyber-crime		
identify and describe the technologies and processes that underpin today's information infrastructure		
recognise and describe the distinctive characteristics of criminology as a discipline in relation to other disciplines and other, everyday understandings of crime, including those communicated and informed by representations of crime in the media	Understanding Crime	Literature review End of module examination
recognise the relationships between crime and other social problems and between crime and victimisation and social divisions based on age, gender, class, ethnicity, sexuality and (dis)ability		
recognise the main theoretical traditions in criminology and		

illustrate their application in understanding different forms of crime		
recognise and illustrate the impact of processes of social change such as globalisation on crime and responses to it		
recognise different approaches to social scientific research (including comparative analysis) and their usefulness in investigating different forms of crime and victimisation		

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
to present, evaluate and interpret qualitative and quantitative data	Chemical Science Principles Forensic Science Principles	End of module examinations Class tests
operate a range of analytical equipment required for the analysis of forensic samples	Forensic Analysis Forensic Identification	Problems sheets Laboratory Proformas and Reports
analyse and develop solutions to straightforward scientific problems	Forensic Science Principles	Practical examination Essay
effectively carry out basic forensic practical techniques such as microscopy, fingerprinting and spectroscopic documents analysis		Oral presentation
carry out forensic science lab work including blood typing, DNA handling chromatography and electrophoresis	Forensic Identification	
use tools related to digital evidence gathering	Cybercrime	End of module examination
distinguish between the principal approaches to the measurement of crime and victimisation and appreciate their use in relation to different forms of crime	Understanding Crime	Literature review End of module examination
make use of research evidence, other data and some basic criminological theories in developing arguments and making judgements about criminological issues		
present written work in criminology in an appropriate scholarly style using the Harvard system of citation		

and referencing		
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Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
communicate the results of work accurately and reliably, with structured and coherent arguments	All outcomes delivered across all modules: Chemical Science Principles Forensic Science Principles Forensic Analysis Forensic Identification	End of module examinations Class tests Problems sheets Laboratory Proformas and Reports Practical examination Essay Oral presentation
operate a range of analytical equipment		
write scientific reports that describe the operation and outcome of a particular experiment		
orally present scientific concepts/data to a range of different audiences		
solve a range of problems		
show a working knowledge of the use of spreadsheets		

Year 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
know and critically understand the well-established principles of forensic and analytical science, their development, the limits of that knowledge and how that influences analyses and interpretations based on that knowledge	Criminalistic Methods Spectroscopy and Advanced Analysis Drugs of Abuse Forensic Genetics	End of module examinations Class tests Problems sheets Laboratory Proformas and Reports Practical examination Oral presentation
know the main methods of enquiry in forensic and analytical science and be able to critically evaluate different approaches to solving problems		
exercise personal responsibility and decision-making		
know and critically understand the well-established principles of forensic and analytical science, their development, the limits of that knowledge and how that influences analyses and interpretations based on that		

knowledge		
describe and explain the postmortem process of human decomposition and identify the variables which influence it.	Forensic Taphonomy	Research proposal Postmortem Interval calculations Laboratory assessment End of module examination
describe human teeth including dental anomalies, traits and pathological conditions	Forensic Anthropology	Laboratory notebook End of module examination
discuss how digital forensics investigations are carried out and describe how evidence is collected using digital tools and appropriate software	Digital Forensics	End of module examination Case study Group presentation
describe, explain and critically review the principles and practices used for the examination of documents, counterfeit goods and forgeries in the forensic science and security contexts	Counterfeits, Fakes and Forgeries	End of module examination Portfolio Oral presentation

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
apply underlying concepts in and principles of forensic and analytical science outside the context in which they were first studied	Criminalistic Methods Spectroscopy and Advanced Analysis Drugs of Abuse Forensic Genetics	End of module examinations Class tests Problems sheets Laboratory Proformas and Reports Practical examination Essay Oral presentation
use a range of forensic and analytical techniques to undertake a critical analysis and to propose solutions based on the outcome of that analysis		
apply underlying concepts in and principles of forensic and analytical science outside the context in which they were first studied		
use a range of techniques and methods to determine post-mortem interval	Forensic Taphonomy	Research proposal Postmortem Interval calculations Laboratory assessment End of module examination
identify the stages of decomposition and the variables that affect this both environmental and related to the body		

identify examples of species of insects most frequently found at crime scenes		
Practice and evaluate anthropological methods used to create a biological profile and identify an individual	Forensic Anthropology	Laboratory notebook Written report End of module examination
discuss, select and apply appropriate analytical techniques for the physicochemical examination of various document related materials, including inks and paper, as well as drug, food and heritage specimens	Counterfeits, Fakes and Forgeries	Portfolio Oral presentation End of module examination
communicate effectively and critically discuss the findings from the examination of documents, heritage specimens, counterfeit medicine and fraudulent food, both in the form of written reports and through oral presentation		

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
effectively communicate information, arguments and analysis in a variety of forms to specialist and non- specialist audiences in an effective manner	Criminalistic Methods Spectroscopy and Advanced Analysis Drugs of Abuse	End of module examinations Class tests Problems sheets Laboratory Proformas and Reports
work as part of a team	Forensic Genetics	Group mini-project report
write scientific reports that describe and evaluate the operation and outcome of a particular experiment	Forensic Anthropology Forensic Taphonomy Digital Forensics	
maintain accurate records of laboratory work and use these to interpret the findings of an examination	Counterfeits, Fakes and Forgeries	

Year 3 (Level 6)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
systematically understand key aspects of forensic and analytical	Forensic Toxicology	End of module examinations

sciences, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline	Forensic Science Team Research Project Interpretation, Evaluation and Presentation of Evidence Forensic Science Dissertation	Class tests Problems sheets Laboratory Proformas and Reports
devise and sustain arguments, and/or to solve problems in the forensic science, using ideas and techniques, some of which are at the forefront of a discipline	Evaluation of Evidence: Explosives and Arson Forensic Geoscience Advanced Forensic Analysis	Group mini-project report
appreciate the uncertainty, ambiguity and limits of knowledge		
describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
can apply the methods and techniques that they have learned, to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects	Forensic Science Team Research Project Interpretation, Evaluation and Presentation of Evidence Forensic Science Dissertation	Team project interviews Project report Court expert witness statement Court presentation and cross-examination Dissertation Viva examination
carry out a planned programme of investigative laboratory work, continually analysing the data obtained, enabling informed decisions to be made	Forensic Science Team Research Project	Group presentation Laboratory book Project report
describe the processes of fire scene investigation and the forensic analysis of fire scene evidence	Evaluation of Evidence: Explosives and Arson	Technical leaflet Laboratory report End of module exam
describe and explain the principles of and be able to critically select and apply appropriate statistical approaches to the logical interpretation of evidence		
discuss, select and apply analytical techniques to the analysis of explosives and explosive residues as well as calculate the physical and thermochemical processes occurring in an explosion, combustion and in fires		

make informed judgements about the issues, limitations and current knowledge in forensic science within the specialist areas	Forensic Geoscience	Literature review Laboratory report End of module exam
make informed judgements about the issues, limitations and current knowledge in forensic science within the specialist areas, with particular emphasis on crime scene examination/ evidence in court issues	Advanced Topics in Forensic Science	Literature review Laboratory report End of module exam
initiate a programme of investigation into a clearly defined topic and summarise the project aims and key primary sources; communicate verbally and discuss the project aims, key findings and conclusions with other specialists	Forensic Dissertation	Progress report Oral examination Dissertation
devise and execute appropriate analytical and other methods for the examination of forensic materials, including setting up casework experiments	Interpretation, Evaluation and Presentation of Evidence	Portfolio Class test Court expert witness statement Court presentation and cross-examination
interpret critically data from forensic analysis in a meaningful and structured manner, including the use of statistical tests and databases where appropriate		
report the results of forensic analysis both as a written report and orally in a form appropriate to a court of law and defend the conclusions under cross-examination		

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to forensic science).	Forensic Toxicology Forensic Science Team Research Project Interpretation, Evaluation and Presentation of Evidence Forensic Science Dissertation	End of module examinations Class tests Problems sheets Laboratory Proformas and Reports
evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) in a critical fashion, to make judgements, and to frame appropriate questions to	Evaluation of Evidence: Explosives and Arson Forensic Geoscience Advanced Forensic Analysis	Group mini-project report

achieve a solution - or identify a range of solutions - to a problem		
exercise initiative and personal responsibility, exercise decision-making in complex and unpredictable contexts and appreciate need to undertake professional development	Forensic Science Team Research Project Interpretation, Evaluation and Presentation of Evidence	Team project interviews Project report Crime scene investigation reports Court expert witness statement Court presentation and cross-examination
communicate information, ideas, problems and solutions to both scientific and non-scientific audiences	Forensic Science Team Research Project Interpretation, Evaluation and Presentation of Evidence Forensic Science Dissertation Forensic Geoscience Advanced Forensic Analysis	Research paper reviews Dissertation Viva examination Team project report Technical leaflet Crime scene investigation reports Court expert witness report Court presentation and cross-examination
critically evaluate written scientific evidence	Forensic Toxicology	Case study report
plan and initiate a programme of practical work into a clearly defined area of the proposed forensic project	Forensic Science Team Research Project	Group presentation Laboratory book Project report
critically appraise information of relevance to the project (general) and specific area (individual) obtained from a variety of sources		
communicate verbally the project aims, key literature findings, and plans for practical work		
identify any ethical considerations related to a planned experiment		
work as part of a team		
critically appraise information of relevance to the topic obtained from a variety of sources including scientific literature, forensic science databases and other primary sources	Forensic Dissertation	Progress report Oral examination Dissertation
produce a comprehensive dissertation outlining the project background, a critical summary of research, and conclusions drawn; demonstrate a systematic understanding of key aspects of the		

selected topic		
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Year 4 (Level 7)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
evaluate the range of techniques available to the analytical scientist and discuss their application and limitations to the analysis of a range of materials and samples	Analytical Science: principles and practice	Oral presentation Written project report Laboratory diaries
critically review a specific technique and its range of applications and communicate these findings to an audience of peers		
critically appraise a methodology and select an appropriate analytical strategy for its examination		
critically discuss current methods and techniques within the analytical sciences, some of which are at, or informed by, the forefront of the discipline		

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
set up examples of standard analytical instrumentation (including calibration), prepare appropriate samples and carry out straightforward laboratory measurements	Analytical Science: principles and practice	Oral presentation Written project report Laboratory diaries
design, develop and evaluate appropriate methods for data analysis and interpretation and apply these to experimental datasets of varying complexity, using a variety of relevant IT resources		
critically review the results of experimental analytical work and draw relevant conclusions		
solve problems efficiently with confidence and independence in laboratory work and act		

autonomously in planning and implementing tasks at a professional or equivalent level		
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Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
Has a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights within the forensic and analytical sciences, much of which is at, or informed by, the forefront of the discipline	Analytical Science: principles and practice Forensic Evidence: at the crime scene and in the court MSci Independent Project	Literature Review Academic/ general audience posters SFR report Critical analysis of a court of appeal case Written court testimony Cross-examination exercise Project plan(formativ)e Oral presentations Written project report Laboratory diaries Data Analysis exercise Critical evaluation/report
Possess a comprehensive understanding of techniques applicable to their own research and advanced scholarship		
Display some originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the forensic and analytical sciences	Research Skills for Analytical Science Forensic Evidence: at the crime scene and in the court MSci Independent Project	Literature Review Academic/ general audience posters Critical analysis of a court of appeal case Written court testimony Cross-examination exercise Project plan(formativ)e Oral presentation Written project report Laboratory diary
Has conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the forensic and analytical sciences and evaluate methodologies	Research Skills for Analytical Science Analytical Science: principles and practice Forensic Evidence: at the crime scene and in the court MSci Independent Project	Literature Review Funding Application Academic/ general audience posters SFR report Critical analysis of a court of appeal case Written court testimony Cross-examination exercise Project plan(formativ)e Critical evaluation/report Oral presentation
Be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences	Research Skills for Analytical Science Analytical Science: principles and practice Forensic Evidence: at the crime scene and in the court MSci Independent Project	Literature Review Funding Application Academic/general audience posters SFR report Critical analysis of a court of appeal case Written court testimony

		Cross-examination exercise Project plan(formative) Oral presentations Written project report Laboratory diary Data Analysis exercise Critical evaluation/ report
Be self-directed in tackling and solving problems, and act autonomously in planning and implementing tasks	Analytical Science: principles and practice MSci Independent Project	Project plan (formative) Project plan(formative) Oral presentation Written project report Laboratory diaries
Can continue to advance their knowledge and understanding, and to develop new skills to a high level	Research Skills for Analytical Science MSci Independent Project	Literature Review Funding Application Academic/ general audience poster Project plan(formative) Oral presentation Written project report Laboratory diary
Possess the qualities and transferable skills necessary for employment including, the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development	MSci Independent Project	Project plan(formative) Oral presentation Written project report Laboratory diary

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Master in Science (MSci): Forensic and Analytical Investigation	480 credits	You will require at least 120 credits at levels 4, 5, 6 and 7. You must accumulate at least 360 credits in Forensic and Analytical Investigation (out of 480 credits overall) to graduate with a named single honours degree in Forensic and Analytical Investigation.
BSc (Hons) Forensic Science	360 credits	Students require at least 120 credits at Levels 4, 5 and 6 from both compulsory and approved Forensic Science modules as well as any elective modules taken.
BSc (Hons) Forensic Science with a second subject	360 credits	Students require at least 120 credits at Level 4, 5 and 6 or higher. Combined Honours: A minimum of 135 credits in each Principal Subject (270 credits in total), with at least 45 credits at each level of study (Levels 4, 5 and 6) in each of two Principal Subjects (90 credits per year). Your degree title will be <i>X and Y</i> (e.g. 'Forensic

		Science and Chemistry'). If you choose to study one Principal subject in your final year of study a minimum of 90 credits in that subject is required. Your degree title will be X with Y (e.g. Forensic Science with Chemistry).
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

MSci Forensic and Analytical Investigation with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Forensic and Analytical Investigation with international year. Students who do not complete, or fail the international year, will be transferred to the four-year Forensic and Analytical Investigation programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within the Forensic and Analytical Investigation programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through your degree. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Forensic and Analytical Investigation:

- **Class tests** assess the understanding of concepts and the application of theories to solve familiar and unfamiliar problems. They also allow students to experience time-constrained assessment as well as acting to provide feedback on their progress.
- **End of module examinations** test the ability of the student to describe, explain, and critically discuss the principles of forensic chemistry, criminalistic science, analytical science and selected topics in forensic biology and to demonstrate competence in applying these principles to applications and to solve problems from appropriate areas of the discipline.
- **Problems sheets** and **data analysis exercises** assess the student's skills in solving numerical and other problems within forensic science by drawing on their scientific understanding and knowledge, and experience of experimental techniques.

Throughout the extensive laboratory and other practical work in this programme, many types of assessment are utilised to achieve the learning outcomes.

- **Laboratory diaries** (notebooks) are used to communicate the results of work accurately and reliably and to encourage good working practice, including managing risk assessments and following safe working practices. Together with **laboratory pro-formas**, they allow students to demonstrate their skills in the critical analysis and interpretation of data, test the uncertainty in knowledge and show the ability to draw valid conclusions from their work.
- **Laboratory reports** communicate the execution of practical work, the ability to describe the results of work accurately and reliably, with structured and coherent arguments and to enable students to evaluate the outcomes of data analysis in a critical fashion.
- **Court expert witness statements** enable students to prepare a written statement of expert testimony and to understand the place of forensic science within the legal framework and the role of the expert witness in court. These reports test the student's ability to interpret and evaluate the significance of the

results of a forensic investigation in the context of the circumstances of the crime, using appropriate statistical tools.

- **Oral presentations** and **poster presentations** demonstrate the ability of the student to present complex concepts and information in a clear and concise manner, to interact and communicate effectively to a wide range of professional environments, including to both scientific and non-scientific audiences.
- **Crime scene investigation** and **strategic forensic reports** enable students to apply the principles and procedures for crime scene investigation to a scenario, to critically review data and outcomes in light of the chain of custody for evidence and the appropriate forensic strategy, to make critical judgments and to present in a clear and concise manner.
- **Essays** and the production of **technical leaflets** enable students to analyse, synthesise and summarise data and information critically, to appreciate its limitations, to assess the merits of contrasting theories, explanations and strategies and to present, in writing, complex concepts and information in a clear and concise manner.
- The **dissertation and research paper / literature / critical reviews** enable the student to demonstrate their effective engagement with the research literature across forensic and analytical science and use it to advance their understanding. In this way, the assessment may test their awareness of, and engagement with, current methods and techniques within the forensic and analytical sciences, some of which are at, or informed by, the forefront of the discipline. The assessment enables the student to present complex concepts and information in a clear and concise manner in writing, and to communicate effectively to a wide range of scientific and professional environments.
- **Project plans, team project interviews** and **viva examinations** test the student's skills in working both independently and as part of a team, in planning, organising and carrying out practical and other work efficiently, including making appropriate ethical assessments, and meeting appropriate deadlines.
- **Project reports** demonstrate how the student has taken responsibility for their own learning, has critically assessed a wide range of techniques and methodologies relevant to the forensic and analytical sciences and used them competently to analyse relevant materials and has selected and utilised appropriate software, databases and other digital resources for the analysis and interpretation of laboratory data. The report also tests the student's achievement in presenting complex concepts and information in a clear and concise manner in writing and communicating effectively to a scientific audience.
- **Presentation and cross-examination** assessments test the student's ability to interpret and evaluate the significance of the results of a forensic investigation in the context of the circumstances of the crime, to demonstrate their understanding of the place of forensic science within the legal framework and the role of the expert witness in court and test their ability to defend a written witness statement under cross-examination in a court setting.

Through working on a diverse range of assessments, linked to a curriculum that is in its latter stages closely based around the professional forensic and analytical investigative context, the student will demonstrate confidence in their own understanding and skills as well as a self-critical attitude to their own work and achievements, an adaptable and flexible approach to study, work and work-life balance and the ability to identify and work towards targets for ongoing professional development.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Although there are some explicit formal exercises providing formative assessment throughout the programme, the majority of formative assessment and feedback is generated informally through a variety of tutor-led activities. For example:

- Tutor-led comments on the work in the laboratory notebook or on calculations encountered in data analysis during laboratory classes
- Tutor feedback and advice on calculations undertaken during problems classes
- Tutor-led discussions on project plans, literature reviews and project results during viva interviews
- Written formative feedback on non-summative laboratory work
- Written formative feedback provided from the tutor reading a draft of a major piece of work such as the dissertation or a project report

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)	Year 4 (Level 7)
Scheduled learning and teaching activities	29%	31%	25%	
Guided independent Study	71%	69%	75%	
Placements	0%	0%	0%	

12. Accreditation

This programme carries full accreditation status from The Chartered Society of Forensic Sciences. Further details on the accreditation requirements for these programmes can be found on the society web page below.

The Chartered Society of Forensic Sciences accreditation web page: <http://www.csofs.org/Accreditation>

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Course Regulations

Forensic and Analytical Investigation Regulations

The progression criteria are given in section 10.1 of University Regulation 1F:

<http://www.keele.ac.uk/regulations/regulation1f/>

“10.1 To progress from FHEQ Level 5 of a BSc/Integrated Master’s Degree to FHEQ Level 6 of the Integrated Master’s Degree a student must:

- a) satisfy the normal requirements for progression from FHEQ Level 5 to FHEQ Level 6 as set out in Regulation 1A 11.3 and:
- b) normally obtain an average of at least 50% across all FHEQ Level 5 modules **unless otherwise specified in the course regulations.**"

For the MSci Forensic and Analytical Investigation this progression criterion requires:

"A mean mark of at least **55%** across all level 5 modules. Those with an average between 50% and 55% will be considered on the basis of their individual mark profile across all modules and may, on this basis, be allowed to progress to MSci."

"10.2 To progress from FHEQ Level 6 to FHEQ Level 7 a student must at least satisfy the requirements under Regulation 1A for the award of an Honours Degree in the Lower Second Class Honours category.

10.3 Any student who fails to satisfy the requirements in 10.2 above shall revert to Honours Degree candidature and be considered for the award of an Honours Degree under the provisions of Regulation 1A. The honours degree award title shall be such as is specified in the relevant programme specification."

Any student who has taken a semester abroad will not normally be eligible for the International Year option.

Any student who is wishing to transfer to this programme from another institution, at Level 5 or above, must demonstrate that they have transferred from a programme that is accredited by The Chartered Society of Forensic Sciences. If the original programme is not accredited the student must demonstrate that they have covered the same material in their Level 4 year as would be covered at Level 4 on this programme.

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Forensic and Analytical Investigation (MSci) (Single Honours)	ABC-BBB A level Chemistry or Biology at B. A Pass in Science Practical will be required if applicant is taking A level Biology or Chemistry (England) ** ** Science practical only required from applicants taking reformed A level Biology, Chemistry or Physics in England.	None	32 points to include Higher Level Chemistry or Biology at 6 or above.	DDD-DDM You must have taken sufficient Chemistry units, please contact us for advice	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction and 15 Level 3 credits at Merit. You must also have taken sufficient Science credits, please contact us for advice.	Maths @ C (or 4) English Lang @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

15. How are students supported on the programme?

All the academic staff in Forensic Science operate an open door policy for students; in other words if they are available at any time in the working day then they are happy to discuss any matter a student raises with them; if they are not free then a future meeting will be arranged for a later time.

All students have many opportunities for close contact with the staff – through laboratory sessions, problems classes, tutorials, workshops and other teaching activities. Consequently, students and staff get to know each other fairly quickly and all students should feel free to approach any lecturer, module tutor or other colleagues whom they believe may be able to provide them with help and assistance on any academic issue. Feedback on formative and summative assessment is usually best obtained from the tutor who set and marked the work but after the whole semester's assessment is complete, it may be that the student's personal tutor is best placed to discuss their overall progress.

Each year of study has an associated Year Tutor who monitors the students and the modules, to ensure the course is running smoothly and that all students are making progress. The Year Tutor should be regarded as the first point of contact to discuss any topic or issue related to that year (level) of the programme and can provide advice on module content and advise on any matters relating to modules at that level. In addition, the Course Director for Forensic Science has oversight of all aspects of delivery of the Forensic and Analytical Investigation programme.

Help, support and advice are also available from each student's Personal Tutor who is allocated by the School. Personal tutors will make contact with each student in their first few days at Keele to arrange an introductory meeting and will contact them at various key points throughout their degree to check on their progress and to determine whether any specific discussion is needed. From the student's perspective, the personal tutor should be seen as someone they can approach with confidence for advice on any matter whether academic or personal; if the tutors themselves cannot help directly then they know who within the university should be able to provide the help the student needs. As well as reviewing overall academic progress, the personal tutor can advise on general matters relating to the whole programme of study.

16. Learning Resources

Forensic Science at Keele is based in the Lennard-Jones and Central Science Laboratories, which houses modern, well-equipped teaching and research facilities. The teaching laboratories for forensic science, chemical analysis and chemistry along the main corridor are complemented by the more recent addition of the Multi-Lab chemical sciences laboratory and a second analytical laboratory in the adjacent wing. All are well equipped with high quality standard laboratory facilities and modern forensic science and analytical instrumentation, with many multiple sets of commonly used techniques. Our students gain hands-on experience with a wide range of equipment and techniques working with professional and research grade instruments.

These include: document examination equipment, such as VSC-4 and ESDA-2 instruments, many low power stereo microscopes, a comparison microscope and several specialist phase-contrast and polarising microscopes - these include variable temperature stages for glass analysis - and high resolution microspectrophotometer. Finger and palm print analysis may be undertaken on our dedicated AFIS system. There are three well-equipped dark-rooms for forensic imaging together with a range of high specification cameras. The analytical laboratories are fully equipped with multiple sets of FTIR spectrometers, UV-VIS spectrometers, fluorescence spectrometers, HPLC and GC-MS instrumentation, an NMR spectrometer, an Inductively-Coupled Plasma Optical Emission Spectrometer (ICP-OES), and Raman microscope. Forensic and Analytical Investigation students also have access to XRD, XRF and a scanning electron microscope (with EDX analysis) within the School. Students undertaking project work at levels 6 and 7 may have access to further analytical instrumentation within the research laboratories. Investigation scenarios are set up in the dedicated crime scene facility and a range of CSI equipment is available. Forensic biology equipment includes a thermal cycler for PCR, electrophoresis and gel

visualisation equipment, autoclaves and micro-centrifuges. Specialist forensic geophysics equipment such as ground-penetrating radar and resistivity equipment is also available. The Faculty IT laboratory housing 70 networked PCs is located within the Lennard-Jones Laboratories and a range of software packages for the analysis of spectroscopic and chromatographic data acquired on instruments in our analytical laboratories is available on these computers. There is also another, smaller PC laboratory with 24 PCs which is sometimes available for Forensic Science students.

Students have access to a wide variety of on-line databases and scientific journals, both in electronic and paper form, through the university library.

17. Other learning opportunities

Study abroad (semester)

Students on the MSci Forensic and Analytical Investigation programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele’s international partner universities.

Exactly which countries are available depends on the student’s choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University’s application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

18. Additional costs

Activity	Estimated cost
Field courses– Optional anthropology short course at the University of Tennessee, USA or equivalent (approx. 10 days). There are a limited number of places available for this course so a selection process may be used when the student demand exceeds the number of places available. Additional costs will be incurred for any activities the student may wish to take part in that are not related to the anthropology course and for other items such as food and drink.	£2,000 – other than for food and drink whilst on the course and any other activities that may be undertaken
Equipment - All PPE equipment (laboratory coats and glasses) are provided by the School at no cost to the student. Students will be required to have two laboratory notebooks, these are provided at no cost to the student in the induction session and can be used for multiple modules/years. Replacement items are available from the School Stores, the 2017/18 price for these are listed below:	£55

Laboratory Book - £1.00 Laboratory Glasses - £2.00 Laboratory Coat - £9.50	
Students will be required to supply appropriate writing equipment but this would be a minimal (<£5) cost. All core textbooks are available in the main University Library. To increase the available of these resources, eBooks are also purchased alongside the printed text where available; these can be accessed through the University Library Catalogue. Additional costs may be incurred if the student wishes to purchase any book for themselves. In general we only recommend they purchase the core textbook which is available for approximately £50.	
Travel - none unless taking the optional semester/year abroad. These costs will depend upon the location of the partner university.	£0 (unless taking the semester/year abroad)
Total estimated additional costs	£2,055

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in Forensic Science are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Chemical and Physical Sciences is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Forensic and Analytical Investigation Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Forensic Science module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Forensic and Analytical Investigation Programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Forensic and Analytical Investigation Programme is considered and acted on at regular meetings of the Programme's Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The Forensic and Analytical Investigation Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- QAA Subject Benchmark Statement: Forensic Science (2012) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-forensic-science.pdf?sfvrsn=659ef781_10
- Chartered Society of Forensic Science (CSFS) Accreditation Scheme; Criteria and Standards; available at: <http://www.csfs.org/Accreditation>
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): 5th October 2018

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes
1.1	David Thompson	July 2019	Correction to Level 4 module title
1.2	Richard Darton	September 2019	Module updates: 'Punishment' replaced by 'Criminal Justice' (level 4); 'Forensic Document Analysis' replaced by 'Counterfeits, Fakes and Forgeries' (level 5)

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

Annex A

Forensic and Analytical Investigation with International Year

International Year Programme

Students registered for Forensic and Analytical Investigation programme may either be admitted for or apply to transfer during their period of study at Level 5 to the 'Forensic and Analytical Investigation with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the MSci Forensic and Analytical Investigation and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'Forensic and Analytical Investigation with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- i) Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments

- ii) Discuss the benefits and challenges of global citizenship and internationalisation
- iii) Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete 'Forensic and Analytical Investigation with International Year' will be able to:

- iv) Reflect upon the international nature of crime and describe and discuss differences between investigative approaches taken in different countries.
- v) Evaluate the merits and limitations of the different approaches taken to investigating crime in different countries.
- vi) Apply their experiences abroad to the specific graduate attributes associated with their Forensic Science degree.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the 'Forensic and Analytical Investigation with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.