

Programme Specification: Undergraduate

For students starting in Academic Year 2020/21

1. Course Summary

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| Names of programme and award title(s) | MSci Forensic and Analytical Investigation MSci Forensic and Analytical Investigation with International Year (see Annex for details) |
| Award type | Single Honours (Masters) |
| Mode of study | Full-time |
| Framework of Higher Education Qualification (FHEQ) level of final award | Level 7 |
| Normal length of the programme | 4 years; 5 years with the International Year between years 2 and 3 |
| Maximum period of registration | The normal length as specified above plus 3 years |
| Location of study | Keele 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 of Students (OfS) |
| Tuition Fees | <p>UK/EU students:</p> <p>Fee for 2020/21 is £9,250*</p> <p>International students:</p> <p>Fee for 2020/21 is £16,250**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> |

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.

* 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/>

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. 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 is 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 toxicology. The Forensic Science academic staff have expertise and interests across the forensic 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 programme to programme, 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.

For further information on the content of modules currently offered, including the list of elective modules, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

| Year | Compulsory | Optional | | Electives | |
|---------|------------|----------|-----|-----------|-----|
| | | Min | Max | Min | Max |
| Level 4 | 120 | 0 | 0 | 0 | 0 |
| Level 5 | 120 | 0 | 0 | 0 | 0 |
| Level 6 | 120 | 0 | 0 | 0 | 0 |
| Level 7 | 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 the following modules depending on the year you transfer: year 1 modules CSC-10037, CRI-10010, FSC-10001; year 2 modules CHE-20047, CHE-20042, CHE-20063 and CHE-20077.

Module Lists

Level 4

| Compulsory modules | Module Code | Credits | Period |
|---|-------------|---------|--------------|
| Understanding Crime | CRI-10010 | 15 | Semester 1 |
| Cybercrime | CSC-10037 | 15 | Semester 1 |
| Forensic Science Skills and Practice | FSC-10001 | 30 | Semester 1-2 |
| Forensic Chemistry and Analysis | FSC-10003 | 30 | Semester 1-2 |
| Forensic Identification and Investigation | FSC-10005 | 30 | Semester 1-2 |

Level 5

| Compulsory modules | Module Code | Credits | Period |
|------------------------------------|-------------|---------|------------|
| Spectroscopy and Advanced Analysis | CHE-20011 | 15 | Semester 1 |
| Forensic Genetics | CHE-20021 | 15 | Semester 1 |
| Forensic Taphonomy | CHE-20063 | 15 | Semester 1 |
| Counterfeits, Fakes and Forgeries | CHE-20077 | 15 | Semester 1 |
| Criminalistic Methods | CHE-20010 | 15 | Semester 2 |
| Drugs of Abuse | CHE-20012 | 15 | Semester 2 |
| Digital Forensics | CHE-20042 | 15 | Semester 2 |
| Forensic Anthropology | CHE-20047 | 15 | Semester 2 |

Level 6

| Compulsory modules | Module Code | Credits | Period |
|---|--------------------|----------------|---------------|
| Evaluation of evidence, explosives and arson | CHE-30033 | 15 | Semester 1 |
| Advanced Topics in Forensic Analysis | CHE-30035 | 15 | Semester 1 |
| Forensic Science Team Research Project - ISP | CHE-30011 | 15 | Semester 1-2 |
| Interpretation, Evaluation & Presentation of Evidence - ISP | CHE-30028 | 30 | Semester 1-2 |
| Forensic Dissertation | CHE-30029 | 15 | Semester 1-2 |
| Forensic Toxicology | CHE-30010 | 15 | Semester 2 |
| Forensic Geoscience | CHE-30034 | 15 | Semester 2 |

Level 7

| Compulsory modules | Module Code | Credits | Period |
|--|--------------------|----------------|---------------|
| Analytical Science: Principles and Practice | CHE-40030 | 30 | Semester 1 |
| Research Skills for Analytical Science | CHE-40032 | 15 | Semester 1 |
| MSci Independent Project | CHE-40026 | 60 | Semester 1-2 |
| Forensic Evidence: At the crime scene and in the court | CHE-40025 | 15 | Semester 2 |

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

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. In Year 3 (Level 6) the stated outcomes are achieved by taking the core modules offered in each semester.

| Subject Knowledge and Understanding | |
|--|--|
| Learning Outcome | Module in which this is delivered |
| know the underlying concepts in and principles of forensic and analytical science and an ability to evaluate and interpret these | Forensic Chemistry and Analysis - FSC-10003 Forensic Identification and Investigation - FSC-10005 Forensic Science Skills and Practice - FSC-10001 |
| use basic theories and concepts within forensic and analytical science to develop arguments, make judgements, and evaluate different approaches to solving problems | Forensic Science Skills and Practice - FSC-10001 Forensic Chemistry and Analysis - FSC-10003 Forensic Identification and Investigation - FSC-10005 |
| identify the major types of cyber-crime and implement counter-measures to protect against them; will be achieved by assessments | Cybercrime - CSC-10037 |
| describe and discuss the law relating to the major forms of cyber-crime | Cybercrime - CSC-10037 |
| identify and describe the technologies and processes that underpin today's information infrastructure | Cybercrime - CSC-10037 |
| 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 - CRI-10010 |
| 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 | Understanding Crime - CRI-10010 |
| recognise the main theoretical traditions in criminology and illustrate their application in understanding different forms of crime | Understanding Crime - CRI-10010 |
| recognise and illustrate the impact of processes of social change such as globalisation on crime and responses to it | Understanding Crime - CRI-10010 |
| recognise different approaches to social scientific research (including comparative analysis) and their usefulness in investigating different forms of crime and victimisation | Understanding Crime - CRI-10010 |

| Subject Specific Skills | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| to present, evaluate and interpret qualitative and quantitative data | Forensic Science Skills and Practice - FSC-10001 Forensic Chemistry and Analysis - FSC-10003 Forensic Identification and Investigation - FSC-10005 |
| operate a range of analytical equipment required for the analysis of forensic samples | Forensic Chemistry and Analysis - FSC-10003 Forensic Identification and Investigation - FSC-10005 |
| analyse and develop solutions to straightforward scientific problems | Forensic Chemistry and Analysis - FSC-10003 Forensic Science Skills and Practice - FSC-10001 Forensic Identification and Investigation - FSC-10005 |
| effectively carry out basic forensic practical techniques such as microscopy, fingerprinting and spectroscopic documents analysis | Forensic Chemistry and Analysis - FSC-10003 Forensic Identification and Investigation - FSC-10005 |
| carry out forensic science lab work including blood typing, DNA handling chromatography and electrophoresis | Forensic Chemistry and Analysis - FSC-10003 Forensic Identification and Investigation - FSC-10005 |
| use tools related to digital evidence gathering | Cybercrime - CSC-10037 |
| 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 - CRI-10010 |
| make use of research evidence, other data and some basic criminological theories in developing arguments and making judgements about criminological issues | Understanding Crime - CRI-10010 |
| present written work in criminology in an appropriate scholarly style using the Harvard system of citation and referencing | Understanding Crime - CRI-10010 |

| Key or Transferable Skills (graduate attributes) | |
|--|--|
| Learning Outcome | Module in which this is delivered |
| communicate the results of work accurately and reliably, with structured and coherent arguments | Forensic Science Skills and Practice - FSC-10001 Forensic Identification and Investigation - FSC-10005 |
| operate a range of analytical equipment | Forensic Identification and Investigation - FSC-10005 Forensic Science Skills and Practice - FSC-10001 |
| write scientific reports that describe the operation and outcome of a particular experiment or investigation | Forensic Science Skills and Practice - FSC-10001 Forensic Identification and Investigation - FSC-10005 Forensic Chemistry and Analysis - FSC-10003 |
| orally present scientific concepts/data to a range of different audiences | Forensic Identification and Investigation - FSC-10005 Forensic Science Skills and Practice - FSC-10001 |
| solve a range of problems | Forensic Identification and Investigation - FSC-10005 Forensic Science Skills and Practice - FSC-10001 Forensic Chemistry and Analysis - FSC-10003 All outcomes delivered across all modules: Chemical Science Principles Forensic Science Principles Forensic Analysis Forensic Identification |

Level 5

| Subject Knowledge and Understanding | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| 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 - CHE-20010 Forensic Genetics - CHE-20021 Drugs of Abuse - CHE-20012 Spectroscopy and Advanced Analysis - CHE-20011 |
| know the main methods of enquiry in forensic and analytical science and be able to critically evaluate different approaches to solving problems | Criminalistic Methods - CHE-20010 Forensic Genetics - CHE-20021 Drugs of Abuse - CHE-20012 Spectroscopy and Advanced Analysis - CHE-20011 |
| exercise personal responsibility and decision-making | Criminalistic Methods - CHE-20010 Forensic Genetics - CHE-20021 Spectroscopy and Advanced Analysis - CHE-20011 Drugs of Abuse - CHE-20012 |
| 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 - CHE-20010 Forensic Genetics - CHE-20021 Drugs of Abuse - CHE-20012 Spectroscopy and Advanced Analysis - CHE-20011 |
| describe and explain the postmortem process of human decomposition and identify the variables which influence it | Forensic Taphonomy - CHE-20063 |
| describe human teeth including dental anomalies, traits and pathological conditions | Forensic Anthropology - CHE-20047 |
| discuss how digital forensics investigations are carried out and describe how evidence is collected using digital tools and appropriate software | Digital Forensics - CHE-20042 |
| 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 - CHE-20077 |

| Subject Specific Skills | |
|--|--|
| Learning Outcome | Module in which this is delivered |
| apply underlying concepts in and principles of forensic and analytical science outside the context in which they were first studied | Criminalistic Methods - CHE-20010 Spectroscopy and Advanced Analysis - CHE-20011 Drugs of Abuse - CHE-20012 Forensic Genetics - CHE-20021 |
| use a range of forensic and analytical techniques to undertake a critical analysis and to propose solutions based on the outcome of that analysis | Forensic Genetics - CHE-20021 Criminalistic Methods - CHE-20010 Spectroscopy and Advanced Analysis - CHE-20011 Drugs of Abuse - CHE-20012 |
| apply underlying concepts in and principles of forensic and analytical science outside the context in which they were first studied | Spectroscopy and Advanced Analysis - CHE-20011 Forensic Genetics - CHE-20021 Criminalistic Methods - CHE-20010 Drugs of Abuse - CHE-20012 |
| use a range of techniques and methods to determine post-mortem interval | Forensic Taphonomy - CHE-20063 |
| identify the stages of decomposition and the variables that affect this both environmental and related to the body | Forensic Taphonomy - CHE-20063 |
| identify examples of species of insects most frequently found at crime scenes | Forensic Taphonomy - CHE-20063 |
| practice and evaluate anthropological methods used to create a biological profile and identify an individual | Forensic Anthropology - CHE-20047 |
| 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 - CHE-20077 |
| 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 | Counterfeits, Fakes and Forgeries - CHE-20077 |

| Key or Transferable Skills (graduate attributes) | |
|--|--|
| Learning Outcome | Module in which this is delivered |
| effectively communicate information, arguments and analysis in a variety of forms to specialist and non- specialist audiences in an effective manner | All modules |
| work as part of a team | All modules |
| write scientific reports that describe and evaluate the operation and outcome of a particular experiment | All modules |
| maintain accurate records of laboratory work and use these to interpret the findings of an examination | All modules |

Level 6

| Subject Knowledge and Understanding | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| systematically understand key aspects of forensic and analytical 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 | All modules |
| 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 | All modules |
| appreciate the uncertainty, ambiguity and limits of knowledge | All modules |
| describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline | All modules |

| Subject Specific Skills | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| 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 - ISP - CHE-30011 Interpretation, Evaluation & Presentation of Evidence - ISP - CHE-30028 Forensic Dissertation - CHE-30029 |
| 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 - ISP - CHE-30011 |
| describe the processes of fire scene investigation and the forensic analysis of fire scene evidence | Evaluation of evidence, explosives and arson - CHE-30033 |
| describe and explain the principles of and be able to critically select and apply appropriate statistical approaches to the logical interpretation of evidence | Evaluation of evidence, explosives and arson - CHE-30033 |
| 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 | Evaluation of evidence, explosives and arson - CHE-30033 |
| make informed judgements about the issues, limitations and current knowledge in forensic science within the specialist areas | Forensic Geoscience - CHE-30034 |
| 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 Analysis - CHE-30035 |
| 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 - CHE-30029 |
| devise and execute appropriate analytical and other methods for the examination of forensic materials, including setting up casework experiments | Interpretation, Evaluation & Presentation of Evidence - ISP - CHE-30028 |
| interpret critically data from forensic analysis in a meaningful and structured manner, including the use of statistical tests and databases where appropriate | Interpretation, Evaluation & Presentation of Evidence - ISP - CHE-30028 |
| 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 | Interpretation, Evaluation & Presentation of Evidence - ISP - CHE-30028 |

| Key or Transferable Skills (graduate attributes) | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| can 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) | All modules |
| evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) in a critical fashion, to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem | All modules |
| exercise initiative and personal responsibility, exercise decision-making in complex and unpredictable contexts and appreciate need to undertake professional development | Interpretation, Evaluation & Presentation of Evidence - ISP - CHE-30028 Forensic Science Team Research Project - ISP - CHE-30011 |
| communicate information, ideas, problems and solutions to both scientific and non-scientific audiences | Advanced Topics in Forensic Analysis - CHE-30035 Forensic Dissertation - CHE-30029 Forensic Science Team Research Project - ISP - CHE-30011 Interpretation, Evaluation & Presentation of Evidence - ISP - CHE-30028 Forensic Geoscience - CHE-30034 |
| critically evaluate written scientific evidence | Forensic Toxicology - CHE-30010 |
| plan and initiate a programme of practical work into a clearly defined area of the proposed forensic project | Forensic Science Team Research Project - ISP - CHE-30011 |
| critically appraise information of relevance to the project (general) and specific area (individual) obtained from a variety of sources | Forensic Science Team Research Project - ISP - CHE-30011 |
| communicate verbally the project aims, key literature findings, and plans for practical work | Forensic Science Team Research Project - ISP - CHE-30011 |
| identify any ethical considerations related to a planned experiment | Forensic Science Team Research Project - ISP - CHE-30011 |
| work as part of a team | Forensic Science Team Research Project - ISP - CHE-30011 |
| 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 - CHE-30029 |
| 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 | Forensic Dissertation - CHE-30029 |

Level 7

| Subject Knowledge and Understanding | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| 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 - CHE-40030 |
| critically review a specific technique and its range of applications and communicate these findings to an audience of peers | Analytical Science: Principles and Practice - CHE-40030 |
| critically appraise a methodology and select an appropriate analytical strategy for its examination | Analytical Science: Principles and Practice - CHE-40030 |
| critically discuss current methods and techniques within the analytical sciences, some of which are at, or informed by, the forefront of the discipline | Analytical Science: Principles and Practice - CHE-40030 |

| Subject Specific Skills | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| set up examples of standard analytical instrumentation (including calibration), prepare appropriate samples and carry out straightforward laboratory measurements | Analytical Science: Principles and Practice - CHE-40030 |
| 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 | Analytical Science: Principles and Practice - CHE-40030 |
| critically review the results of experimental analytical work and draw relevant conclusions | Analytical Science: Principles and Practice - CHE-40030 |
| solve problems efficiently with confidence and independence in laboratory work and act autonomously in planning and implementing tasks at a professional or equivalent level | Analytical Science: Principles and Practice - CHE-40030 |

| Key or Transferable Skills (graduate attributes) | |
|---|---|
| Learning Outcome | Module in which this is delivered |
| 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 | MSci Independent Project - CHE-40026 Analytical Science: Principles and Practice - CHE-40030 Forensic Evidence: At the crime scene and in the court - CHE-40025 |
| Possess a comprehensive understanding of techniques applicable to their own research and advanced scholarship | Forensic Evidence: At the crime scene and in the court - CHE-40025 MSci Independent Project - CHE-40026 Analytical Science: Principles and Practice - CHE-40030 |
| 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 | Forensic Evidence: At the crime scene and in the court - CHE-40025 Research Skills for Analytical Science - CHE-40032 MSci Independent Project - CHE-40026 |
| Has conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the forensic and analytical sciences and evaluate methodologies | All modules |
| 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 | All modules |
| Be self-directed in tackling and solving problems, and act autonomously in planning and implementing tasks | MSci Independent Project - CHE-40026 Analytical Science: Principles and Practice - CHE-40030 |
| Can continue to advance their knowledge and understanding, and to develop new skills to a high level | MSci Independent Project - CHE-40026 Research Skills for Analytical Science - CHE-40032 |
| 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 - CHE-40026 |

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 X and Y (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 on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. 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 on your programme:

- **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 proformas**, 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 science 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

| | Scheduled learning and teaching activities | Guided independent Study | Placements |
|------------------|--|--------------------------|------------|
| Year 1 (Level 4) | 28% | 72% | 0% |
| Year 2 (Level 5) | 33% | 65% | 2% |
| Year 3 (Level 6) | 25% | 75% | 0% |
| Year 4 (Level 7) | 28% | 72% | 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. University 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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

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

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

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.

Recognition of Prior Learning (RPL) 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 and chemical analysis are all 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 spectrometers, 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). 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.

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 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 in the Annex for the International Year.

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: 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. | £55 |
| 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 this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- 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 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 annual programme review.
- Findings related to the 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 programme is considered and acted on at regular meetings of the 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 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
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- Chartered Society of Forensic Science (CSFS) Accreditation Scheme; Criteria and Standards; available at: <http://www.csfs.org/Accreditation>

21. Annex - International Year

Forensic Science with International Year

| |
|--|
| <p>International Year Programme</p> <p>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 International Year programme, providing that they meet the progression criteria outlined in this document. Students accepted onto the International Year programme will have an extra year of study at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>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.</p> <p>Study at Level 4, Level 5, Level 6 and Level 7 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'.</p> |
| <p>International Year Programme Aims</p> <p>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:</p> <ol style="list-style-type: none"> 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 |
| <p>Entry Requirements for the International Year</p> <p>Students may apply to the 5-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.</p> <p>The criteria to be applied are:</p> <ul style="list-style-type: none"> • Academic Performance (an average of 60% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 54% across all Level 5 modules with no module fails. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account) • 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) |
| <p>Student Support</p> <p>Students will be supported whilst on the International Year via the following methods:</p> <ul style="list-style-type: none"> • Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points. • Support from the University's Global Education Team |
| <p>Learning Outcomes</p> |

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:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Reflect upon the international nature of crime and describe and discuss differences between investigative approaches taken in different countries.
5. Evaluate the merits and limitations of the different approaches taken to investigating crime in different countries.
6. 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.

Regulations

Students registered for the International Year are subject to the programme-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 the Level 6 modules they will study 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.

22. Annex - Programme-specific regulations

Programme Regulations: MSci Forensic and Analytical Investigation

| | |
|-------------------------------------|---|
| Final Award and Award Titles | MSci Forensic and Analytical Investigation MSci Forensic and Analytical Investigation with International Year |
| Intermediate Award(s) | BSc Honours Diploma in Higher Education Certificate in Higher Education |
| Last modified | September 2019 |
| Programme Specification | https://www.keele.ac.uk/qa/programmespecifications |

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Progression criteria

The progression criteria are given in section 10.1 of University Regulation C6: <https://www.keele.ac.uk/regulations/regulationc6/#C6.10>

"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 C3.11.3 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 C3 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 C3. The honours degree award title shall be such as is specified in the relevant programme specification."

(International students only) Due to the UK Home Office Visa restrictions, students who enrol on the MSci programme are not able to transfer to the BSc Forensic Science level at any point during the course apart from at the level 6 boards, where a student would exit and complete with an award of BSc Forensic Science. If an international student wishes or is required to transfer to the BSc Forensic Science they will need to apply for a new Visa from outside the UK at their own cost before the switch could be completed. Students who find themselves in these circumstances will need to speak to International Student Support (Student Services Centre) to go over the consequences of the transfer and the timings of a new Visa application from outside the UK.

Additional requirement 2: International Year option

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

Additional requirement 3: Transferring from another institution

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.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 07 May 2020

What's Changed

Level 4 module changes - removal of CHE-10038, CHE-10039, CHE-10037 and CHE-10042 and replacement with two 30 credit modules (FSC-10003 and FSC-10005). Removal of two 15 credit optional modules (CRI-10013 and CRI-10014) and introduction of one 30 credit module (FSC-10001). These changes are made to remove repetition between modules and reduce student workload through more efficient teaching and assessment methods.

Previous documents

| Version No | Year | Owner | Date Approved | Summary of and rationale for changes |
|-------------------|-------------|----------------|----------------------|---|
| 1 | 2020/21 | RICHARD DARTON | 12 December 2019 | |
| 1 | 2019/20 | RICHARD DARTON | 12 December 2019 | |