

Course Specification

Published Date:	07-Apr-2022
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton School of Sciences		
Course Code(s):	FS015H01UV	Full-time	3 Years
	FS015H31UV	Part-time	6 Years
Course Title:	BSc (Hons) Forensic Science with Policing		
Hierarchy of Awards:	Bachelor of Science with Honours Forensic Science with Policing Bachelor of Science Forensic Science with Policing Diploma of Higher Education Forensic Science with Policing Certificate of Higher Education Forensic Science with Policing University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	01/May/2018		
Last Review:	2017/8		
Course Specification valid from:	2017/8		
Course Specification valid to:	2023/4		

Academic Staff

Course Leader:	Dr Michael Whitehead
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Distinctive Features of the Course:

A broad range of subjects related to Forensic Science and Policing modules can be studied. There are other BSc Forensic Science and BSc Policing courses available in the UK but, at the time of writing, it appears there are no BSc Forensic Science with Policing courses. We believe this course will be well suited to the student who has an interest in Forensic Science and wishes to pursue a career in either the Forensic Science or Policing arena.

Forensic Scientists and Crime Scene Investigators who have an awareness of police procedures and Police Officers or Police Detectives who are forensically aware are likely to have an advantage over the student who studied the single subject degree in those interdisciplinary areas bordering forensics and policing.

Educational Aims of the Course:

This course aims to produce graduates who are primarily able to use selected forensic science and crime scene investigation techniques to assist the police and legal professions.

Success in this course could enable you to follow a career in either Forensic Science the Police Service or associated disciplines.

This course will enable you to develop your skills in scientific and critical thinking as well as independent study.

In addition, if you choose to undertake a sandwich degree, the course will allow you to acquire technical skills in the workplace and enable you to integrate knowledge gained in the theoretical aspects of the course into the professional environment.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	Home / EU	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£13450.00
2021/2	H	Part Time	£3100.00
2021/2	Overseas	Part Time	£6475.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13950.00
2022/3	H	Part Time	£3120.00
2022/3	Overseas	Part Time	£6725.00

PSRB:

None

Course Structure:

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4FS008	Fundamentals of Forensic Science	20	SEM1	Core
4PL022	Police Procedure and Evidence	20	SEM2	Core
4BC001	Chemistry for Forensic and Molecular Science	20	SEM1	Core
4FS009	Methods in Forensic Science	20	SEM2	Core
4FS005	Introduction to Forensic Toxicology	20	SEM2	Core
4PL021	The Idea and Purpose of Professional Policing	20	SEM1	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5FS001	Crime Scene Investigation	20	SEM1	Core
5FS002	Forensic Biology & Anthropology (FB I.I)	20	SEM1	Core
5PL013	Criminal Investigation	20	SEM1	Core
5FS013	Physical Evidence	20	SEM2	Core
5FS006	Crime Scene Practice	20	SEM2	Core
5PL017	Police Information and Intelligence	20	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6FS008	Advanced Forensic Biology and Pathology	20	SEM1	Core
6PL019	Digital Policing	20	SEM1	Core
6FS009	The Expert Witness	20	SEM2	Core
6PL016	Policing, Vulnerability, Abuse and Public Protection	20	SEM2	Core
6FS010	Honours Project (Forensic Science)	40	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None.

Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including;

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#)

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

The course contains modules that contribute to the BSc (Hons) Forensic Science programme which has been designed with the QAA subject benchmark statement for Forensic Science 2012 and the CSFS accreditation and recognition criteria 2016.

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

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Learning Outcomes	Modules
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Teaching, Learning and Assessment:

The course has been designed with reference to the University Learning and Teaching strategy (2016-2021) to ensure that the curriculum is designed to enhance students' awareness and skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship. The learner engagement should focus on enabling activities to support the priorities of learners to include: active participation of students during learning activities, supporting students to become independent learners, building effective partnerships, e.g. with the CSFS and the West Midlands Police, use a variety of teaching methods and provide student support.

Learning activities are focused on moving towards student-centred learning from a more tutor-centred approach. Thus Level 4 modules tend to involve tutor-led sessions, with defined student directed activities, whereas Level 6 modules are more student-centred, with tutors acting to facilitate students' learning. Students will be presented with theoretical information in lecture sessions and then will use workshops, group tutorials, seminars, on-line fora, electronic tutorials, directed reading and a range of IT-based activities and formative assessments to develop these concepts. Practical skills will similarly be developed through the course. Level 4 practicals will be directed towards developing basic laboratory skills, which are put into context at higher level.

The Development of Graduate Attributes

While at university students will have the opportunity to;

- acquire, generate, interrogate and apply knowledge from a wide range of sources,
- develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
- demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for their own development and learning
- present ideas clearly in an informed and persuasive manner to a variety of audiences.
- be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
- draw on professional advice and feedback to reflect on and improve their own learning and professional practice;
- prepare for the world of work through engagement with real life situations, briefs and problems
- engage with new ideas and ways of working as an active member of the community.

We use an Undergraduate Skills Recording tool as a vehicle to foster reflective practice and continuing professional development. The USR tool particularly focusses on transferable skills development throughout each level of the course.

The transferable skills focused upon are: Planning and Organisation, Study Skills, Handling Information, Communication Skills, Working with others, Scientific/Practical Skills, Improving Learning and Performance,

Information Communication Technology and Problem Solving.

Global Citizenship

Throughout the course, students will consider the role forensic science and policing plays in the broader context of the criminal justice system in the UK. An important aspect of the course is the development of an understanding of professional practice and ethics in forensic science and policing. This will be developed in particular through the modules 'Introduction to Forensic Science' at Level 4, 'Crime Scene Investigation' at Level 5 and 'The Expert Witness' at Level 6. Professional practice and ethics are key concepts in many professions, and while specific details may vary, the understanding of the principles of professional practice and professional ethics is eminently transferable into many different fields.

Digital Literacy

Throughout the course students will use a range of standard and specialist software to prepare and present reports, assignments, presentations, etc, across a wide range of modules, with increasing sophistication.

Students will be introduced to PDPs and set up individual e-portfolios, e.g. using the Undergraduate Skills Recording tool as a vehicle for continuing professional development and reflective practice.

Students will be expected to make use of Canvas for accessing module information, submitting assignments, engaging in module fora, etc.

Students will be expected to make use of email for module and other University communications.

By the end of the course, students should be comfortable with and competent in the digital world, and have the flexibility to adapt to a wide range of digital activities.

Knowledgeable and Enterprising

The course develops a selected knowledge base and skills in Forensic Science and Policing through all subject specific module content. In addition, the development of transferable skills improves and enhances employability beyond the field of forensic science and policing. The Level 6 module, 'The Expert Witness' tests employability skills by providing a realistic workplace scenario, and it schedules deadlines to be realistic within the workplace.

The emphasis on the students moving to a student centred learning approach also fosters the development of transferrable skills. Students are required to reflect upon their learning experience and to extrapolate from this the skills that would make them stand out in their respective career pathways.

Overall, assessment tasks will include;

Problem solving exercises

Presentations

Case studies

Practical reports

Phase Tests

Examinations, seen and unseen

Essays

Written assignments

Personal Development Portfolios

Structured assessment of research projects from planning through to thesis submission

Appropriate use of formative, self, tutor and peer assessment methods.

Level 4

There are a range of summative assessment tasks employed in Level 4 modules which include Multiple Choice Question tests (MCQs), short essays, portfolio production, mini-poster production, short answer tests, group poster presentations, short oral presentations and laboratory practical reports.

The general strategy at Level 4 is for more frequent, low volume assessment with less emphasis on terminal assessment. The driver in this strategy at Level 4 is to provide good quality and timely feedback to students, to encourage full attendance and participation and to support the development and acquisition of good study and key skills.

All modules contain elements of formative assessment (practice MCQ tests, production of practice posters, practice essay writing and practice laboratory report writing). These formative tasks are undertaken early in the module allowing constructive feedback to be given to students prior to the summative assessments. Module tutors will be able to identify those students who may require additional support early in the module.

Where appropriate, module staff will utilise Canvas to embed formative self-assessment exercises so that students can check their progress and their knowledge and understanding of the taught elements of the modules. If deficiencies in the knowledge base are found then students will be able to request remedial support from the module team.

Further support is available from the team of Demonstrators (Associate Teachers) who provide drop-in sessions for students who require additional Study Skills support.

Level 5

There are a range of summative tasks employed in the assessment of Level 5 theory modules which include MCQ phase tests, short answer tests, study reports, case driven extended writing exercises, and unseen examinations consisting of MCQs, structured questions or short essay questions.

At Level 5 students should be less dependent learners and should show evidence in their assessed work of some integration of knowledge, beginning to critically evaluate key facts, to problem solve and to use a wider range of information sources other than directed reading. The assessment tasks at this level are designed not just to test basic recall of knowledge but to test a student's ability to synthesise their knowledge in a contextual manner.

There are a range of formative assessment tasks available including practice MCQ tests, practice writing exercises and practice case studies. In all cases students will become aware of the criteria for the summative assessment and will be able to check their performance. Students will be given constructive feedback and encouraged to read around the subject further. Where appropriate, there will be a range of self-assessment tasks available on Canvas (practice MCQ tests, and case studies). Students who perform less well will be able to ask for further help from the module team.

In Level 5 practical modules assessment will be concerned with an individual student's ability to perform selected practical skills competently (although some practical will involve pairs) in time restricted, laboratory conditions. Students will be required to demonstrate competent completion of laboratory reports in the standard scientific format (abstract, introduction, methods and materials, results, discussion, conclusions and references), plus other formats as appropriate (e.g. summary of a case, results of analysis and conclusions). In addition, they will be required to present reports of laboratory analysis with clarity and detail, as they will be used by other students in assessing the evidence in a case scenario. Students are required to pay attention to the safety aspects of the practical and its scientific relevance. Short answer and test assessment of laboratory exercises will test student knowledge of the underlying principles and theory of the experimental techniques.

Level 6

A range of tasks are utilised to assess Level 6 modules. In general, the strategy at Level 6 is for less frequent, high volume tasks, assessing Level 6 students as independent learners. This tests their ability to problem solve, apply numerical skills at an appropriate level, present information in writing to publication standards and to present information orally at a research seminar level. In all cases, students are expected to show evidence of integration of their knowledge base and contextual awareness.

The tasks include critical reviews of primary literature sources; short presentations and keynote research seminar presentations; case studies and data interpretation exercises; extended essay writing; unseen

examinations; seen question examinations; open book examinations.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs, etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, eJournals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, Student Union advice, etc.). Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support:

Aside from lectures, practical-, seminar sessions and other time-tabled activities, student learning in the involved modules will be supported by Canvas pages and the use of learning resource centre as well as online resources for recommended and independent study.

On line materials for each module are available (on Canvas), as well as web-based information on a number of relevant topics, web-based literature databases for comprehensive literature research, and the online resources provided by the Learning Centres.

Students are supported in a number of specific ways.

Module-specific support is provided through the module team via face-to-face and electronic tutorials, scheduled drop-in sessions or SAMS appointments (using the Student Appointment Management System) to book sessions with module staff for extra support.

Students are assigned a personal tutor to act as a main "port of call" for students as they progress through the course. The personal tutor typically staying with the student throughout the duration of their studies can oversee their academic progress and can be useful for advising on study skills and any issues that the students raise.

The module 4FS007 Skills for Forensic Science is designed to develop a strong grounding in key skills such as mathematical, statistical, IT, literature searching and literacy skills. This will include use of an e-portfolio, the Undergraduate Skills Recording (USR) tool. This introduces students to the concepts of reflective practice, life-long learning and professional practice. The USR tool focuses on key transferable skills and allows students

to assess their strengths and weaknesses and take responsibility for their own development. The use of the USR tool continues throughout levels 5 and 6 and students should use it as a means to identify when and where they need to seek support.

Learning Centre subject librarians provide additional support in specific literature searching for the Honours project and other modules.

The team of demonstrators (associate teachers) provides drop-in sessions for specific module queries and also more general study skills advice. Feedback from formative and some summative assessments is designed to support learning by assisting the student in identifying and improving areas of weakness, and further developing areas of strength.

The Learning Centre has study skills advisors who can give additional support.

The Faculty of Science and Engineering Student Support Office is a key additional source of support for non-academic related matters.

Employability in the Curriculum:

Many companies have stressed the need for key transferable (professional) skills in the workplace. We have embedded the development of key transferable skills, reflective practice and continuing professional development into the curriculum by using the Undergraduate Skills Recording (USR) tool as a vehicle to instil the concepts of reflective practice and professional development into each year of the course. We envisage that the students will be able to demonstrate how they have developed the key transferable skills and should be able to articulate (and evidence) their strengths and weaknesses via the USR tool.

We have developed links with both the West Midlands Police and the West Midlands Police Forensic Science Support service. We have engaged in placement programmes, for example project Blue-Line with the West Midlands Police aimed at placing students with the Police and gaining valuable work experience. The sandwich version of the programme will permit students to engage on project blue-line or other sandwich placement opportunities. We also have placement opportunities with the West Midlands police forensic Science support service. Students who take advantage of these opportunities naturally increase their own employability post-graduation.

Using as close to real life simulations as possible, particularly with our crime scene scenarios, helps to prepare students for real world crime scene situations.

There are several modules that utilise special visiting lecturers (practitioners) that impart real world knowledge and experiences as much as possible to the classroom or practical setting to help prepare students as much as possible to work in the real world. This includes several forensic science and policing activities that we run in career development week.