

# Programme Specification

<b>Programme Title and Name of Award</b>	BSc (Hons) Forensic Science (with Integrated Foundation Year)		
<b>Academic Level</b>	L6	<b>Total Credits</b>	480
<b>Professional Body Accreditation / Qualification</b>	<p>Programme is fully accredited by the Chartered Society of Forensic Sciences</p> <p>Students may be eligible for Associate membership of the Chartered Society of Forensic Sciences upon graduation</p>		
<b>Date of Professional Body Accreditation</b>	November 2017	<b>Accreditation Period</b>	20 <sup>th</sup> November 2017 – 20 November 2023
<b>UCAS Code</b>	8T56		
<b>HECoS Code</b>	100388 Forensic Science		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website. Please note that APL will not be permitted at Level 3 on this programme</p> <p><a href="https://www.cumbria.ac.uk/study/courses/foundation-courses/">https://www.cumbria.ac.uk/study/courses/foundation-courses/</a></p> <p>Detailed criteria for admission to this programme can be found on the Forensic Science programme webpage:</p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/forensic-science-with-integrated-foundation-year/">https://www.cumbria.ac.uk/study/courses/undergraduate/forensic-science-with-integrated-foundation-year/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Science, Natural Resources and Outdoor Studies		
<b>Programme delivered in conjunction with</b>	N/A		
<b>Principal Mode of Delivery</b>	Face to Face, Blended Learning		
<b>Pattern of Delivery</b>	Full Time		

<b>Delivery Site(s)</b>	Fusehill Street Campus, Carlisle
<b>Programme Length</b>	4 years Standard registration period 8 years Maximum Registration period
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. BSc Forensic Science (420 credits) DipHE Forensic Science (360 credits) CertHE Forensic Science (240 credits) FdCert Science (120 credits)
<b>Period of Approval</b>	1 <sup>st</sup> August 2020 to July 2026

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme.

Students on the Forensic Science foundation year will study six modules that will provide a good grounding for you to develop your academic and study skills to progress onto higher levels of study (Levels 4-6). This route offers a unique opportunity for developing your problem-solving skills, intellectual, key scientific practical and investigative skills and techniques that underpin the study of

Forensic Science whilst providing you with a grounding in essential university skills and nurturing your career aspirations. You will develop your knowledge and understanding of the key scientific and social science principles of Biology, Chemistry, Human Ecology to Toxicology, Public Health, Epidemiology and Parasitology. You will gain a solid foundation in laboratory and field skills in all four of your subject specific modules, Essential Biology, Essential Chemistry, Environmental Sciences and Scientific Investigation.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and gradueness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

The Forensic Science programme uniquely brings together both the criminal investigation and civil/commercial applications of the discipline. Your programme represents a significant development of forensic science delivery at the University of Cumbria, built around the cornerstone of traditional forensic science and its role within the criminal justice sector and the highly employable aspects of the civil and commercial applications of the subject. Studying both Criminal and commercial aspects will allow you to pursue a diverse range of employment and further study opportunities at the conclusion of your undergraduate programme.

Academic staff deliver the Programme alongside serving professionals with extensive teaching, research, and specialised expertise. They bring together a wealth of knowledge and experience in fields such as Policing, Crime Scene Investigation, trace evidence analysis and the highly fascinating area of Taphonomy. In addition, our wider team draws upon their expertise in scientific disciplines such as the fundamental aspects of Chemistry, Biology and Physics to deliver the application of Forensic Science in both a criminal and commercial investigation. The team are committed to providing high quality guidance and support. With this in mind, the applied nature of the course means that you will gain hands-on practical experience of your subject whilst focussing on how forensic science is applied in the real world, within both criminal and commercial investigations such as processing crime scenes and analysing exhibits in the laboratory and also using forensic microscopy, microanalysis and materials analysis to ensure the authenticity and provenance of industry related products. You will also learn how it informs policy and practice and more generally enhances your understanding of constant global requirements.

Guided by the themes of sustainability, creativity and employability, the University of Cumbria's mission is to provide and promote excellent and accessible higher education, which enhances the lives of individuals and fosters development of the communities to which we belong. Our primary goal is to develop a creative approach to teaching and assessing undergraduate science students, in order to support enquiry based learning, encourage independent thinking and establish relevance and understanding. The research profile and scientific interests of the staff team will inevitably enrich and influence curriculum development allowing for the insertion of case studies and inclusion of relevant knowledge and good practice in order to ensure module content integrity and relevance with regards to both content and the development of transferable skills.

This programme aims to incrementally increase your subject knowledge alongside your academic development and further seeks to ensure that at the point of graduating you have the relevant employability skills for your chosen career path. We aim to provide a package that will allow you to maximize your potential in your future career, be it in Criminal Justice, industry, commerce or academia and feed your passion for all things Forensic.

Your programme is aligned to the QAA Subject Benchmark Statement for Forensic Science, the National Occupational Standards for Forensic Science and the following component standards of The Chartered Society of Forensic Sciences which are fully accredited-

- Interpretation, Evaluation and Presentation of Evidence
- Crime Scene Investigation
- Laboratory Analysis.

The Codes of Practice and Conduct from the Forensic Science Regulator have also informed module content.

As such, the programme:-

- provides you with the skills and knowledge needed for employment;
- is up to date and fit for purpose;
- has been designed with employers specifically in mind.

Your study of forensic science encompasses a wide range of topics. Many people imagine that it will involve time dressed in white overalls, processing crime scenes. Although evidence collection and crime scene management is one of the roles of a forensic scientist, equally important is the analysis and interpretation of the evidence and the applications of these skills across both the private and public sector to ensure authenticity of products, governance and identify risk in industry and commercial business.

It is essential that a forensic scientist is able to demonstrate a systematic understanding of fundamental analytical and investigative principles has a detailed knowledge of different lines of forensic enquiry and, taking into account statistical considerations, can analyse critically the meaning and integration of forensic evidence. Therefore, your programme focuses on the key scientific concepts underpinning forensic science, from crime scene to court in both criminal and civil applications. Particular emphasis is placed on quantitative techniques to analyse and interpret evidence. Employability is another guiding theme. A key aim is to prepare you for success in the field of crime scene investigation, forensic analysis, or other related areas.

This programme aims to incrementally increase your subject knowledge alongside your academic development with emphasis given to the development of a broad range of scientific and transferable skills to enhance employability and which will be relevant to those organisations concerned with the collection or analysis of forensic evidence. The programme also provides a suitable platform for you to enter employment within other areas of science or to proceed to specialised postgraduate programmes.

### **Employability and Graduateness**

Workplace experience is part of every course of study, whether through formal placement, simulated work environments, or contact with industry experts. You will learn in environments, which replicate the relevant workplace setting. The use of specialist facilities is embedded within your programme to provide you with a realistic experience of your professional context. A focus on professional competency and readiness for work is embedded within your programme so that, on completion of your studies, you can operate confidently and effectively in your chosen careers and be active in your personal and career development.

During your studies in Forensic Science, you will work along-side serving professionals from Cumbria Constabulary and Northwest Ambulance Service during a real world mock Major incident exercise based upon industry-based skills learned in our crime house. You will also gain hands-on experience in our state of the art laboratories using both the latest analytical and biological techniques, working alongside highly skilled academics and representatives from relevant commercial based industries. Leadership and creativity are also key themes, all of which are designed to give you the required skill set to enhance your employability and succeed at interview.

## Aims of the Programme

The overall aims of the Programme are:

1. provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study
2. develop an inter-disciplinary knowledge and understanding of theoretical concepts in a range of contexts applicable to studying Forensic Science
3. develop the academic personal and professional skills required to work in the context of Forensic Science
4. acquire scientific knowledge and skills relevant to competence as a practitioner in forensic science, and to those organisations concerned with the collection or analysis of forensic evidence
5. develop scientific knowledge and skills, and transferable skills, which are of value in areas of employment other than forensic science
6. acquire the written and oral communication skills required to present data and explain scientific arguments to both specialist and general audiences
7. develop your ability to work independently, to build on your knowledge and skills for your own and any future employer's benefit, and to show initiative and flexibility with respect to changing needs and techniques
8. develop a familiarity with the justice system and an appreciation of the importance of the continuity of evidence from the crime scene to the court
9. develop an awareness of professional and ethical standards and practices (including quality assurance), and understand the importance of adhering to them
10. acquire research skills appropriate to honours degree-level study, with an appreciation of current and emerging research in forensic science and other relevant areas

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well-defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

It is a QAA requirement that for all Higher Education programmes, the Programme Outcomes are split by exit point so it is clear to students what outcomes they will have achieved at what stage of the programme.

**After 120 credits of study (FdCert) you will be able to demonstrate:**

**K01** A knowledge and understanding of a range of data collection and handling techniques applied within the context of Forensic Science

**K02** The ability to apply and explain theories, models, concepts and principles that underpin the study of Forensic Science

**After 240 credits of study (CertHE) you will be able to demonstrate knowledge and understanding of:**

- K1.** Knowledge and understanding of selected aspects of chemistry, biology, physics, mathematics and statistics that are central to forensic science
- K2.** Knowledge of the roles, responsibilities, principles and effective application of the relevant techniques needed for the formulation of crime scene examination strategies
- K3.** Knowledge of the theory, application and limitations of the principal laboratory methods used routinely in forensic science

**After 360 credits of study (DipHE) you will be able to demonstrate knowledge and understanding of:**

- K4.** Detailed knowledge of prevailing legal standards and legislation applicable to the recovery, storage, retention, analysis and disposal of evidence
- K5.** Competence in the selection and use of a range of methods used in the location, identification, recovery, examination, comparison, extraction and scientific analysis of commonly encountered physical, chemical and biological materials
- K6.** Detailed knowledge of the criminal justice and legal systems within the UK, and in particular forensic science and the role of the expert witness

**After 480 credits of study (BSc Hons) you will be able to demonstrate knowledge and understanding of:**

- K7.** An ability to understand, summarise and critically analyse information from a wide variety of sources impacting on the field of Forensic Science.
- K8.** Detailed knowledge of the theory, application and limitations of the principal laboratory methods used routinely in forensic and other investigative sciences, and competence in the selection and use of such methods
- K9.** Ability to manage and critically interpret evidence and experimental results, including issues of uncertainty

**Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

Programme Outcomes need to be identified for any exit awards associated with the programme. Also, ensure these outcomes are numbered so they can be mapped to the Curriculum Map. For example:

**After 120 credits of study (FdCert) you will be able to demonstrate:**

- S01.** Academic, personal and professional skills needed to succeed in higher education
- S02.** The ability to apply a range of mathematical tools in the context of Forensic Science
- S03.** Demonstrate specific skills, techniques and competencies needed to study and work in Forensic Science

**After 240 credits of study (CertHE) you will be able to demonstrate skills in:**

- S1.** communication skills, including the ability to use technical language correctly, to present complex concepts and information in a clear and concise manner, both orally and in writing, and the ability to interact and communicate effectively within a wide range of professional environments
- S2.** appreciation of the importance of the recognition, processing, recording, preservation, recovery, scientific analysis and interpretation of evidence at the crime scene
- S3.** work safely and effectively both in the field and in the laboratory; including competent risk assessment, ability to follow documented procedures and reliable recording of findings, methods and results

**After 360 credits of study (DipHE) you will be able to demonstrate skills in:**

- S4.** competence in procedures for maintaining the integrity and continuity of evidence, together with a clear awareness of the special issues, legal framework and practices involved with the recovery, storage, handling, retention, investigation and analysis of forensic materials and digital data
- S5.** possess a clear awareness of the ethical, legal and commercial responsibilities of a forensic science practitioner, and of the quality assurance and validation requirements relevant to professional competency
- S6.** ability to manage and interpret evidence and experimental results, including issues of uncertainty

**After 480 credits of study (BSc Hons) you will be able to demonstrate:**

- S7.** investigative and analytical skills, including the ability to formulate problems clearly, identify key issues, carry out a substantial independent investigation using multiple information sources and apply critical judgement to construct logical arguments
- S8.** personal development skills, including the ability to identify and reflect critically on where further training or skill acquisition is necessary for self-improvement
- S9.** the ability to plan, execute, report and evaluate critically the results of a scientific investigation using appropriate methods and information technology systems

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Programme outcomes are aligned to the *QAA Subject Benchmark Statement for Forensic Science (2012)*, The National Occupational Standards as well as the following component standards of The Chartered Society of Forensic Sciences

Interpretation, Evaluation and Presentation of Evidence

Crime Scene Investigation

Laboratory Analysis

Internal reference points

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)

At the centre of the [University's mission](#) is the provision of an accessible and outstanding student experience and we aim to ensure as many people as possible benefit from the transformational



opportunities provided by higher education. Our [Corporate Strategy](#) demonstrates the University's firm commitment to accessible higher education, in terms of widening participation and access. It also recognises that the University has a regional commitment to an area with significant pockets of low participation, low educational aspiration and attainment in higher education.

The Foundation Year is designed for students who have the ability to study for a degree but do not have the qualifications to enter directly onto a three-year (FT) honours degree. It therefore attracts many students from non-traditional educational backgrounds and under-represented groups.

## **Graduate Prospects**

With a strong focus on scientific investigation, you will develop the knowledge and skills employers are looking for, preparing you for a career as a Crime Scene Investigator (CSI), forensic analyst, and for other roles in the wider scientific field such as anatomical pathology, environmental analysis, blood biosciences, teaching and the armed forces. You will also develop key transferable skills, such as problem-solving and critical analysis.

Employers value the analytical, problem-solving skills developed by Forensic Science graduates. This means there are opportunities for a microbiology-related career in a wide range of sectors.

Typical employers include: Emergency Services such as Police Forces, Private Forensic Providers, Healthcare organisations such as the NHS. Public health organisations Environmental, organisations. Industry - food and drink, pharmaceuticals, agriculture, water. Publicly funded research organisations, Educational institutions.

Students can also go on to post-graduate study

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

### **Learning and Teaching**

#### **Foundation Year**

The Department of Science, Natural Resources and Outdoor Studies want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. Assessment load has been set in line with comparative level 3 assessments such as at A-level. You will undertake a range of assessments including written assignments, reports and essays, oral

presentations and poster presentations, portfolios and set exercises such as undertaking individual research. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of Science programmes, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader, which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery; you may be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme.

Our learning and teaching strategy has been developed in line with the University's Learning & Teaching Plan 2017-2022. Encapsulated within the first aim of the programme is a drive to engage all our students in learning experiences that are enriching, enjoyable and intellectually stimulating. We view you as a partner in learning and all modules include opportunities for your engagement and participation. Some modules are shared with other programmes so that you will benefit from a range of perspectives and approaches, as well as access to a broader expertise base. A variety of learning and teaching methods are used to reflect the variety of individual learning styles that inevitably exist within a group, so that you will experience teaching methods best suited to your own preferred learning style. Enhancing your employability is a core theme throughout the programme. Learning and teaching methods are designed to support the move to autonomy and independent learning, and will include:

- **Lectures** provide you with the theory and underpinning knowledge you need to apply your programme of study. For example, at level 4 in Forensic Evidence, you will learn the principles behind the different types of evidence that may be recovered from a crime scene so that you may then apply it in your Crime Scene Investigation module.
- **Laboratory classes** will give you the hands-on practical skills required of a Forensic Scientist and a deep understanding of the relevant laboratory standards required for you to work within in both the Criminal Justice and private sectors.
- **Tutorials** allow you to consolidate the knowledge you have gained throughout your studies. Module specific tutorials help you embed and explore a deeper understanding of the taught content.
- **Simulated crime scene experience using our crime house and during a major incident exercise.** Our Crime Scene Investigation module is predominantly practical based. By working in our crime house and during the Major Incident exercise, you will learn all the skills required of a Crime Scene Investigator whilst working in real world settings. Simulated crime scenes range from investigating volume crimes such as household burglaries to Major Incident events with multiple crime scenes in a high-pressure environment. During your sessions, you will use real world crime scene kits, state of the art crimelite technologies whilst working within the industry quality standards of ISO17020. **Inter-professional/experiential learning** is key to ensuring you understand your role within the Criminal Justice sector/Industry and the other agencies you will work alongside when working on Forensic related investigations. During your studies, you will work alongside serving Police Officers, Paramedics and other students studying on Emergency Service related programmes during a Mock Major Incident exercise. The Major Incident gives you an understanding of the requirement of working in multi-

disciplinary teams and the importance of communication and co-operation to ensure a positive outcome.

- **Case studies** are an ideal tool for teaching you how investigations should and should not be conducted in the real world. We use both crime and industry related materials to demonstrate the importance of quality, maintaining standards and the potential to cause miscarriages of justice through poor procedures.
- **Seminars and workshops, including oral presentations** – The ability to communicate effectively is key to the success of a Forensic Scientist. Your chosen career requires you to be confident in your findings and allow you to impart your knowledge in a clear and concise manner such as when you are required to present your evidence in court. These activities are scaffolded throughout your programme and allow you to gain confidence to lead.
- **Directed and independent study involving electronic resources on Blackboard (virtual learning environment), textbooks and other self-study materials** – It is highly important that you engage with the additional resources and materials available to you. Lectures and practical sessions will give you the foundations required of the subject however, to embed deeper learning and ensure currency you will be required to undertake further reading.
- **Problem-based learning** – Forensic Scientists are problem solvers, they are given exhibits to analyse and it is their job to recover as much tangible evidence as they can which either supports or refutes the scenario given to them. To do this you need to first establish the customer requirement then determine the correct method of testing considering both non-destructive and destructive methods all whilst ensuring contamination does not occur. To be able to conduct these types of examinations you will be given the underpinning knowledge to examine the different types of evidence. Once in the laboratory it will be for you to decide on the correct methods of analysis whilst maintaining the integrity of your evidence.
- **Research and experience based teaching** –
  - Research-led – you will be given examples of current research in your field where you will learn to critique the content, processes employed and data generated.
  - Research orientated – through hands-on practical sessions and student led investigations in the laboratory, you will be taught the processes and methodologies required to successfully conduct research in your field.
  - Research tutored – You will lead discussions between fellow students and staff during group seminars where you will learn through critique and knowledge of current research in forensic related matters.
  - Research based learning – You will conduct independent research projects throughout your programme of study culminating in conducting your Dissertation in your final year where you will draw on industry-based problems in a bid to find a resolution and further research in a relevant area.

**In addition to the above, you will also take part in the following activities to further enhance your employability in the sector.**

- interactive computer-based learning
- training and practice in the use of IT and software packages
- project work, both individual and in teams
- reading and interpreting research publications

**Summative and Formative Assessment**

Our assessment strategy has also been developed to be in line with the University's Learning, Teaching and Assessment Strategy 2017-2022. The overarching consideration is to provide assessments which are seen to develop your skills and knowledge and equip you for graduate employment. As a result of your studies you will become:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- Global citizens, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- Leaders of people and of places
- Ambitious and proud

Our learning environment is designed to be flexible and 'fit for purpose', led and facilitated by staff who are expert practitioners, engaged in research and scholarly activity and at the forefront of their discipline. Our curriculum will foster aspiration and career readiness through work-based, experiential and inter-professional learning and will include content which is relevant to the world of work, emphasising problem-solving and the interaction of theory and practice. Authentic assessment and effective feedback will enable student success and achievement.

To further increase the hands on elements of the programme, as well as ensure alignment to the Chartered Society of Forensic Sciences Component Standards for Validation it is also proposed that students at level 4 will complete a "competency workbook" as part of their assessment for the Laboratory Skills for Forensic Scientists Module. This will give you a piece of tangible evidence, akin to profession competency tests, to demonstrate your ability to accurately and successfully perform key laboratory skills to not only demonstrate your ability in a practical setting, but also to improve your future employability.

Within a balanced scheme, assessment methods will include:

- unseen examinations
- open-book examinations and other tests
- laboratory reports
- computer-based assessments
- problem solving
- reports on simulated crime scenes
- critical analysis of case studies
- oral, audio-visual and poster presentations
- dissertations
- peer and self-assessment
- group work

### **Formative Assessment**

Formative assessment is used extensively throughout the programme for and as learning. Whilst elements of assessment will test your knowledge and ability, the emphasis is on a developmental

approach to building the knowledge and skills you will need to gain employment on graduation. Formative assessment will involve you being actively engaged in the assessment to encourage you to think about the learning process, to develop your ability to learn independently and to develop your employability. It will also be used to evaluate teaching.

### **Supporting Student Workloads**

Each year, the Forensic team, work together to create an "assessment matrix" which is disseminated to students. The idea of this assessment matrix is to ensure that all staff and students are aware well in advance of upcoming deadlines and to ensure there is an appropriate spread across the year. The aim being that students in each year group should ideally not have more than one assignment due per week.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

Induction takes place during Welcome Week prior to the start of the programme. All level 3 students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programs who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst the student group, to familiarise you with the University and introduce you to a range of support services and staff who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE), which is called 'Blackboard', and how to submit assessments using 'Turn it In'. All students will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week, you are allocated a Personal Tutor (PT), as are all students at the university, but in addition integrated foundation year students will also be supported by the level 3 subject area lead. You will also meet your dedicated Student Transition Advisor who is part of our awarding winning Learning Information and Student Support service (IS). They will run sessions on expectations for studying in higher education and show you around the library and learning resources. You will receive a programme handbook, which will clearly explain your award, how it will run, and the people involved. In addition, it will provide hyperlinks where you will find help on module enrolment, assessment submission and if you need to apply for 'extenuating circumstances'. Your programme handbook will also include further information on the options available to you at levels 5 and 6 and the Programme Leader and Module Leaders will support you through this decision making process, to help you to achieve your personal goals and ambitions.

Progressing students will not be required to attend all induction activities at level 4, however will be invited to be involved in activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition, the students will be invited by the programme leader to mentor and

support new students in other activities such as campus tours and general tips and guidance on being a UOC student.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

The Personal Tutor (PT) role is seen as being crucial to student retention, success and satisfaction. We know from experience that students, who communicate with their personal tutor, tend to enjoy their studies more and feel more supported. Every student is allocated a personal tutor who will be allocated to you when you start your programme. Your personal tutor will be a member of the teaching team and will have a good working knowledge of your programme. Their name and contact details will be made available to you, via *Blackboard*, at the start of the academic year. The role of the personal tutor encompasses:

- academic monitoring and advice
- support for personal development planning
- non-academic guidance and personal support
- communication with other programme staff concerning the student experience of the programme

Should your personal tutor become unavailable for more than two weeks (e.g. illness, sabbatical leave), an alternative contact will be allocated and you will be informed of the temporary measures.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through, alongside your course, and by different means such as face-to-face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Student Support Services**

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Student Transition Advisor Support (level 3)**

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules, which have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

**Headstart** Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you have not been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead+**

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.



<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
<b>Year 0</b>					
3	UNIF3003	Essential University Skills 1	20	Compulsory	K02, S01
3	UNIF3005	Essential Biology	20	Core	K02, S01
3	UNIF3015	Scientific Investigation	20	Compulsory	K01, K02, S03
3	UNIF3004	Essential University Skills 2	20	Compulsory	K02, S01
3	UNIF3016	Essential Chemistry	20	Core	K02, S01
3	UNIF3017	Environmental Sciences	20	Compulsory	K01, K02, S01, S02
4	HSOS4101	Crime Scene Investigation	20	Core	K2, K3, S1, S2, S3
4	HSOS4102	Chemistry for Forensic Scientists	20	Compulsory	K1, K3, S1, S3
4	HSOS4103	Biology For Forensic Scientists	20	Compulsory	K1, K3, S1, S3
4	HSOS4104	Forensic Evidence	20	Compulsory	K1, K3, S1, S2, S3
4	HSOB4003	Anatomy and Physiology	20	Compulsory	K1, S1, S3
4	HSOS4105	Laboratory Skills for Forensic Scientists	20	Core	K1, K3, S1, S2, S3
5	HSOS5101	Forensic Chemistry	20	Compulsory	K1, K3, K5, S1, S3, S6
5	HSOS5102	Forensic Genetics	20	Compulsory	K1, K3, K4, K5, S1, S3, S4, S6

5	HSOS5103	Science and Justice	20	Core	K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, S6
5	HSOS5104	Forensic Taphonomy	20	Compulsory	K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, S6
5	HSOS5105	Commercial Applications of Forensic Science	20	Compulsory	K1, K3, K4, K5, S1, S2, S3, S4, S5, S6
5	HSOS5106	Exploring Research	20	Compulsory	K1, K5, S1, S3, S6
6	HSOS6106	Dissertation	40	Compulsory	K1, K3, K5, K7, K8, K9, S1, S3, S6, S7, S8, S9
6	HSOS6101	Miscarriages of Justice	20	Core	K1, K2, K3, K4, K6, K7, K9, S1, S2, S3, S4, S5, S6, S7, S8, S9
6	HSOS6102	Death Investigation	20	Compulsory	K1, K2, K3, K4, K5, K6, K7, K8, K9, S1, S2, S4, S5, S6, S7, S8, S9
6	HSOS6103	Criminal and Commercial Investigation	20	Compulsory	K1, K3, K4, K5, K6, K7, K8, K9, S1, S2, S3, S4, S5, S6, S7, S8, S9
6	HSOS6104	Toxicology	20	Optional	K1, K3, K4, K5, K6, K7, K8, K9, S1, S2, S3, S4, S5, S6, S7, S8, S9
6	HSOS6105	Advanced Genetics	20	Optional	K1, K3, K4, K5, K6, K7, K8, K9, S1, S2, S3, S4, S5, S6, S7, S8, S9

## Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Chartered Society of Forensic Sciences.

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose

an alternative module. Optional modules are normally selected 3 - 5 months in advance. Students will choose one optional module out of a choice of two at level 6

This programme contains at least one core module at Level 3 and as such in addition to any other progression requirement, this/ these module(s) must be passed in order for you to continue on this programme at Level 4. If you have passed all your other modules at Level 3 but have a confirmed fail in a core module, with a mark of between 35% and 39%, then a transfer to another integrated foundation programme for Level 4 study, where the programme does not have any core modules at Level 3, may be considered. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme.

A failed student will not be permitted to re-register on the same programme

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

<b>Programme Delivery Structure:</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester End of Semester
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester End of Semester
UNIF3005	Essential Biology	Autumn	Portfolio (50%) Written Exam (50%)	Mid Semester End of Semester
UNIF3015	Scientific Investigation	Autumn	Set Exercise (50%) Report (50%)	Mid Semester End of Semester
UNIF3016	Essential Chemistry	Spring	Portfolio (40%) Written Exam (60%)	Mid Semester End of Semester
UNIF3017	Environmental Sciences	Spring	Portfolio (100%)	End of Spring Semester
<b>Students exiting at this point with 120 credits would receive a FdCert Science</b>				
HSOS4101	Crime Scene Investigation	Year Long	Set Exercise 100%	End of Spring Semester
HSOS4102	Chemistry for Forensic Scientists	Spring	Written Assignment 50%	Mid Semester

			Written Assignment 50%	End of Semester
HSOS4103	Biology for Forensic Scientists	Spring	Oral Presentation 50% Written Assignment 50%	Mid Semester End of Semester
HSOS4014	Forensic Evidence	Autumn	Practical Skills Assessment 50% Portfolio 50%	Mid Semester End of Semester
HSOB4003	Anatomy and Physiology	Autumn	Oral Presentation 40% Written Exam 60%	Mid Semester End of Semester
HSOS4105	Laboratory Skills for Forensic Science	Year Long	Written Assignment 50% Practical Skills Assessment 50%	Mid Semester End of Semester
<b>Students exiting at this point with 240 credits would receive a CertHE Forensic Science</b>				
HSOS5101	Forensic Chemistry	Autumn	Written Assignment 50% Written Exam 50%	Mid Semester End of Semester
HSOS5102	Forensic Genetics	Autumn	Written Assignment 50% Written Exam 50%	Mid Semester End of Semester
HSOS5103	Science and Justice	Spring	Written Assignment 30% Set Exercise 70%	Mid Semester End of Semester
HSOS5104	Forensic Taphonomy	Autumn	Report 60% Oral Presentation 40%	Mid Semester End of Semester
HSOS5106	Exploring Research	Spring	Written Assignment 60% Project Work 40%	Mid Semester End of Semester

HSOS5105	Commercial Applications of Forensic Science	Spring	Oral Presentation 50% Report 50%	Mid Semester End of Semester
<b>Students exiting at this point with 360 credits would receive a DipHE Forensic Science</b>				
HSOS6106	Dissertation	Year Long	Oral Presentation 20% Dissertation 80%	End of Autumn Semester End of Spring Semester
HSOS6101	Miscarriages of Justice	Spring	Portfolio 60% Written Exam 40%	Mid Semester End of Semester
HSOS6102	Death Investigation	Spring	Oral Presentation 40% Written Assignment 60%	Mid Semester End of Semester
HSOS6103	Criminal and Commercial Investigation	Autumn	Written Assignment 40% Portfolio 60%	Mid Semester End of Semester
HSOS6104	Toxicology	Autumn	Written Assignment 50% Written Exam 50%	Mid Semester End of Semester
HSOS6105	Advanced Genetics	Autumn	Written Assignment 50% Written Exam 50%	Mid Semester End of Semester
<b>Students who exit with 300 credits (prior to completion of the Dissertation) would receive a BSc Forensic Science</b> <b>Students exiting at this point with 480 credits would receive a BSc (Hons) Forensic Science</b>				

## Methods for Evaluating and Improving the Quality and Standards of Learning

<p><b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• Level 3 Management Group</li> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> <li>• Surveillance visits conducted by PRSB</li> <li>• Integrated Foundation Year Management Group</li> </ul>
<p><b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b></p>	<ul style="list-style-type: none"> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> </ul>

<p><b>Date of Programme Specification Production:</b></p>	<p>March 2019</p>
<p><b>Date Programme Specification was last updated:</b></p>	<p>December 2021</p>
<p><b>For further information about this programme, refer to the programme page on the University website:-</b> tbc</p>	

<p><b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b></p>	
<p><b>Is the placement requirement more than 50% of the programme?</b></p>	<p>N/A</p>
<p><b>If yes, what % of the programme is the placement requirement?</b></p>	<p>N/A</p>

<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	N/A
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