STUDENT HANDBOOK

MSc Criminal Investigation

2015/16

Full/Part Time and Distance Learning
Preston Campus

Course Leader: Andy Johnson
School of Forensic and Applied Sciences
All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

If there is any conflict between the regulations mentioned in this booklet and the UCLan Academic Regulations then the latter represent the definitive information.
MISSION STATEMENT

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL

We value and practise equality of opportunity, transparency and tolerance

We strive for excellence in all we do: locally regionally, nationally and internationally

We work in partnership with business, the community and other educators

We encourage and promote research innovation and creativity
**Student Charter**

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Charter here

**Supporting Diversity at UCLan**

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to:

- Experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- Contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.

**Students with Disabilities**

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The School has a named lead for students with disabilities - Arati Iyengar. Arati’s contact details can be found at the beginning of this book and you can contact her direct for further advice/support.
Student Check List

You must read this handbook and check off the Induction Week tasks once they are completed. Check off items on the lower list once you understand and acknowledge your responsibilities. If you have any queries please see your academic advisor.

In Induction Week I have:

Confirmed that I have enrolled with the university

My student number is:

Registered to use the library and computer system

Read this course handbook

Let the course leader (if I wish to) know of any disability which may affect my studies to ensure I receive appropriate support

I understand that I am responsible for:

Making sure my programme of study is the correct one to take me to my target award

Notifying the University immediately if I change my local or home address

Notifying the School Office (01772 891990/1991, fosterhub@uclan.ac.uk) of any absence and providing a medical note

Reading and following health and safety regulations
Making certain that I know, and keep to, assessment deadlines

Handing in assignments in accordance with the guidelines in the Student Guide to Assessment ie through BlackBoard and Turnitin unless advised otherwise

I must maintain contact with my academic advisor who is:

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Room Number:</td>
</tr>
<tr>
<td>Telephone Number:</td>
</tr>
</tbody>
</table>
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Welcome from the Head of School

The School of Forensic and Applied Sciences at the University of Central Lancashire provides undergraduate education in the areas of Forensic Science, Police and Criminal Investigation. It offers six main areas of specialist education within these programmes: forensic investigation crime scene investigation, laboratory analysis and evidence interpretation, forensic biology, forensic anthropology, forensic chemistry, policing. It has invested significantly in staff and physical resources in these six areas since its establishment (initially as the Centre for Forensic Science) in September 2000. In the time since its inception, it has successfully established itself as the largest provider of higher education in this field in the UK and now hosts some 1,500 undergraduate students and over 90 academic members of staff. Its specialist facilities, laboratories and equipment resources are arguably the best of any UK University.

The School has expanded its educational provision to the taught postgraduate arena through the validation and delivery of one-year MSc programmes in areas of particular staff expertise. The areas currently offered include Criminal Investigation, DNA Profiling, Document Analysis and Forensic Anthropology to name but a few. I am pleased to welcome you to the start of your studies on these courses and also to the School. We are proud of our staff, courses and our students and I hope that, as well as benefiting from your postgraduate education, you will enjoy your time with us in the School.

This booklet contains, in addition to academic information, details of formal routes by which you can make your views of your educational provision known to us, but we also welcome more informal feedback and communication from our students. Please be assured that I and the other staff of the School will do our best to be available to you and responsive to your needs. As you come to know us over the next few weeks and months, I hope you will find us and the School provide a friendly and supportive environment for you and your studies. Welcome.

Head of School of Forensic and Applied Sciences
1. Introduction to the course

The School of Forensic and Applied Sciences has the role of enhancing knowledge, understanding and application of forensic science, policing and criminal investigation by teaching, research and scholarship. The School has strong links with the Forensic Science Service, the Royal Preston Hospital and various Crime Scene Investigation Departments and Constabularies in the North West of England and elsewhere in the U.K.

Liaison with “front line” investigators and both legal and forensic practitioners has been central to the development of the School and there has been significant input by such specialists into the course design, development and delivery. Links such as these ensure that you will have the opportunity to develop a unique insight into contemporary investigation practices and that the quality and relevance of our courses is maintained. Links are also being developed with institutions overseas.

1.1 Who’s Who on the MSc Criminal Investigation Course

You will be taught by staff from across the University. This list represents those coordinating particular areas or who have particular roles in the delivery of the Course. We have included their qualifications so that you can see where their expertise lies.

Gary Bond  
BSc, PhD (Chemistry)  
Head of School  
Professor  
e-mail: gbond@uclan.ac.uk Ext 3535 Room MB052

Carol Cox  
BSc (Hons), MSc, PGCE  
Programme Co-ordinator/Student Experience Co-ordinator, E-mail: ccox1@uclan.ac.uk Ext 3757 Room MB56

Academic Lead  
David Mallaby  
BA(Hons)  
E-mail: djmallaby@uclan.ac.uk Ext 4253 Room MB52

Course Leader  
Retention Tutor  
Andy Johnson  
MBA, PGCE, FHEA  
E-mail: AJohnson2@uclan.ac.uk Ext 4259 Room MB217

Arati Iyengar  
BSc, MSc, PhD  
School Disability Officer, Lecturer (Forensic Genetics)  
e-mail: aiyengar@uclan.ac.uk Ext 3925 Room MB130
1.2 Course Team

The course team is responsible for the academic delivery of the programme. The members of the course team are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Brian</td>
<td>Senior Lecturer</td>
<td><a href="mailto:DJBrian@uclan.ac.uk">DJBrian@uclan.ac.uk</a></td>
<td>3539</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ext 3539</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dave studied Law at the University of Lancaster, the University of Leicester and UCLAN. He has 30 years policing experience reaching the Rank of Detective Superintendent specialising in fraud, covert policing, organised crime and drugs. He has operational experience in a wide range of issues including economic crime, financial investigation, money laundering, strategic and tactical incident management, risk management, public order &amp; firearms. He is a previous Chair of Lancashire’s Drugs Intervention Programme and currently studying for a Professional Doctorate in Elite Performance. Dave has responsibility as module tutor for the fraud and complex case management modules.</td>
<td></td>
</tr>
<tr>
<td>Dr Michelle McManus</td>
<td>Senior Lecturer</td>
<td><a href="mailto:MAMcManus@uclan.ac.uk">MAMcManus@uclan.ac.uk</a></td>
<td>4154</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ext 4154</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Michelle’s doctoral research is the first to examine how the police deal with this high volume crime and prioritise those offenders who are most likely to be committing hands on child sexual abuse. In addition to the research’s intellectual appeal, it is policy relevant in helping to generate evidenced based decision tools for police intelligence assessment. Her doctoral research assisted with the creation of KIRAT (Kent Internet Risk Assessment Tool), a risk management tool for individuals accessing indecent images of children. Dr. McManus worked as an analyst and researcher for various Constabularies since 2009. This work involved development and rollout of risk management strategies in assisting with high frequency crimes, training child exploitation teams, with presentations and training to law enforcement and academic organisations internationally. She lectures and has published in various areas of policing and has been a Justice of the Peace since 2007. Michelle has responsibility for the research and dissertation modules of the programme.</td>
<td></td>
</tr>
<tr>
<td>Andy Johnson</td>
<td>Course Leader</td>
<td><a href="mailto:AJJohnson2@uclan.ac.uk">AJJohnson2@uclan.ac.uk</a></td>
<td>4259</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ext 4259</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andy retired from Lancashire Constabulary in 2006 in the rank of Detective Chief Inspector. The last six years of his service were spent in the Major Investigation Team, primarily involved in the investigation of homicide. Most of his career has been devoted to criminal investigation, with spells in criminal intelligence, Special Branch, covert operations and secondments to the Regional Crime Squad. During his police service he obtained a Diploma in Management Studies and subsequently an M.B.A. During his service Andy qualified as a hostage negotiator and a Senior Identification Manager, as well as gaining P.I.P level 3 accreditation. Andy is the module tutor for the Homicide Investigation module, as well as Course Leader.</td>
<td></td>
</tr>
</tbody>
</table>
Bob Barnes  Lecturer  rpbarnes@uclan.ac.uk  Ext 4151

Bob joined UCLan as an Associate Lecturer in Police and Criminal Investigation, he too is a retired police officer having served in Hertfordshire Constabulary for 27 years and then the National Crime Squad and the Serious and Organised Crime Agency. He has been a career detective specialising in covert policing having been seconded to the Regional Crime Squads Drugs Wing, South East Regional Crime Squad and the National Crime Squad.

In his latter years of service he was the Training Manager for the National Crime Squad and in SOCA responsible for the development of Intelligence and Investigative training including the identification and training of SOCA Powers. Bob has an MSc in Criminal Investigation having studied at the University of Teesside, he also has a Cert Ed in Adult Teaching.

Mike Robertshaw  Lecturer  mjrobertshaw@uclan.ac.uk  Ext 5685

Mike gained his BA in History at the University of Lancaster and his MEd in Training and Evaluation from the University of Hull. He worked for 30 years as a police officer with the Lancashire Constabulary retiring as Head of the Corporate Development Planning Unit. He then worked as a member of Police Staff in the Training Department before joining UCLAN in May 2008. During his time with the Constabulary he worked on secondment for the Home Office at the National Police Training Academy in Bangladesh and Sri Lanka, and for the United Nations Drug Control Programme in Southeast Asia. Ext 5685

To call any extension listed from an external line prefix the extension by 01772 89__

1.3  Academic advisor

Andy Johnson will be your Academic advisor for the duration of your course you can contact via email or telephone. He is responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University and to offer whatever help and assistance they can to make your time with the University a satisfying and stimulating experience.

His job is not to have all the answers but he will be able to direct you to the person or place where they can be found. Your academic advisor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times it may be necessary for him to challenge you over your progress, performance or attendance, but it is not his role to constantly monitor you in these areas as may have happened at school or college.

This source of support is an important feature of the course and we would encourage you to see your Academic advisor as a friend and helper. Alternatively, where problems are related to a particular module, you are encouraged to approach the module tutor.
You should contact your Academic advisor during induction week and during this contact you should make arrangements about the process by which future regular contact will be maintained. This is usually through e-mail and you should check your UNIVERSITY e-mail account daily.

For distance learning students you should meet your academic advisor during induction week (in the eCoffee Lounge if you are on the Distance Learning MSc) and time has been allocated on the induction timetable to enable to you do this. During this meeting you should make arrangements about the process by which future regular contact will be maintained. You should meet with your academic advisor regularly.

Both you and your tutors should keep appropriate records of meetings and this may form part of your Personal Development Planning.

If you need to get advice in an emergency or when your Academic advisor is not available then you can contact your course leader or the School Office and staff there will endeavour to find a member of staff who can deal with your enquiry.

If you have good reason for wishing to change your academic advisor, then this can be arranged by contacting the Student Experience Co-ordinator, Carol Cox E-mail: ccox1@uclan.ac.uk Ext 3757 Room MB56

The Course Leader, Retention Tutor, Module Tutors and other lecturing staff from the Course Team meet regularly to review the progress of the course and take account of your comments - both positive and negative.

Adjustments will be made to the delivery of the course if the Team feel that changes are necessary to make delivery and/or organisation better. At the end of the academic year all modules undergo review.

The University operates a quality assurance scheme which requires the Course Leader to report periodically to the Head of School to keep them in touch with progress. Every year the Course Leader submits a detailed report to the Head of School.

Your comments are important to the successful running and evolution of the course and its delivery. For this reason you will be asked to meet with your fellow students (Distance Learning students can meet in the eCoffee Lounge) and elect two Course Representatives from each year. They will meet with the Course Team (called the Staff Student Liaison Committee) once a semester to represent the views of the students. This is one route for your comments to be discussed and fed into the system. We will report how we have dealt with your comments back to the next meeting of the Staff Student Liaison Committee and minutes will be posted on the notice board (or on email to you if you are a distance learning student)

We also encourage you to feedback comments to the Course Team on an ad hoc basis. Your feelings and thoughts are valuable and we want to hear them.
1.4 Administrative Details

Campus Admin Services provides academic administration support for students and staff and are located at Foster Hub and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites. The hub telephone number for the is 01772891990/1991. The hub email contact is fosterhub@uclan.ac.uk

1.5 Communication

The University expects you to use your UCLan email address and check daily for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Staff aim to reply to emails within one working day.

1.6 Where do I get Information?

BlackBoard will be used to provide you with nearly all the information you need. You should see the BlackBoard space for your course for your timetables, information on progression, details of exams etc.

Every student has an e-mail address at the university and we will disseminate information via that medium so you must check your inbox on a daily basis.

1.7 External Examiner

The University has appointed two External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The names of these persons, their position and home institution can be found below:

Detective Superintendent Andy Webster, Lancashire Constabulary.
Dr Jason Roach, Reader in Crime & Policing, University of Huddersfield.

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

2. Structure of the course

2.1 What are the Aims of the Course?
The MSc has been designed to provide an in-depth study of Criminal Investigation and develop critical and analytical skills involving the principles, practices and techniques of Criminal Investigation. The aims of the programme are to:

- equip students with the knowledge and practical skills to operate as a crime investigator in serious and complex cases.
- develop in students the critical thinking skills required in the investigation of serious and complex cases.
- develop analytical skills involving the principles, practices and techniques of crime investigation in serious and complex cases.
- develop competence in research methods and the presentation of information.
- develop skills in solving complex problems both independently and as a team member.
- develop in students the confidence to make decisions in complex case investigations.

2.2 What are the Learning Outcomes of the Course?

The programme provides an opportunity for learners to achieve the following outcomes:

Knowledge and Understanding

- Analyse a problem involving the specific aspects of criminal investigation and be able to design and implement a suitable solution.
- Present complex information.
- Apply data handling skills, effectively plan a project and use documentation skills in an appropriate manner.
- Design, plan and implement solutions to problems in criminal investigation and be capable of analysing the potential effectiveness of such solutions.
- Develop and write a case study analysis and a dissertation within guidelines and be able to critically evaluate the success of such a project.
- Apply the skills developed on the course to a relevant individual project.
- Synthesise solutions to problems involving several aspects of criminal investigation either independently and/or as a team member.

Subject Specific Skills

- Implement investigative solutions to problems.
- Effectively communicate criminal investigation solutions with both experts and non-experts.
- Research information from all relevant sources.
- Evaluate different potential solutions to complex case problems.
- Identify gaps in current knowledge.

Thinking Skills

- Critically evaluate complex and conflicting information that may arise in financial and money laundering investigations.
• Plan and conduct a Masters-level research project.
• Confidently communicate complex findings with both experts and non-experts.
• Make informed decisions, and critically reflect on the implications of those decisions

Other skills relevant to employability and personal development

• Time management skills
• Work in and lead teams.
• Work independently.
• Generate original ideas.
• Confidence to make decisions.
• Presentation Skills

It is often useful to know which learning outcomes will be covered in the different modules so the table in Appendix A plots the different learning outcomes against each module.

2.3 How the Course is put together

Module

The level of a module is determined by a number of factors, examples of which are: the skills and knowledge required for you to benefit from the module, the intellectual demands it makes and the degree of specialisation involved. The level used in this MSc programme is:

Level 7: Display mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject specific and cognitive skills to enable decision-making in complex and unpredictable situations, the generation of new ideas and support the achievement of desired outcomes.

Modules are generally 20 credits in size and described as “whole” or 1 module. All the modules on this programme are this size except for the Dissertation module which is a “triple” module worth 60 credits. To achieve an MSc you must pass the equivalent of nine modules (i.e. 180 credits) over the course as described in the table below.

Full time students will take nine modules in a year. Part time students will normally take four modules in year one and five modules in year two to complete in two years.

Marks

Each student registered for a course module will be awarded a percentage mark.
The following table indicates the percentage marks that are awarded. In certain instances a grade descriptor is used for fail marks or for modules that have not been completed.

<table>
<thead>
<tr>
<th>Grade/Percentage</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100</td>
<td>Distinction</td>
<td>Well above average performance</td>
</tr>
<tr>
<td>60-69.99</td>
<td>Merit</td>
<td>Above average performance</td>
</tr>
<tr>
<td>50-59.99</td>
<td>Pass</td>
<td>Average performance</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Where aggregate mark is 50% or above but a core element is failed</td>
</tr>
<tr>
<td>R&lt;50</td>
<td>Fail</td>
<td>Reassessment recommended</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete with good cause</td>
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</table>

It is possible for an examination board to “compensate” one module if it was failed by a small margin. This power is not usually exercised but would mean that a module or half-module did not count against you in getting an award. Some modules are specified on programmes as core and as such CANNOT be compensated. In this programme the dissertation is “core” and cannot be compensated by an exam board. It is particularly rare to compensate higher level modules.

2.4 Full Time programme

The course is a three-semester full time programme which lasts for 45 weeks. The first two semesters are approximately 15 weeks long and correspond to the two University semesters and the third semester of 15 weeks is over the summer period. There are two intermediate exit points designed into the course. A student who successfully completes Semester 1 may be eligible for a Postgraduate Certificate (PgCert).

A student who successfully completes both Semesters 1 and 2 is eligible for a Postgraduate Diploma (PgDip).

<table>
<thead>
<tr>
<th>Semester 1 (15 weeks)</th>
<th>Semester 2 (15 weeks)</th>
<th>Semester 3 (15 weeks)</th>
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<tbody>
<tr>
<td>FZ4703</td>
<td>FZ4701</td>
<td>FZ4707</td>
</tr>
<tr>
<td>Complex Case Management</td>
<td>Research Methods for Crime and Criminal Justice</td>
<td>MSc Criminal Investigation Dissertation</td>
</tr>
<tr>
<td>FZ4705</td>
<td>FZ4702</td>
<td></td>
</tr>
<tr>
<td>Policing of Serious and Organised Crime</td>
<td>Fraud Investigation</td>
<td></td>
</tr>
<tr>
<td>FZ4706</td>
<td>FZ4704</td>
<td></td>
</tr>
<tr>
<td>Homicide Investigation</td>
<td>Ethics of criminal Investigation and Policing</td>
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</tbody>
</table>
2.5 **Course Delivery including Distance Learning Option**

Most of the modules that you will study in Semesters 1 and 2 will consist of lectures and practical sessions/tutorials.

Students that are on distance learning will have available to them the Coffee Lounge/Adobe Connect where the tutor will deliver lectures, engage in discussion and for the use of group work and presentation. Distance Learning sessions will be recorded and be available to all the students, some lectures and tutorials may be pre-recorded and available on Blackboard.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 12 hours per week for each 20 credit module—this includes attendance at UCLan and time spent in private study.

Over the course of a semester this equates to just over 12 hours study per week per module, which may be broken down into lectures, practical classes, seminars, tutorials and independent study (in the library, laboratory or at home). This amounts to a minimum of 36 hours per week. Any lesser commitment than this is unlikely to produce a good degree. You should bear this in mind if you are going to undertake part-time employment. Your first commitment must be to the course: if you are a full-time student it means just that.

Semester 3 of the course is the MSc Dissertation when you will be expected to research and write up a 10,000 word Dissertation.

The amount of time spent in for private study will vary from student to student and will depend on your academic ability. The recommended time should therefore in practice be taken as a minimum value.

2.6 **How much work do I have to do?**

The answer to that question is ‘a lot depends on you’. As a rough guide the normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per week for each 20 credit module—this includes attendance at UCLan and time spent in private study.

On average, then, you should be planning to do between 36 and 40 hours per week. **Any lesser commitment is unlikely to produce a good degree.** You should bear this in mind if you intend to undertake part-time employment or pursue other interests outside the curriculum.

There is no check on this, no-one to test whether you are doing the private study – but it will become apparent at exam time if you have not put in the right amount of work.
2.7 Accreditation of Prior Learning

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader and gain advice from the APL unit to find out whether you can make a claim for accreditation of prior learning for part of your course.

2.8 Part Time Students

Part-time students typically take four modules each year. An individual programme will be worked out for each student to fit in with their needs and the pre-requisite requirements of any of the modules.

2.9 Course Leader

Andy Johnson is course leader for the programme and his contact details are listed at the front of this handbook. The responsibility of the Course Leader is to ensure the smooth running of the course on a day-to-day basis.

2.10 Attendance

You are required to attend all timetabled learning activities for each module. Notification of illness or absence must be made to the School Office on 01772 891990/1991 or by email to fosterhub@uclan.ac.uk.

Exceptional requests for leave must be made to the Programme Coordinator or nominee (usually the Course Leader). You should contact the School Office as above and your request will be forwarded to the appropriate person.

For International Students under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. Some practical sessions may involve assessed work, so if you miss the practical without good reason you will attract a score of 0% in that assessment. In the event of absence due to illness, a medical certificate must be produced.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance at classes will be monitored using the Student Attendance Monitoring system (SAM) and you can check your attendance record through MyUCLan.
Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

**Distance Learning** students who do not attend a scheduled online session, are asked to email the module leader and copy their email to the Course Leader. This process allows us to offer support to you when you need it.

### 2.11 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Legal Services, Strategic Development Service, University of Central Lancashire, Preston, PR1 2HE.

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### 3. Approaches to teaching and learning

This programme is designed to produce graduates with both general and specific skills pertinent to the area studied. The course is assessed by coursework to ensure that your knowledge and abilities are fully evaluated.

The course will be delivered by lectures, tutorials and practical sessions.

Criminal Investigation is a multi-disciplined subject covering elements of a range of theoretical principles and practical applications. Consequently the subject matter covered is diverse and the School therefore uses a diverse portfolio of teaching and assessment methods to reflect the nature of this subject. There are formal lectures followed up by small group tutorials in which the subject of the lecture is explored in detail. You are also encouraged to engage in independent study and indeed this is essential to pass the course.
Most of the course is delivered by university staff but, where appropriate, experts in their own field are brought in to speak with authority from their own experience and expertise.

As with all university education you are responsible for your own learning; the lectures are merely the starting point and you will have to undertake a substantial amount of study in order to succeed.

The aim of the School is to promote deep and active learning and for you to achieve an appropriate balance between (a) the accumulation of subject specific knowledge (b) the understanding of subject-specific concepts (c) the application of these and (d) the development of general investigative and presentational skills.

3.1 Distance learning students

Each module leader will discuss the use of BlackBoard and their module with you during the first session.

You can call LIS Customer Support on +44 (0)1772 895355 for help with any problems you may have with IT or the library.

There is also a FAQ section available by linking to http://www.uclan.ac.uk/students/faq/

For current opening times please look on the LIS website. http://www.uclan.ac.uk/students/study/library/opening_hours.php
Adobe Connect is used alongside BlackBoard as a learning tool for some modules. Live on-line tutorials are run through Adobe Connect where students have discussion sessions with each other in the on-line chat rooms.

Students need to have a webcam and headset as part of the course and will receive instruction in the use of this method at the beginning of the course. We hope that you will support us as we develop use of this technology. Note that the discussions in the live online sessions are recorded.

3.2 Using the chat rooms

You are welcome to use other "chat rooms" in particular the eCoffee Lounge for your own study and interaction. We suggest coordinating times and places via the discussions boards.

All students can access the BlackBoard spaces for the course and modules that they are registered for. Once logged into your BlackBoard area you can access material from the course and all of the modules you are studying without having to log in to each module separately.

You can expect that, on the Course page, you will be able to access:
1. Course Handbook  
2. Student Guide to Assessment  
3. Timetables  
4. Minutes of SSLC Meetings  
5. External Examiners Report  

You can expect that, on each module space, you will be able to access:

1. Module Description  
2. Module Booklet  
3. Assignment briefs (including a marking scheme), if not included in the module booklet  
4. Generic feedback on coursework assignments  
5. Handouts for tutorials and practicals  
6. Lecture notes (no later than 48hrs after the date of the lecture).  
7. A past exam paper (if there is an exam in the module)  
8. Generic feedback on the examination paper  

3.3 Study Skills  

Teaching staff recognise that students, particularly those returning to study after a gap or without an undergraduate degree, may find the skills of studying and academic essay writing initially difficult to acquire or re-acquire. To that end staff will provide generic or where necessary 1:1 support. All of the courses within the school have a study skills module to assist with the development of your academic and employability skills. There are a variety of other services that support schools and these include:-

WISER  
LIS  

3.4 Learning Resources  

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.  

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.  

One of the fundamental skills to master is using the library services. Your university library user name and identification number have been sent to you and you have already used them to log into eLearn. LIS provide access to a huge range of electronic resources including e-journals, searchable databases, e-books, images and texts.  

Course and module materials are not provided in ‘hard copy’ format, however, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and materials and other relevant information and resources are made available in electronic form via BlackBoard. This is the brand name for the on-
line Virtual Learning Environment (VLE) that the University uses to support and enhance teaching and learning.

All students can access the BlackBoard spaces for the course and modules that they are registered for. Once logged into your BlackBoard area you can access material from the course and all of the modules you are studying without having to log in to each module separately.

Every student has access to the university computer facility. You can also access the university computer facilities remotely from your own computer.

The following sources of information are relevant to this MSc programme:

Current Journals
There are a number of current journals in the library or available online through subscription.

Books
Relevant texts can be found at the library. For more detailed listings, refer to the subject guides that are available from the helpdesk in the library or on the LIS web pages.

Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Additional material will be provided to students via e-learn.

EBSCO
Provides access to over 550 full-text journals to which the LIS subscribes covering many subject areas. It also contains the abstracts and indexes of over 4,000 journals.

Index to Theses
Is an index with abstracts of theses accepted for higher degrees by the Universities of Great Britain and Ireland from 1970 onwards.

ingentaJournals
A multi-disciplinary database of full-text articles available via the BIDS host.

Ideal is an electronic journals archive containing over 170 Academic press journals. Access is available on campus. Tables of contents of journals can be browsed as well as the possibility to search and read abstracts and download the full text of articles.

The School has also subscribed to an online collection of specialist texts covering many areas of forensic science and policing called FORENSICnetBASE. This collection, operated by CRC press, can be accessed on line from any PC on campus through the University network and students can use the site’s search engine to locate, access and download material from a range of 80 current editions of specialist textbooks. It is particularly suitable for forensic science students due to the specialist nature and wide range of forensic texts produced by these publishers.
3.5 Teaching and Computing Facilities

Students working on Campus will have lecture and seminar rooms are found across the University and every effort will be made to ensure that your classrooms are located in and around Maudland Building. Computing Facilities are available in the general computing suites found within the building and throughout campus.

For students on the distance learning programme your study areas will be in the comfort of your own home or workplace.

3.6 Personal Development Planning

While you are studying for your MSc, you will learn many new concepts, analyse them, evaluate them and apply them. You already expect to learn lots of facts and techniques to do with your subject specialism, but you will also learn other things of which you might not be aware. You will learn how to study more independently than you may have done previously, how to work with other people, how to manage your time to meet deadlines, and so on. If you are to be an employable individual it is vital that you can list the skills employers’ value in your CV.

Employers are looking for skills such as:

- self-organisation
- team work
- good written communication
- good oral communication
- problem solving

To help you, we have introduced a system that aims to:

- help you to identify the **skills** you should be developing,
- help you to **identify** the ones you are weak in, and
- to take **action** to improve those skills.

This approach can broadly be described as **Personal Development Planning**, and can be defined as:

*A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.*

The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more rounded detail.
3.7 Career Opportunities

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan. It’s your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.
4. Student support, guidance and conduct

Perhaps the most important thing that the School of Forensic and Applied Sciences will give you is support. We will guide you through the subject and instil in you the critical and enquiring characteristics required of an investigator.

In your course you will be presented with a vast amount of information and knowledge. Equally important, though, is the manner in which you develop as an individual over that period, and the skills you acquire which can be used other than in investigative work. Employers are looking for skills such as:

- self-organisation
- assertiveness
- good communication skills
- team work
- problem solving
4.1 Who do I ask for Help/Guidance/Advice?

Any problems you may choose to discuss with a member of staff, academic or otherwise, will be treated in strict confidence and will not be divulged to anyone without your permission (including parents). It is highly unlikely that you will have a problem we have not encountered before.

The important thing is not to sit on a problem and hope it will go away – it will not! As to whom you should ask, that depends on the nature of the problem:

- **Learning/teaching in a module.** Each module has a Module Tutor – a member of staff responsible for that module. The Module Tutor will be your first port of call for questions about the learning/teaching within the module.

- **Which options to take – Electives – structure of your course – progression (moving from year to year).** These are questions for your academic advisor. He or she will meet (in the Coffee Lounge if a Distance Learning Student) with you at the start of the course and will remain your academic advisor throughout your time throughout the course.

- **Welfare, money, housing, health, personal problems.** The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

- **Administrative questions.** Foster hub can help you with your academic records and other administrative matters and can be contacted via Fosterhub@uclan.ac.uk

4.2 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.3 Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.
Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at [http://www.uclansu.co.uk/](http://www.uclansu.co.uk/).

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If you are not studying on the main UCLan campus in Preston, the Students’ Union is still your union, please check [http://www.uclansu.co.uk/](http://www.uclansu.co.uk/) for full details on what we may be running in your partner institution.

### 5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The modules are assessed by coursework alone. To ensure that you do not have an excessive amount of assessment at any one time, the coursework assessment will take place uniformly throughout the course, as far as practicable.

Semester 1 of the course is designed to ensure that you have the basic skills needed to obtain an MSc. It is important that you develop a range of skills that will be of benefit when you gain employment after the course. The main skills that you are developing will be in the areas of presentations, report writing and problem solving.
You will prepare essays, reports, presentations and peer group assessment may be
used and you will be encouraged to discuss your strengths and weaknesses with each
other.

Report writing will take several different forms to ensure that you develop different
techniques according to the nature of the task being undertaken. These consist of the
conventional report, articles of prescribed length etc. In addition there will be problem-
solving tasks that will involve literacy searches, use of the Internet and case studies.

All modules will be assessed by coursework assignments; either academic essays,
presentations and reflective work. Each assignment will be substantial and will be
based on the material discussed in teaching sessions. Modules assessed by
coursework only will have additional assignments that may take the form of a mini
project. A schedule of assignments will be drawn up ensuring that there is no more
than one assignment in a particular week. The deadline for handing in of assignments
will be rigorously adhered to as would be expected in a working environment.

5.1 Assessment Weighting

The weighting of assessments is varied according to the module content. Details for
each module can be found in the individual module descriptions, in module booklets
and in assessment briefs

5.2 Assignments

The assignments for the taught modules take on two different forms. In Semester 1
where some students may be returning to an academic environment after many years
out of the system, the emphasis of the assignments will be in the development of a
range of study skills. This results in assignments which consist of the analysis of and
solving of problems, academic writing and referencing.
The impetus from the study skills gained from Semester 1 is consolidated in Semester
2, where more challenging synthesis of material is expected. You are now involved in
more Level 7 specialist topics.

5.3 Presentations

A feature of many of the modules is that you have to give a presentation on your work.
This is a skill with which you may be unfamiliar so it is essential to develop it from an
early stage in the course. Presentations form an important part of the content of the
programme. For distance learners, presentations will be delivered by the use of Adobe
Connect or other similar software, and instruction will be given in its use in this context.

Presentations may be marked by peer group assessment and the course tutors will
moderate these marks. Criteria for these assessments are likely to cover the following
areas:

A  Structure of presentation
B  Quality of communication
C  Use of A.V. aids and resources
5.4 Assessment of Project Work

The course culminates in semester 3 with the MSc Dissertation, which gives you the opportunity to apply what you have learnt on the course to a specialist research topic.

The MSc Dissertation is conducted in two stages. The first part involves preparing a project proposal in the second semester as part of the Research Methods.

The final part is the assessment of a 10,000 word dissertation which is double marked by the university tutors and presentation based on this report.

You may also be asked to prepare a presentation of your work before the submission of the final dissertation and this will allow the course team to provide you with feedback on the project.

The aims of the continuous assessment of non-project work are to:

1. Assist in the teaching/learning process,
2. Provide a measure of the extent to which you are benefiting from the course and the course is achieving its own aims.

The objectives of the assessment are that:

1. You are provided with feedback on your level of competence with the material assessed,
2. You are advised of strategies which could be used to improve future performance,
3. Staff are alerted to individual and collective problems of students with the course.

You will be assessed continuously by a variety of techniques. These involve assignments and presentations that you will submit via Turnitin on both the taught and distance learning programmes. Presentations will be recorded via adobe connect and submitted on line with clarification questions.

N.B. Plagiarism of work (i.e. presenting other people’s work as your own) is considered as cheating and so is a serious offence as stated in Section G.10 of the academic regulations which can be accessed via Academic Regulations.

The Course team recognise the main purpose of assessment as:

- the diagnosis of strengths and weaknesses of individual students;
- encouragement to students to be involved in determining their own performance;
- evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award.
Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on the appropriateness of your study skills in meeting the learning objectives. It also assists the academic staff by providing information as to the appropriateness of the learning environment in facilitating student learning. Formative assessment includes assessment strategies that encourage the student and tutor to build on the student’s strengths and to plan remedial help to correct identified weaknesses. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

The nature of formative assessment varies between modules. In some there are short tests or essays, while in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you have assimilated facts, sometimes we need to assess your understanding, and at other times your application of the facts. Often we need to test all of these learning outcomes at once. In addition, we need to assess skills, such as your ability to communicate your ideas.

The assessment methods and what we are trying to assess by the particular method are shown below:

- **Presentations**: Your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.

- **Essays**: Non-examination situation essays assess your understanding of the subject as well as your research, written communication and critical analysis skills.

- **Case studies**: These assess the application of theory to practical situations. They also assess either your written or oral presentation skills when communicating your deliberations to the class or marker.

- **Dissertation**: This assesses the application of the information that you have gained and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module booklets.
5.6  Presentation of Written Work

The way in which you present your work will be taken into account when arriving at the final grade for the assessment. To assist you in this regard, refer to the Student Guide to Assessment, produced by the School, that accompanies this handbook.

5.7  When will the assessments take place?

We will try to spread the assessment load. Nevertheless, it is important that you plan your work around the assessment timetable. For this reason we will provide you with an assessment timetable at the beginning of each semester.

5.8  Submission of Assessments

Normally all work should be submitted through BlackBoard and Turnitin. Information about the requirements for individual assessments and their respective deadlines for submission/examination arrangements will be provided in the assignment brief or in the module booklet that will be posted on BlackBoard.

All work should be submitted with a completed assessed work cover sheet with the declaration signed. These assessed work cover sheets can be obtained on the module and course pages on BlackBoard. Distance Learning students will submit their work via Turnitin on Blackboard.

Once the work has a FULLY completed and signed cover sheet attached, it should be submitted through the assignment drop-box on BlackBoard.

5.9  Deadlines for Assessments

In the workplace you will be faced with many deadlines. Assessment deadlines will help you to develop a personal ethos, which will enable you to cope with tight work schedules. We expect work to be handed in on time.

A deadline is set at a particular time on a particular day and work submitted after this time without an extension granted by the relevant retention tutor will be penalised.

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
<table>
<thead>
<tr>
<th>Days Late</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Maximum Mark 50%</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>0 %</td>
</tr>
</tbody>
</table>

If you have problems that prevent you meeting a deadline for submission, it is imperative that you contact the retention tutor before the deadline expires. Contact details can be found on the relevant noticeboard outside MB114 and in section 1.1 of this book.

This regulation is not intended to be draconian. However, since in most cases work will be returned to students with specimen answers and feedback, it would delay the return of coursework to the rest of the group if this regulation were not adhered to. Rather than disadvantage the majority of students for the sake of the few, this regulation will be strictly implemented.

5.10 Extensions

Assignments must be submitted no later than the date on your assignment brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the your course leader who is Andy Johnson.

**Authorisation of the late submission** of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an **extension request form**, with any supporting evidence, to your School office. Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.11 Extenuating Circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both
with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.12 Feedback

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module
assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

**Distance Learning:**

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Feedback may be oral, written, posted on a website or other.

### 5.13 Cheating, Plagiarism, Collusion and Re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. Work submitted without such a declaration will not be marked. The use of work produced for another purpose by you, working alone or with others, must be acknowledged.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#):
  - Being in possession of notes, 'crib notes', or texts books during an examination other than an examination where the rubric permits such usage;
  - Copying from another candidate's script or work;
  - Communicating during the examination with another candidate;
  - Having prior access to the examination questions unless permitted to do so by the rubric of the examination;
  - Substitution of examination materials;
  - Unfair use of a pocket calculator;
  - Impersonation;
  - Use of a communication device during the examination;
  - Or any deliberate attempt to deceive.

- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments. Brief quotations from the published or unpublished works of another person, suitably attributed, are acceptable. You must always use your own words except when using properly referenced quotations. Plagiarism amounts to dishonesty, which is wholly unacceptable.

- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students
divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- Re-presentation is an attempt to gain credit twice for the same piece of work.

Normally you will be required to submit your assignment through BlackBoard and Turnitin and its contents will automatically be scanned against a variety of resources to check the original source of the material.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

  - the penalty will be 0% for the element of assessment, and an overall fail for the module.
  - the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
  - when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

  - the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

You can find more about the various forms of plagiarism and how to avoid it in the following publications:


Smith, Jean et al, *How to avoid plagiarism* (www.northwestern.edu/uacc/plagiar.html).
5.14 Referencing

We use the Harvard referencing system, a guide to this referencing system is available on the Blackboard course site.

5.15 Assessment Criteria

Several different types of assessment are used in the course including reports, log book/diaries, oral presentations and online discussion, dissertations etc. In each case there are a number of common elements. The criteria listed in the following pages are the main ones used for marking. Different assessment types will contain different balances of criteria.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Methods</th>
<th>Problem-solving</th>
<th>Conceptual understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding/Excellent/Very Good</td>
<td>Error-free Application of methods to a range of easy and hard problems</td>
<td>Thorough grasp of complex problems, possible solutions and their limitations</td>
<td>Thorough grasp of the underlying concepts</td>
</tr>
<tr>
<td>70-100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good (above average) 60-69%</td>
<td>Some errors in complex problems</td>
<td>Thorough grasp of problems but incomplete understanding of limitations of solutions</td>
<td>A grasp of most of the underlying concepts</td>
</tr>
<tr>
<td>Average 55-59%</td>
<td>Able to apply methods to a range of problems, some non-standard</td>
<td>Able to solve some complex problems, with some indication of limitations</td>
<td>A superficial understanding of the concepts with indications of the students limitations</td>
</tr>
<tr>
<td>Satisfactory (below average) 50-54%</td>
<td>Able to apply methods to a range of simple problems</td>
<td>Able to produce simple solutions to easy problems</td>
<td>Limited conceptual understanding</td>
</tr>
<tr>
<td>Bare minimal pass 50%</td>
<td>Able to apply methods to some simple problems; often with errors</td>
<td>An understanding of simple problems, with some idea of appropriate solutions</td>
<td>An understanding of only very simple concepts with conceptual gaps and misunderstandings</td>
</tr>
<tr>
<td>Fail &lt;50%</td>
<td>Failure to apply methods to simple problems, or many errors</td>
<td>Failure to understand the nature of the problem</td>
<td>No grasp of even the simplest concepts</td>
</tr>
<tr>
<td>Classification</td>
<td>Work done</td>
<td>Motivation</td>
<td>Group work</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>Outstanding/ Excellent/ Very Good</td>
<td>Considerable work done, excellent experimental technique and achievement</td>
<td>Highly self motivated and high level of initiative</td>
<td>Well organised task management with clear delineation of roles within the group</td>
</tr>
<tr>
<td>70-100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good (above average) 60-69%</td>
<td>Clear evidence of work done, good experimental technique and significant achievement</td>
<td>Self motivated but requiring some staff help occasionally</td>
<td>Organised task management with some delineation of roles within the group</td>
</tr>
<tr>
<td>Average 55-59%</td>
<td>Reasonable amount of work done, adequate experimental technique and achievement</td>
<td>Student requires a moderate level of staff involvement to sustain the work</td>
<td>Task management is subdivided within the group but not very clearly</td>
</tr>
<tr>
<td>Satisfactory (below average) 50-54%</td>
<td>Some evidence of work done, poor experimental technique and some identifiable achievement even if not the original aim</td>
<td>Student shows little self motivation or initiative and requires a lot of staff involvement</td>
<td>Task management is poorly subdivided within the group and there is some confusion over roles</td>
</tr>
<tr>
<td>Bare minimal pass 50%</td>
<td>Small amount of work done with a small but identifiable achievement; experimental technique is very poor</td>
<td>Student shows little motivation and requires considerable staff involvement</td>
<td>Task management is ineffectively subdivided within the group and there is confusion about job allocation</td>
</tr>
<tr>
<td>Fail &lt;50%</td>
<td>Inadequate work and achievement; inadequate experimental technique</td>
<td>No motivation and lack of positive input into the project</td>
<td>No attempt to work as a group</td>
</tr>
<tr>
<td>Classification</td>
<td>Relevance</td>
<td>Knowledge</td>
<td>Analysis</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>Outstanding/Excellent/Very Good 70-100%</td>
<td>Directly relevant to the title; able to address the implications, assumptions and nuances of the title</td>
<td>Makes effective use of excellent knowledge and thorough understanding of the relevant material</td>
<td>A very good analysis of the evidence, arguments or results, giving clear illuminating conclusions</td>
</tr>
<tr>
<td>Good (above average) 60-69%</td>
<td>Directly relevant to the title</td>
<td>A substantial knowledge and understanding of the relevant material</td>
<td>Good analysis, clear and orderly</td>
</tr>
<tr>
<td>Average 55-59%</td>
<td>Some attempt to address the title, may drift away from the title in the less focussed passages</td>
<td>Adequate knowledge of a fair range of the relevant material with intermittent evidence of understanding</td>
<td>Some analytical treatment but may be prone to description or lacking in analytical purpose</td>
</tr>
<tr>
<td>Satisfactory (below average) 50-54%</td>
<td>Some significant degree of irrelevance to the title is common</td>
<td>Basic understanding of a limited range of material</td>
<td>Largely descriptive with little evidence of analytical skill</td>
</tr>
<tr>
<td>Bare minimal pass 50%</td>
<td>Relevance to the title may be intermittent; the topic may be reduced to its vaguest and least challenging terms</td>
<td>A limited understanding of a narrow range of material</td>
<td>Mainly descriptive with little analytical content</td>
</tr>
<tr>
<td>Fail &lt;50%</td>
<td>Outright irrelevance to the title</td>
<td>Lack of basic knowledge necessary for an understanding of the topic</td>
<td>Inadequate description and no analysis</td>
</tr>
<tr>
<td>Classification</td>
<td>Structure</td>
<td>Originality</td>
<td>Presentation</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Outstanding/ Excellent/ Very Good 70-100%</td>
<td>Coherently and logically structured, making use of appropriate standard formats</td>
<td>Distinctive work showing independent thought and critical judgement</td>
<td>Very well presented on good English and correct spelling and syntax; creative use of IT and inclusion of bibliography and clear instructive diagrams</td>
</tr>
<tr>
<td>Good (above average) 60-69%</td>
<td>Generally coherent and logical structure</td>
<td>May contain some distinctive or independent work and some evidence of critical judgement</td>
<td>Well written, with good style, spelling and syntax, acceptable use of IT, diagrams and bibliography</td>
</tr>
<tr>
<td>Average 55-59%</td>
<td>Some attempt at using a logical structure and/or standard format</td>
<td>Sound work but showing no distinctive elements; conforming to standard patterns of approach</td>
<td>Competently written with only minor errors of spelling and syntax. Acceptable use of IT, diagrams and bibliography</td>
</tr>
<tr>
<td>Satisfactory (below average) 50-54%</td>
<td>A basic argument may be evident, but tends to lack clarity</td>
<td>Largely derivative showing little originality of approach</td>
<td>Rather poorly written with numerous lapses of spelling and syntax; poor diagrams, use of IT and bibliography</td>
</tr>
<tr>
<td>Bare minimal pass 50%</td>
<td>Little evidence of a logical structure</td>
<td>Mostly derivative</td>
<td>Poorly presented with numerous lapses of spelling, syntax and poor diagrams</td>
</tr>
<tr>
<td>Fail &lt;50%</td>
<td>No evidence of clear and logical structure</td>
<td>No originality shown</td>
<td>Garbled and negligently presented</td>
</tr>
</tbody>
</table>

### 5.16 What if I fail a Module?

If you fail a module you may be offered reassessment for a maximum of 50%. However, these students, along with those who do not seek reassessment or who fail reassessment may be considered for the awards of PgCert or PgDip.

A module, or a component within it, may be reassessed only once whether that is in-module reassessment or at the end of the module. However, these students, along with those who do not seek reassessment or who fail reassessment may be considered for the award of a PgCert or PgDip.
5.17 Appeals

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

The dates for the publication of results can be found on the academic calendar.
6. Course regulations

6.1 Progression

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

The programme is delivered over three semesters. The arrangement of these parts is shown in the diagram on page 18. A module board takes place at the end of each semester and an assessment board takes place at the end of the year.

6.2 Award of MSc

To be eligible for the award of MSc you must normally:

(i) Pass a total of nine modules with an overall APM of 50% or better.
(ii) Obtain a percentage mark of 50% or better in the MSc Research Project module.

The award will be an MSc in Criminal Investigation.

The APM is calculated using a rather complicated formula as stated in academic regulations.

\[
APM = \frac{\sum_{i=1}^{n} m_i l_i c_i}{\sum_{i=1}^{n} l_i c_i}
\]

Put simply, the APM calculation takes into account the mark you got in a module (m), the size or credit of the module (c) and also the level of the module (l).

Your APM is calculated using all nine modules you studied.

Candidates who are considered by the Board of Examiners to have shown exceptional levels of performance may be awarded an MSc with Distinction. Normally this would require:

(i) Pass a total of nine modules with an overall APM of 70% or better.
(ii) Obtain a percentage mark of 70% or better in the MSc Dissertation module.

If the above is not achieved, the award of an MSc with Merit may be considered by the Board of Examiners. Normally this would require:

(i) Pass a total of nine modules with an overall APM of 60% or better
(ii) Obtain a percentage mark of 60% or better in the MSc Dissertation module.
6.3 Exit Awards

Postgraduate Diploma (PgDip)
In the event of failing to pass all modules after a reassessment you will be eligible for the award of a Postgraduate Diploma in Criminal Investigation as long as you have achieved 120 credits.

Postgraduate Certificate (PgCert)
A Postgraduate Certificate in Criminal Investigation may be awarded for only completing 60 credits.

6.4 Reassessment

Candidates who fail any of the modules are normally entitled to one reassessment. The conditions for passing a module are explained in the Assessment Strategy of each of the modules.

The grade allocated to a passed reassessed piece of assessment will not exceed a percentage mark of 50%.

The timing of the reassessment will be determined by the Progress Review or Examination Boards.
7. Student Voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

The SEA and the Students’ Union can provide on-going advice and support, and encourage your involvement in all feedback opportunities such as the SSLCs, which are mentioned below, and staff are encouraged to get module feedback either through feedback sessions or MEQs (Module Evaluation Questionnaires).

7.1 Course Representatives and School President

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.
School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed.

If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee (SSLC) Meetings

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and/or responses made and/or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys.
- Review of enrolment/induction experience;
- Course organisation and management (from each individual year group and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include eg Personal Development Planning and academic advisor arrangements;
- Other aspects of University life relevant to student experience eg resources, IT, library;
- Any other issues raised by students or staff.

The minutes of the last SSLC meeting will be posted on the course space on BlackBoard.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information Complaints Procedure
## Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
</tbody>
</table>
| **2. Teaching Institution and Location of Delivery** | University of Central Lancashire  
Preston Campus |
| **3. University School/Centre** | Forensic and Investigative Sciences |
| **4. External Accreditation** |   |
| **5. Title of Final Award** | MSc Criminal Investigation |
| **6. Modes of Attendance offered** | Full-time/part time/distance learning |
| **7. UCAS Code** |   |
| **8. Relevant Subject Benchmarking Group(s)** |   |
| **9. Other external influences** |   |
| **10. Date of production/revision of this form** | December 2014 |
| **11. Aims of the Programme** |   |
- To equip students with the knowledge and practical skills to operate as a crime investigator in serious and complex cases.

- To develop in students the critical thinking skills required in the investigation of serious and complex cases.

- To develop analytical skills involving the principles, practices and techniques of crime investigation in serious and complex cases.

- To develop competence in research methods and the presentation of information.

- To develop skills in solving complex problems both independently and as a team member.

- To develop in students the confidence to make decisions in complex case investigations
12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

| A1. | Analyse a problem involving the specific aspects of criminal investigation and be able to design and implement a suitable solution. |
| A2. | Present complex case information. |
| A3. | Apply data handling skills, effectively plan a project and use documentation skills in an appropriate manner. |
| A4. | Design, plan and implement solutions to problems in criminal investigation and be capable of analysing the potential effectiveness of such solutions. |
| A5. | Develop and write a case study analysis and a dissertation within guidelines and be able to critically evaluate the success of such a project. |
| A6. | Apply the skills developed on the course to a relevant individual project. |
| A7. | Synthesise solutions to problems involving several aspects of criminal investigation either independently and/or as a team member. |

Teaching and Learning Methods
Lectures, seminars, directed reading, presentations and case studies

Assessment methods
Examinations, essays, case studies, projects, reports, dissertation and presentations.

B. Subject-specific skills

| B1. | Implement investigative solutions to problems. |
| B2. | Effectively communicate criminal investigation solutions with both experts and non-experts. |
| B3. | Research information from all relevant sources. |
| B4. | Evaluate different potential solutions to complex case problems. |
| B5. | Identify gaps in current knowledge. |

Teaching and Learning Methods
Lectures, seminars, directed reading, group and individual projects and presentations.

Assessment methods
Examinations, essays, case studies, projects, reports, dissertation and presentations.

C. Thinking Skills

| C1. | Critically evaluate complex and conflicting information that may arise in complex case investigation |
| C2. | Plan and conduct a research project. |
| C3. | Communicate findings with both experts and non-experts. |
| C4. | Make informed decisions, and reflect on the implications of those decisions |
Teaching and Learning Methods
Skills developed through lectures, data interpretation, case studies, research projects, presentations, problem solving.

Assessment methods
Examinations, essays, case studies, projects, reports, dissertation and presentations.

D. Other skills relevant to employability and personal development
D1. Time management skills
D2. Work in, and lead, teams.
D3. Work independently.
D4. Generate original ideas.
D5. Confidence to make decisions.
D6. Presentation Skills

Teaching and Learning Methods
Skills developed through lectures, tutorials, directed reading, case studies, research projects, presentations, problem solving.

Assessment methods
Examinations, essays, case studies, projects, reports, dissertation and presentations.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>FZ4701</td>
<td>Research Methods for Crime and Criminal Justice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4702</td>
<td>Fraud Investigation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4703</td>
<td>Complex Case Management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4704</td>
<td>The Ethics of Criminal Investigation and Policing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4705</td>
<td>Policing of Serious and Organised Crime</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4706</td>
<td>Homicide Investigation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4707</td>
<td>MSc Criminal Investigation Dissertation</td>
<td>60</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

Masters Degree in Criminal Investigation
Requires 180 credits at Level 7

MSc with Distinction
APM and Dissertation \( \geq 70\% \)

MSc with Merit
APM and Dissertation \( \geq 60\% \)

Postgraduate Diploma in Criminal Investigation
Requires 120 credits at Level 7
15. Personal Development Planning

PDP is delivered and monitored through project modules and the academic advisor system. Students are provided with a PDP handbook and an introductory lecture on it during induction week.

16. Admissions criteria

For entry on the MSc programme, a student must hold one of the following qualifications:

1. An honours degree of the level 2.2 or above from a United Kingdom university or an equivalent qualification in an appropriate discipline e.g. law, policing, criminology, psychology.

2. A degree or HNC or HND in an appropriate discipline, together with appropriate professional experience.

3. A qualification or experience deemed to be equivalent to any of the above. This will be established through interview.

International applicants for the programme will be required to have a minimum level of proficiency in English Language equivalent to IELTS band 6.5.

17. Key sources of information about the programme

- University web site [www.uclan.ac.uk](http://www.uclan.ac.uk)
- School website [www.uclan.ac.uk/forensic](http://www.uclan.ac.uk/forensic)
- Course Leaders
- Admissions tutor
### 18. Curriculum Skills Map

**Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and Understanding</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>FZ4701</td>
<td>Research Methods for Crime and Criminal Justice</td>
<td>COMP</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4702</td>
<td>Fraud Investigation</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4703</td>
<td>Complex Case Management</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4704</td>
<td>The Ethics of Criminal Investigation and Policing</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4705</td>
<td>Policing of Serious and Organised Crime</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4706</td>
<td>Homicide Investigation</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4707</td>
<td>MSc Criminal Investigation Dissertation</td>
<td>CORE</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
Appendix B: Contents of the Modules

The content of the modules are outlined below.

**FZ4701 (L7) Research Methods for Criminal Justice**
Investigators are required to have a wide range of skills beyond expertise in their specialist subject. This module provides the necessary skills in research techniques appropriate to the discipline, project management, data analysis and retrieval etc and equips the student to undertake primary research by acceptable and valid methodologies, some of which will be used in the dissertation module.

**FZ4703 (L7) Complex Case Management**
Failures in the management of complex cases are a significant factor in failed prosecutions, even in cases where strong prosecution evidence exists. The module aims to identify common pitfalls in this type of case and provide students with a conceptual understanding of the difficulties involved in the management of serious and organised crime investigations and to develop and apply solutions.

**FZ4704 (L7) The Ethics of Criminal Investigation and Policing**
This module will examine elements of police integrity, accountability and ethical conduct. Although the primary focus is on these elements in relation to 'criminal investigations' the module will include a wider examination of these elements in relation to policing as a service to the public.
As well as identifying relevant legislation the module will look at the work organisations to which the police are accountable, for example the Independent Police Complaints Commission.

**FZ4705 (L7) Policing of Serious and Organised Crime**
This module is intended to equip the student to investigate serious and organised crime at the highest level. Students will study the legislation and processes appropriate to the pro-active investigation of organised crime and issues in respect of working with investigative partners, as well as alternative strategies to prosecution such as prevention, intervention and disruption.

**FZ4706 (L7) Homicide Investigation**
This module is intended to expose the student to the tools and techniques associated with the investigation of homicide and the management of incidents involving mass fatalities.
In addition, students successfully completing the module will have a comprehensive knowledge of the criminal law in relation to the topic.

**FZ4707 (L7) MSc Criminal Investigation Dissertation**
You will spend 15 weeks undertaking a project which uses and enhances many of the skills learnt on the course, including undertaking primary research. Following the conclusion of the work, you will complete a 20,000 word report on the project as well as give a presentation of your findings; you will be expected to justify your choice of research methodology and comment on your work’s validity and reliability.
**Tuition fees:**

Your tuition fees include:

- Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
- Course related induction activities.
- Placement year academic support (where the course includes a placement year).
- Course assessment and awards.
- Access to the university’s library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
- Use of the university’s estate and resources for scheduled activities and learning support
- Dissertation, project and/or thesis printing and binding where the submission of printed and bound documents is a requirement for assessment of the module(s).
- Use of the university’s technical equipment and materials identified by the course teaching team as essential for the completion of the course.
- The extra items listed against your course in the table below.

<table>
<thead>
<tr>
<th>Course name</th>
<th>Additional items included in the tuition fees for your course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MChem</td>
<td>Laboratory coats PPE glasses</td>
</tr>
<tr>
<td>MSc Archaeology</td>
<td>Field trip in each year of the course.</td>
</tr>
<tr>
<td>MSc Criminal Investigation</td>
<td>Year one outward bound trip</td>
</tr>
<tr>
<td>MSc DNA Profiling</td>
<td></td>
</tr>
<tr>
<td>MSc Document Analysis</td>
<td></td>
</tr>
<tr>
<td>MSc Forensic &amp; Conservation Genetics</td>
<td></td>
</tr>
<tr>
<td>MSc Forensic Anthropology</td>
<td></td>
</tr>
<tr>
<td>MSc Fire Safety Engineering</td>
<td></td>
</tr>
<tr>
<td>MSc Fire Scene Investigation (Sept)</td>
<td></td>
</tr>
<tr>
<td>MSc Forensic Toxicology</td>
<td></td>
</tr>
<tr>
<td>MSc Instrumental Analysis</td>
<td></td>
</tr>
<tr>
<td>MSc Counter Terrorism (DL)</td>
<td></td>
</tr>
<tr>
<td>MSc Counter-terrorism</td>
<td>Year one outward bound trip</td>
</tr>
<tr>
<td>MSc Cybercrime Investigation</td>
<td></td>
</tr>
<tr>
<td>MSc Cybercrime Investigation (DL)</td>
<td></td>
</tr>
<tr>
<td>MSc Fire &amp; Rescue Service Management</td>
<td></td>
</tr>
<tr>
<td>MSc Fire &amp; Rescue Service Management (Jan)</td>
<td></td>
</tr>
<tr>
<td>MSc Forensic Science &amp; Chemical Analysis</td>
<td></td>
</tr>
<tr>
<td>MSc Forensic Science</td>
<td></td>
</tr>
<tr>
<td>MSci Forensic Science &amp; Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>MSc Synthetic Organic Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

**Living costs:**
Living costs are not included in your tuition fees. You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Halls of Residence based on a 42 week contract.</td>
<td>£79.03</td>
<td>£107.83</td>
</tr>
<tr>
<td>Private Halls of Residence</td>
<td>£70</td>
<td>£110</td>
</tr>
<tr>
<td>(Living at home may reduce your accommodation costs)</td>
<td>(£0)</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>£20</td>
<td>£30</td>
</tr>
<tr>
<td>Internet connection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(free wifi on campus, in university halls of residence and in some private accommodation)</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td>Toiletries/Laundry</td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td>Gas/electricity/water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(included within university halls of residence costs and some private accommodation – check your contract)</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td>Printing, copying, stationery.</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Travel expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(varies by method &amp; distance travelled e.g. on foot, bicycle, bus, train or car. If using bus or train check travel card / season ticket rates for savings). University halls of residence and a good selection of private accommodation are situated on campus or a short walk from campus.</td>
<td>£0</td>
<td>£40</td>
</tr>
<tr>
<td>Mobile phone or landline</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Books</td>
<td>£5</td>
<td>£10</td>
</tr>
<tr>
<td>Leisure</td>
<td>£5</td>
<td>£25</td>
</tr>
<tr>
<td><strong>Total per week</strong></td>
<td>£110</td>
<td>£282</td>
</tr>
<tr>
<td><strong>Total for 42 weeks</strong></td>
<td>£4,620</td>
<td>£11,844</td>
</tr>
<tr>
<td><em>(typical halls of residence contract)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for 52 weeks</strong></td>
<td>£5,720</td>
<td>£14,664</td>
</tr>
</tbody>
</table>

You will also need to budget for ‘one off’ or irregular costs

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>TV licence</td>
<td>£145.50 per year</td>
</tr>
<tr>
<td>Insurances</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>Computer/laptop/telephone</td>
<td>You will have access to University computers or laptops for your studies or you may have your own you wish to bring. If you are acquiring one to come to university the cost varies depending on model and whether it is new or refurbished.</td>
</tr>
<tr>
<td>Furniture, crockery etc.</td>
<td>Furnished accommodation may include all your needs. Check your accommodation to see what is included.</td>
</tr>
</tbody>
</table>

Additional costs.
The costs below are not included within the Tuition Fees.

<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
<tr>
<td>Library fines &amp; charges &lt;br&gt; <em>Avoid these by returning on time or renewing books!</em></td>
<td>On time £0.00 &lt;br&gt; 0-8 days overdue £0.10-0.50 per day &lt;br&gt; 9+ days overdue £0.50-£1.00 per day &lt;br&gt; 40+ days replacement cost and administrative charges/account suspension</td>
</tr>
<tr>
<td>Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments.</td>
<td>For example a medical certificate may cost from £10.</td>
</tr>
<tr>
<td>Fees for arranging and invigilating course examination(s) off campus are payable by the student (Note this only applies where permitted by course regulations and approved by course leaders)</td>
<td>£300</td>
</tr>
<tr>
<td>Printing of electronic books, journals etc. You are strongly recommended to access these electronically.</td>
<td>Estimated £0.10 per copy sheet</td>
</tr>
<tr>
<td>Printing of reports, course materials and other course documents, which have been supplied or are available electronically or in hard copy in the library.</td>
<td>Estimated £0.10 per copy sheet</td>
</tr>
</tbody>
</table>