Course Handbook
MSc / Postgraduate Diploma / Postgraduate Certificate Financial Investigation
2020/21
Course Leader David Brian
School of Forensic & Applied Sciences

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

The School of Forensic and Applied Sciences at the University of Central Lancashire provides undergraduate education in the areas of Forensic Science and 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 and 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, Fire Investigation 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.

Michael Mulqueen

Head of School of Forensic and Applied Sciences

1.1 Rationale, aims and learning outcomes of the course

The aims of this course are to:

- To equip students with the knowledge and practical skills to understand Financial Investigation drawing on appropriate theory to synthesise and test potential solutions
- To develop analytical skills involving the principles, practices and techniques relevant to Financial Investigation
- Design, plan and implement solutions to problems in financial and money laundering investigation and be capable of analysing the potential effectiveness of such solutions
- To provide an opportunity for the students to plan and evaluate a financial investigation related project
- To develop the students' critical thinking skills, communication and self-management skills to a level appropriate to post-graduate students
- To develop competence in research methods and the presentation of information

Learning Outcomes of the Course

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

Knowledge and Understanding

- To demonstrate the knowledge and practical skills to understand Financial Investigation drawing on appropriate theory to synthesise and test potential solutions.
- To demonstrate analytical skills involving the principles, practices and techniques relevant to Financial Investigation.
- To be able to design, plan and implement solutions to problems in financial and money laundering investigation and be capable of analysing the potential effectiveness of such solutions.
- To demonstrate the ability to plan and evaluate a financial investigation related project.
- To demonstrate critical thinking skills, communication and self-management skills to a level appropriate to post-graduate students.
- To demonstrate competence in research methods and the presentation of information.
- To demonstrate the acquisition of knowledge regarding Financial Crime and Money Laundering.

Subject Specific Skills

- Implement detailed investigative solutions to challenging problems.
- Effectively communicate financial and money laundering Investigation solutions with both experts and non-experts.
- Research information from all relevant sources.
- Evaluate different potential solutions to complex problems.
- Identify gaps in current knowledge.
- Discuss financial and money laundering topics from a multidisciplinary / multi-perspective point of view

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.

1.2 Course Team

Dave Brian Course Leader.   DJBrian@uclan.ac.uk ext. 3539

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 & 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 Course Leader and Module tutor for the MSc Financial Investigation and the MSc Professional Practice (Early Action)

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Dr. Rebecca Phythian

Rebecca is a lecturer in Policing and Criminal Investigation. She primarily teaches on MSc Degree programmes, supervises MSc dissertations, PhDs and Professional Doctorates, and acts as an academic skills advisor for Policing students. Rebecca is deputy chair of the School's Research and Innovation committee, and a member of the University's STEMH ethics committee. She is also the external examiner for the Security Science MSc and Investigative Psychology MSc at the University of Huddersfield, and the Criminology and Criminal Justice courses with Kaplan Online Learning, in partnership with the University of Essex. Her background includes teaching, and supervising, undergraduate and postgraduate students in Psychology and/or Research Methods at the University of Liverpool, Edge Hill University, Manchester Metropolitan University and Laureate Online Education.

Rebecca is an active member of UCLan's Policing research team, Institute of Citizenship, Society and Change, and Criminal Justice Partnership. Additionally, she is seconded as a researcher to Lancashire Constabulary and a member of their Evidence Based Policing team, as well as working with other UK police forces (e.g. Greater Manchester Police) and organisations (e.g. Home Office, College of Policing). Rebecca's PhD quantitatively examined serious violent offenders, with a particular focus on age, gender, criminal history, specialisation and predictive factors; she collaborated with a UK police force during this research.

Dave Short Associate Lecturer   DShort3 @uclan.ac.uk

David has been a police officer and an officer on the National Crime Agency for a total of 38 years. He has been a Financial Investigator since 1987 and set up Lancashire Constabulary's first financial investigation Unit in 1988 and developed the UK standard financial investigation training course. David has spoken at conferences and delivered training in fraud, money laundering and financial investigation across Europe and the Caribbean to law enforcement, prosecutors, bankers and the financial industry. He was a member of the ACPO Financial Investigation Working Group.

1.3 Expertise of staff
The course team have many years of experience in the field and this is complemented by a substantial network of professional contacts who are welcome guest speakers on the course.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5 Administration details

Course Administration Service (CAS) provides academic administration support for students and staff and are located in the following hub which 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.**

Foster Building

Foster Hub

The Hub telephone number is: 01772891990/1991

 The hub email contact is FosterHub@uclan.ac.uk

1.6 Communication

The University expects you to use your Uclan email address and check regularly 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.

Communication on this course will be via your Uclan email address. Course information assignment details and teaching materials are communicated via Blackboard system.

1.7 External Examiner

The University uses an external examining system, where each programme has at least one, sometimes two external examiners appointed from outside the institution with the appropriate academic and subject expertise to ensure the programme is current and delivered to appropriate academic standards.

External Examiner reports will be made available on blackboard.

2. Structure of the course

The course consists of 9 modules completed over 3 semesters if taken full time and 6 semesters if taken part-time.

2.1 Overall structure

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.

2.4   Full Time programme

The course is a three-semester full time programme which lasts for 43 weeks. The first two semesters are approximately 12 weeks long and correspond to the two University semesters and the third semester of 19 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).

Semester 1 (12 weeks)	Semester 2 (12 weeks)	Semester 3 (19 weeks)
FZ4701 Research Methods	**FZ4724** Discovery and Recovery of Assets	**FZ4707** MSc Dissertation
FZ4723 Money laundering	**FZ4729** Research in Practice	
FZ4703 Complex Case management	**FZ4722** Global Perspectives on Financial Investigation	

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 Adobe Connect where the tutor will deliver lectures, engage in discussion and for the use of group work and presentation. Distance Learning sessions may be recorded and be available to all the students, some lectures and tutorials will 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 10 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.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

2.3 Course requirements

- An honours degree at level 2.2 or above, or equivalent qualifications and experience

- Applications are welcome from individuals with non-standard qualifications with work-based experience

- Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no sub-score lower than 5.5.

- Please consult the Uclan admissions department for the most up to date requirements.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The teaching for the full time and part-time on campus courses is conducted on a Tuesday afternoon each semester. During this time you will undertake teaching sessions which are a mixture of lectures discussions or practical exercises.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Foster Hub.
The hub telephone number for the hub is: 01772891990/1991.

 The hub email contact is FosterHub@uclan.ac.uk

3. Approaches to teaching and learning

3.1 Expertise of staff

The staff are all experienced practitioners and or researchers in Policing related topics. Members of the team are active in Police research in the area of Fraud, Financial Investigation, homicide and Evidence based Policing generally.

3.2 Learning and teaching methods

This programme is designed to produce graduates with both general and specific skills pertinent to the area studied. The course is assessed by both coursework and examination to ensure that your knowledge and abilities are fully evaluated. The course will be delivered by lectures, tutorials and practical sessions.

Financial Investigation is a multi-disciplined subject covering 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. Skills are developed through practical sessions which may incorporate stand-alone practical exercises or individual or group projects. 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.

3.3 Study skills

You are allocated a personal Academic Advisor who can assist with any specific issues in relation to your learning at Uclan. In addition the University provides the opportunity for mentoring and for students to get assistance with written skills, research and academic writing. Teaching **also** 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 **element** 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

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

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 BlackBoard. 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.

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 practical's
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

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.

3.3.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
* Your 'Subject Guide' can be found in the [Library Resources](#)
* Your 'My Library' tab in the [Student Portal](#)
* [Library search](#)

3.4.2 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 Blackboard/ e-learn.

3.5 Personal development planning
Students are encouraged tom prepare for their future employment and this is the focus of the course. Throughout the modules there is a focus upon employability and practice and students are encouraged to maintain their PDP.

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.

3.6 Preparing for your career

The programme is focussed on employability and students are encouraged to build networks and contacts within the field and are also able to attend a careers fair during their time on the course. This course is particularly applicable to those students wishing to pursue a career in law enforcement, compliance, and risk management or in academia.

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 10.30am-3pm, 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. Distance Learning students can access this via the student portal.

4. Student Support

Information on the support available is at: https://www.uclan.ac.uk/students/

To support students the course leader acts as the academic advisor for students on post graduate programmes, in this case Dave Brian..

4.1 Academic Advisors

The academic advisor is a named individual who is there to offer support and guidance on all academic aspects of the course. Students will have one to one meetings with their academic advisor as well as student initiated contact.

Dave Brian 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 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 them to challenge you over your progress, performance or attendance but it is not their role to constantly monitor you in these areas as may have happened at school or college and to a lesser extent during your undergraduate studies. Your Personal Tutor should be your first point of contact for advice on a wide range of academic, personal, administrative and practical issues.

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. You should make contact with your Academic Advisor regularly, at least twice in semester one and once in semesters two and three.

If you need to get advice in an emergency or when you're 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.

The Course Leader, Retention Tutor, Module Tutors and other lecturing staff form the Course Team meets 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.

4.2 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.
The School has a named lead for students with disabilities - Mark Toogood. Marks's contact details are MToogood@uclan.ac.uk and you can contact him direct for further advice/support.

4.3 Students' Union
The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment
5.1 Assessment Strategy

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 both coursework and examination. 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.

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 and 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 literature searches, use of the Internet and case studies.

Most modules will be assessed by coursework assignments although some may have an examination. Each assignment will be substantial and will be based upon work undertaken in laboratory and/or tutorial 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.

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

Assignments

The assignments for non-project work 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 are solving problems, producing simple design studies, writing reports and the presentation of case studies.

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.

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.

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

        D   Effectiveness in handling questions

Examinations

Some of the modules studied may have an end of module examination as well as coursework assessment. The examination component is included where it is felt that this type of assessment is suitable for evaluation of your knowledge.

Examinations will typically be of two to three hours duration and will consist of a combination of short, directive answer and essay type questions. Examinations will be held at the end of Semesters 1 and 2.

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. 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.

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:

Examinations	Short answer questions are usually looking for how well you have learned factual information. Essay questions are looking for your understanding and critical analysis skills.
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.
Role-plays	These sessions are important in providing you with the opportunity to put skills that you have learned into practice.
	You will be placed in a number of situations, with familiar and unknown individuals, and often video-taped and recorded for later feedback purposes. Some sessions will be assessed by peer and staff appraisal.
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.

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.

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.

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.

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 five working days following the published submission date you will obtain a maximum mark of 50% for that element of assessment.
- Work submitted later than five working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

Days Late	Penalty
1-5	Maximum Mark 50%
> 5	0 %

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.

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 retention tutor.

Authorisation of the late submission of work requires written permission. The School with responsibility for your module will be authorised to give permission for **one extension period of between 1 and 10 working days** where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances (Academic Regulations:G3).

Extensions of deadlines for coursework on FZ modules will only be granted in exceptional circumstances and can only be authorised by the relevant retention tutor or, in exceptional circumstances, the Programme Co-ordinator.

Extensions must be sought **well in advance** of the deadline by contacting your retention tutor. Upon receipt of the evidence and a completed application for coursework extension form and if your application for extension is granted, the form and the assessment cover sheet will be signed by the retention tutor and a new deadline set.

We aim to inform you of a decision about granting an extension within two days 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](): G9 and [Assessment Handbook]()).

Extenuating Circumstances
"Extenuating Circumstances" is a phrase which refers to exceptional factors outside of your control which have adversely affected your performance within your course. These factors may prevent you from attending examinations or other timed assessments or caused you to miss assessment submission dates. Examples are illness, accidents or serious family problems.

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 ([Academic Regulations](): G5).

You can apply for extenuating circumstances online via MyUCLan (this can be accessed as a Useful Tool link on the Student Portal home page of the Uclan website) or use the paper based system if your circumstances are such that you cannot access MyUCLan. You must submit claims within specified deadlines and submit corroborating evidence to the School office. More information about deadlines and gaining access to envelopes is available from the 'I' website.

You will be expected to re-submit claims for extenuating circumstances for each assessment period, even if your difficulties are continuing from one semester to another.

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: G9 and Assessment Handbook).

If you are in any doubt concerning a claim for Extenuating Circumstances, you are advised to seek guidance from your personal tutor.

Extenuating Circumstances will only be considered if they are submitted within the published deadlines and that there is evidence to support them.   This should include, where appropriate, a medical certificate; hospital appointment card; note from your GP or a University counsellor; crime reference number; car recovery/breakdown report, death certificate etc. (Academic Regulations: G9 and Assessment Handbook).

Feedback

Uclan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations: G2.4). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

Staff will provide individual written feedback on all in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. This may initially be generic feedback and may be verbal during a lecture or one-to-one session, or written e.g. in the form of specimen answers, or comments posted on a website.

Generic feedback on end of module assessment and dissertations will be made available within 15 working days following the publication of results.   Feedback may be oral, written, posted on a website.

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.

5.2   Notification of assignments and examination arrangements

Assignments will be posted on the BlackBoard space for the individual module and will include the Assessment briefing, marking guide and the deadline clearly outlined.

5.3   Referencing

The Referencing system used on the MSc is HARVARD. A guide to this is included in each module space on Blackboard.

5.4   Confidential material

Students are expected to deal with Confidential Information in accordance with the University's Policy on Ethics and Data Protection. Prior to engaging with such information students will receive guidance and training. On this course this begins in the first semester with the Research Methods Module.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are

applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

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.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

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

1.	Awarding Institution / Body	University of Central Lancashire
2.	Teaching Institution and Location of Delivery	University of Central Lancashire Preston Campus
3.	University Department/Centre	Forensic and Applied Sciences
4.	External Accreditation	
5.	Title of Final Award	MSc Financial Investigation Postgraduate Diploma Financial Investigation Postgraduate Certificate Financial Investigation
6.	Modes of Attendance offered	Full-time/part-time and Distance Learning
7a)	UCAS Code	
7b)	JACS Code	F410
7c)	HECOS Code	100486
8.	Relevant Subject Benchmarking Group(s)	QAA Masters Degree Characteristics
9.	Other external influences	
10.	Date of production/revision of this form	April 2018

11. Aims of the Programme
• To equip students with the knowledge and practical skills to understand Financial Investigation drawing on appropriate theory to synthesise and test potential solutions
• To develop analytical skills involving the principles, practices and techniques relevant to Financial Investigation
• Design, plan and implement solutions to problems in financial and money laundering investigation and be capable of analysing the potential effectiveness of such solutions

•	To provide an opportunity for the students to plan and evaluate a financial investigation related project
•	To develop the students' critical thinking skills, communication and self-management skills to a level appropriate to post-graduate students
•	To develop competence in research methods and the presentation of information

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. To demonstrate the knowledge and practical skills to understand Financial Investigation drawing on appropriate theory to synthesise and test potential solutions.

A2. To demonstrate analytical skills involving the principles, practices and techniques relevant to Financial Investigation.

A3. To be able to design, plan and implement solutions to problems in financial and money laundering investigation and be capable of analysing the potential effectiveness of such solutions.

A4. To demonstrate the ability to plan and evaluate a financial investigation related project.

A5. To demonstrate critical thinking skills, communication and self-management skills to a level appropriate to post-graduate students.

A6. To demonstrate competence in research methods and the presentation of information.

A7. To demonstrate the acquisition of knowledge regarding Financial Crime and Money Laundering.

Teaching and Learning Methods

Lectures, seminars, directed reading, presentations and case studies

Assessment methods

Coursework including essays, examination, a dissertation and presentations

B. Subject-specific skills

B1. Implement detailed investigative solutions to challenging problems.

B2. Effectively communicate financial and money laundering Investigation solutions with both experts and non-experts.

B3. Research information from all relevant sources.

B4. Evaluate different potential solutions to complex problems.

B5. Identify gaps in current knowledge.

B6. Discuss financial and money laundering topics from a multidisciplinary / multi-perspective point of view.

Teaching and Learning Methods

Lectures, seminars, directed reading, group and individual projects and presentations.

Assessment methods

Coursework including essays, examination, presentations and on-line moderated professional discussions.

C. Thinking Skills

C1. Critically evaluate complex and conflicting information that may arise in financial and money laundering investigations.

C2. Plan and conduct a Masters -level research project.

C3. Confidently communicate complex findings with both experts and non-experts.

C4. Make informed decisions, and critically reflect on the implications of those decisions.

Teaching and Learning Methods

Skills, knowledge and understanding are developed through lectures, data interpretation, case studies, research projects, presentations and problem-solving exercises.

Assessment methods

Preparation of essays, reports, group and individual presentations and M-level dissertation.

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

Preparation of essays, reports group and individual presentations.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	FZ4701	Research Methods	20	**Master's Degree in Financial Investigation** Requires 180 credits at Level 7
	FZ4703	Complex Case Management	20	
	FZ4729	Research in Practice	20	
	FZ4707	MSc Dissertation	60	
	FZ4722	Global Perspectives on Financial Investigation	20	**Postgraduate Diploma in Financial Investigation** Requires 120 credits at Level 7 Any combination of modules may be studied
	FZ4723	Money Laundering	20	
	FZ4724	Discovery & Recovery of Assets	20	
				Postgraduate Certificate in Financial Investigation Requires 60 credits at Level 7 Any combination of modules may be studied

15.   Personal Development Planning

This is a 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.
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 *
(including agreed tariffs for entry with advanced standing)
Correct as at date of approval. For latest information, please consult the University's website.

Applicants will normally be required to have:

2:2 Hons Degree or equivalent qualifications and experience

Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6.5 with no subscore lower than 5.5.

Please consult the website or UCLAN admissions department for the most up to date requirements.

17.	**Key sources of information about the programme**
•	University website www.uclan.ac.uk
•	School website www.uclan.ac.uk/forensic
•	Course Leader Dave Brian
•	Admissions tutor Dave Brian

18.   Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes												
				Knowledge and understanding							Subject-specific Skills					
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6
LEVEL 7	FZ4701	Research Methods	COMP	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	
	FZ4703	Complex Case Management	COMP	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
	FZ4729	Research in Practice	COMP	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZ4707	MSc Dissertation	CORE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	FZ4722	Global Perspectives on Financial Investigation	COMP	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
	FZ4723	Money laundering	COMP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZ4724	Discovery & Recovery of Assets	COMP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Postgraduate Certificate in Financial Investigation
Requires 60 credits at Level 7

A1.   To equip students with the knowledge and practical skills to understand Financial Investigation drawing on appropriate theory to synthesise and test potential solutions
A2.   To develop analytical skills involving the principles, practices and techniques relevant to Financial Investigation
A6.   To develop competence in research methods and the presentation of information
B1.   Implement detailed investigative solutions to challenging problems.
B3.   Research information from all relevant sources.
B4.   Evaluate different potential solutions to complex problems.
B5.   Identify gaps in current knowledge.
B6.   Discuss financial and money laundering topics from a multidisciplinary / multi-perspective point of view
C3.   Confidently communicate complex findings with both experts and non-experts.
C4.   Make informed decisions, and critically reflect on the implications of those decisions
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

Learning outcomes for the award of: Postgraduate Diploma in Financial Investigation
Requires 120 credits at Level 7

A1.   To equip students with the knowledge and practical skills to understand Financial Investigation drawing on appropriate theory to synthesise and test potential solutions
A2.   To develop analytical skills involving the principles, practices and techniques relevant to Financial Investigation
A3.   Design, plan and implement solutions to problems in financial and money laundering investigation and be capable of analysing the potential effectiveness of such solutions
A5.   To develop the students' critical thinking skills, communication and self-management skills to a level appropriate to post-graduate students
A6.   To develop competence in research methods and the presentation of information
B1.   Implement detailed investigative solutions to challenging problems.
B2.   Effectively communicate financial and money laundering Investigation solutions with both experts and non-experts.
B3.   Research information from all relevant sources.
B4.   Evaluate different potential solutions to complex problems.
B5.   Identify gaps in current knowledge.
B6.   Discuss financial and money laundering topics from a multidisciplinary / multi-perspective point of view
C1.   Critically evaluate complex and conflicting information that may arise in financial and money laundering investigations
C3.   Confidently communicate complex findings with both experts and non-experts.
C4.   Make informed decisions, and critically reflect on the implications of those decisions
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