Course Handbook:
MSci Forensic Science and Chemical Analysis
MSci Forensic Science and Molecular Biology
2018/2019
Course Leader: Dr Judith Smith
School of Forensic and Applied Sciences

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

use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. **Welcome to the course**

Welcome to the School of Forensic and Applied Sciences. Forensic Science at UCLan is outstanding amongst other UK programmes by merit of its breadth and depth, the expertise of staff, and its facilities. The course covers forensic investigation, forensic biology, forensic chemistry and forensic anthropology. In addition to fitting the student for a wide range of forensic careers, the course has a strong emphasis on transferable, employable skills, and it is expected that graduates will be well prepared for careers in a number of areas. The School is vibrant, friendly, diverse and busy, and houses a wealth of staff experience. We were the first UK department to have a dedicated crime scene simulation house and now have three properties representing different scenarios. We have state-of-the-art laboratory facilities and an impressive skeletal collection, comprised from both teaching specimens and archaeological material; and our final year students always organise one of the best graduation balls in the university!

1.1 Rationale, aims and learning outcomes of the course

All courses at the University have overall aims and learning outcomes, which describe what you will achieve on your course of study. You course has been designed by academics and forensic practitioners and has been accredited by the Chartered Society of Forensic Scientists to ensure the material covered prepares you with the appropriate knowledge and skills for the future.

1.1.1 What are the Aims of the Course?

It is important that you and the teaching team are clear about exactly what we are aiming to achieve. The aims of the course are:

- to develop the skills necessary to take part in a forensic investigation;
- to provide experience of examining forensic evidence and case work;
- to develop students' skills in communicating both verbally and in writing, in self organisation and motivation, and in acquiring and maintaining a professional approach to their work;
- to encourage development of a critical and analytical mind-set and skills of personal reflection;
- to provide students with detailed contextual knowledge of subjects underpinning forensic science in the broad areas of biology, chemistry, law and methods of forensic investigation and an in-depth understanding of analytical chemistry or molecular biology;
- to develop practical skills in the underpinning forensic sciences (biology, chemistry and search and recovery)
- to provide students with the skills necessary to allow them to carry out an independent research project
- to instil a critical awareness of advances at the forefront of the forensic science and analytical chemistry or molecular biology disciplines.

1.1.2 What are the Learning Outcomes of the Course?

This list of the major learning outcomes of the course will give you an idea of the global learning goals. However, in the module booklets you will see the syllabuses of the individual modules and their learning outcomes that will give your more information. You could also refer to the module descriptions which are in effect summaries of the module booklets and are available through our website or on BlackBoard.

At the end of the course you will have a knowledge and understanding of:

- Basic principles of forensic science;
- Underpinning science applicable to forensic science;
- Methods of forensic investigation and law relevant to forensic science;
- Contextual knowledge and understanding in areas of forensic chemistry and forensic biology
- Assess an unfamiliar problem and be able to design and implement a suitable solution.
- Develop general strategies including the identification of additional information required and problems where there is not a unique solution.

At the end of the course you will have obtained the following cognitive skills and will be able to:

- Select and interpret information from a range of sources;
- Formulate and test appropriate scientific concepts and hypotheses;
- Presentation of results and structured arguments;
- Plan and carry out independent learning.
- Assimilate, evaluate and present research results objectively.
- Undertake an individual research project, the outcome of which is potentially publishable.
- Assess the success of such a project

At the end of your course you will be able to:

- Describe and evaluate methods used in crime scene science;
- Carry out practical techniques important in forensic science;
- Work safely in the laboratory and at crime scenes;
- Critically interpret data, write reports and apply the basics of rules of evidence;
- Apply specialist knowledge of forensic practices to investigations and cases.
- Work independently, under minimum supervision, and be self-critical in the evaluation of risks, experimental procedures and outcomes.
- Use an understanding of the limits of accuracy of experimental data to inform the planning of future work.

During the course you will also develop transferable skills and be able to:

- Problem-solving skills including the demonstration of self-direction and originality
- Communicate and interact with professionals from other disciplines
- Ability to exercise initiative and personal responsibility
- Ability to make decisions in complex and unpredictable situations
- Independent learning ability required for continuing professional development.

- Work independently under minimum supervision.
- Develop and write a research project within guidelines and be able to assess the success of such a project.

At the end of the MSci Forensic Science and Chemical Analysis programme you will also have a knowledge and understanding of, and be able to:

- Design, plan and implement research questions to problems in the forensic and analytical sciences including evaluation of hazards and environmental effects.

At the end of the MSci Forensic Science and Molecular Biology programme you will also have a knowledge and understanding of, and be able to:

- Design, plan and implement research questions to problems in forensic science or molecular biology including evaluation of hazards and environmental effects.

Most students registered on the MSci programmes will go on to achieve an MSci degree with Honours; however, you may also exit your degree scheme with a Bachelor of Science degree with Honours, a Bachelor of Science degree without honours, a Diploma in Higher Education (DipHE) Diploma or a Certificate in Higher Education (CertHE).

1.2 Course Team

You will be taught by staff from the University and Forensic Science Practitioners. This list represents those co-ordinating 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.

Steve Andrews	BSc, MSc Senior Lecturer (Fire Investigation) email: spandrews@uclan.ac.uk Ext 4173 Room JBF002
Paul Callaghan	Crime Scene Investigator Associate Lecturer (Crime Scene Investigation) **Module Tutor FZ1034: Volume Crime Scene Science** e-mail: pcallaghan1@uclan.ac.uk Ext 4029 Room JBF103
Kartina Choong	MA, PhD Reader (Medical Law and Ethics) **Module Tutor LA2800: Law for Forensic Scientists** email: kachoong@uclan.ac.uk Ext 3681 Room HB212
Isobel Colclough	MSc Lecturer (Forensic Science) e-mail: ilcolclough@uclan.ac.uk Ext 4171 Room JBF106
Carol Cox	BSc (Hons), MSc, PGCE **Head of School** Principal Lecturer (Policing) e-mail: ccox1@uclan.ac.uk Ext 3757 Room MB056

Peter Cross	BSc, MSc Lecturer (Forensic Anthropology) **Module tutor FZ2051: Forensic Anthropology** email: pacross1@uclan.ac.uk Ext 4153 Room MB134
Rachel Cunliffe	BSc, MSc Associate Lecturer (Forensic Anthropology) **Module tutor FZ1054: Introduction to Osteology and Anthropology** e-mail: recunliffe@uclan.ac.uk Ext 3755 Room MB129
William Goodwin	BSc, PhD (Molecular Biology) Reader (Forensic Genetics) **Module Tutor FZ4001: Research Methods, FZ4201: Forensic Genetics I** e-mail: whgoodwin@uclan.ac.uk Ext 4254 Room DB326
Sibte Hadi	M.B.B.S; DMJ; PhD Senior Lecturer (Forensic Genetics and Medicine) **Module tutor FZ3015: Forensic Medicine, FZ4201: Forensic Genetics 2** e-mail: shadi@uclan.ac.uk Ext 4395 Room MB131
Phil Houldsworth	MSc, FIBMS Lecturer (Forensic Toxicology) e-mail: pehouldsworth@uclan.ac.uk Room to be confirmed
Arati Iyengar	BSc, MSc, PhD (Genetics) Senior Lecturer (Forensic Genetics) **Module tutor FZ2011: Introduction to Forensic Genetics, FZ3500: Forensic Science Dissertation** e-mail: aiyengar@uclan.ac.uk Ext 3925 Room MB130
Susan Jones	BSc, MSc, PhD (Chemistry) Associate Lecturer (Chemistry) e-mail shjones@uclan.ac.uk Ext 4023 Room MB063
Anna Kirkham	BSc, PhD (Chemistry) Associate Lecturer (Chemistry) e-mail akirkham1@uclan.ac.uk Ext 3209 Room JBF105
Janine McGuire	BSc PhD (Chemistry) Lecturer (Forensic Chemistry) **Retention Tutor** **Module tutor FZ1063: Introduction to Chemistry, FZ1024: Chemistry for Forensic Scientists, FZ2023: Forensic Chemistry, FZ3023: Advances in Forensic Chemistry** e-mail: jgmcguire@uclan.ac.uk Ext 4385 Room JBF109
Kevin Pritchard	FSS Dip (Crime Scene Investigator) Senior Lecturer (Forensic Science) **Course Leader: Forensic Science and Criminal Investigation** e-mail: kpritchard@uclan.ac.uk Ext 4379 Room JBF001

Allan Scott	DMS Lecturer (Forensic Science) e-mail: amscott1@uclan.ac.uk Ext 4394 Room JBF107
Judith Smith	BSc, PhD (Genetics) Senior Lecturer (Forensic Genetics) **Course Leader: BSc (Hons) Forensic Science, BSc (Hons) Forensic Science and Anthropology, MSci Forensic Science and Chemical Analysis, MSci Forensic Science and Molecular Biology** **Module Tutor FZ1016: Introduction to Biology, FZ3011: Forensic Genetics, FZ4003: MSci Research Project** e-mail: jasmith@uclan.ac.uk Ext 4257 Room MB057
Anna Stec	BSc, PhD (Fire Chemistry) Reader (Fire Chemistry) **Module tutor FZ3024: Forensic Toxicology** e-mail: aastec@uclan.ac.uk Ext 3759 Room JBF108
Will Stockburn	BSc, MSc (Chemistry) Associate Lecturer (Chemistry) e-mail wstockburn@uclan.ac.uk Ext 4381 Room JBF105
Catherine Tennick	BSc, PhD (Forensic Science) Lecturer (Forensic Science) **Module Tutor FZ2030: Criminalisitics, FZ2036: Forensic Practice** e-mail: cjtennick@uclan.ac.uk Ext 4170 Room MB128
Adam Wilcox	BSc Demonstrator (Forensic Science) e-mail: awilcox2@uclan.ac.uk Ext 4396 Room JBF111
Claire Williamson	BSc, MSc, PhD (Forensic Science) Lecturer (Forensic Science) **Retention Tutor** **Module tutor FZ1033: Skills for Forensic Scientists** e-mail: clwilliamson@uclan.ac.uk Ext 4152 Room MB128
Michael Wysocki	BA Hons, PhD (Archaeology) **Academic Lead for Forensic Sciences**, Lecturer (Forensic Anthropology and Archaeology) e-mail: mpwysocki@uclan.ac.uk Ext 4389 Room JBF009

1.3 Expertise of staff

The School of Forensic and Applied Sciences is a vibrant, friendly and diverse environment. One of our many strengths is the staff within the school who are drawn from those who have had careers as forensic practitioners, crime scene investigators or police officers and whose wealth of real life experience is used to ensure the subjects that we teach and the skills you develop are fully applicable to a career in forensic science. Other staff are drawn from more academic backgrounds and bring with them a wide range of academic and research skills to inform their teaching. Staff are research active in areas of Forensic Taphonomy (the factors that influence the rate and pattern of decomposition), Forensic DNA analysis (human

population genetics and the application of genetic analysis in wildlife crime), Evidence Based Policing and Chemistry ensuring you are exposed to the cutting edge areas of research in this rapidly developing field of science.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic 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, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs 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
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990 or 891991 (internal: 1990 or 1991)
email: 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.

We will normally communicate with you by email so you must check your university email account daily. Staff should respond to emails within 48 hours (although please note that at certain of year staff are extremely busy and it may take longer). Please communicate using formal language and include appropriate details to help us deal with your enquiry (e.g. your student number, course or module details). We may also send text messages (especially if there are timetable changes) so please make sure your contact details are correct or contact you through the Blackboard virtual learning environment. Staff have an open door policy and you may just drop in to see us (if we are available) and some staff will have appointment sheets on their office doors. Contact details and normal working hours for each member of staff should be displayed by their offices.

1.7 External Examiners

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 people, their positions and home institutions can be found below. If you wish to make contact with your External Examiners, you should do this through your Course Leader and not directly. You can access the external examiners report via the Course site on Blackboard. 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.

The external examiners for BSc (Hons) Forensic Science are:

Kerry-Ann Milic, Kenyon International Emergency Services. Formally of Anglia Ruskin University.

Dr Graham Williams, School of Applied Sciences, University of Huddersfield.

2. Structure of the course

2.1 Overall structure

The BSc (Hons) Forensic Science degree comprises three streams of study that are delivered over a three-year full time period of study. The course can also be taken part-time over a proportionately longer period. Your degree is composed of modules, which can be full modules with a weighting of 1.0, half modules (weighting 0.5), or double modules (weighting 2.0). To achieve a BSc Honours degree you must study the equivalent of 18 modules over the course (typically 6 modules a year full time or 3-4 modules a year part time).

At the core of the course is **Forensic Investigation**. This stream provides education and training in the management and processing of crime scenes, the collection and analysis of evidence from crime scenes and law for forensic scientists. It is delivered through lectures, tutorials, seminars, practical sessions, crime scene simulations and courtroom experiences. Students are introduced to simulations of crime scenes for photography, processing and collection of forensic evidence and to laboratory based case simulations for the analysis of a range of different types of evidence, such as fingerprints, footwear impressions, hairs and fibres, glass fragments and tool marks.

The course also has two compulsory streams for the first three years that complement the compulsory modules in Forensic Investigation: **Forensic Biology and Forensic Chemistry**. In the fourth year you will specialise in your chosen area of interest, Chemical analysis or Molecular biology.

Forensic Biology examines the recovery and analysis of biological evidence such as blood, semen, saliva, hairs or bones to determine individuality, which is vital information in the investigation of many crimes. Individuality is manifested at the molecular level in terms of our DNA and proteins and can be detected by techniques using molecular biology, biochemistry and immunology. Forensic Biology can also provide information in other ways such as by the analysis of insect activity on corpses and botanic or pollen analysis. The subject also explores the information that can be obtained from pathological and medical examinations.

Forensic Chemistry uses chemical and physical techniques to examine material of evidential importance such as fire debris, explosives, drugs, domestic and automotive paint, inks and other trace material. Evidence of this type may be important in a range of crimes including hit-and-run, arson and burglary. In particular the School has a strong interest in the analysis of fire evidence on which it collaborates with the University's Centre for Fire and Explosion Studies. Forensic Toxicology is also studied within this stream as it uses chemical techniques to identify drugs and poisons, both in biological samples and in their purer forms.

There is a foundation entry route available for these courses, details of which can be found at
http://www.uclan.ac.uk/courses/msci_forensic_sicence_and_chemical_analysis.php

http://www.uclan.ac.uk/courses/msci_forensic_science_and_molecular_biology.php#foundation

There may be opportunities to take a sandwich placement between your second and final year. This is optional, but will give you valuable work experience that will make you stand out when you are looking for a career. The course team may help you find the placement(s), however **it is ultimately the student's responsibility to find and secure appropriate employment** if they wish to undertake the sandwich option. As you will be treated as a normal paid employee, you will have to apply for and undergo the normal company admissions process to obtain a placement.

There may also be opportunities to participate in an Erasmus exchange with a European Partner institution. This would involve studying abroad in Semester 2 of your second year.

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.

Year 1

The modules that you take in your first year (stage 1) are shown in the table below. In addition to the compulsory modules (designated C in the table) you must take an **elective** module of the value 1.0 (or two half-sized level 1 electives).

We have two elective modules, Introduction to Biology (FZ1016) and Introduction to Chemistry (FZ1063). These two modules are specifically designed for those students entering the course without either A2 (or equivalent) Biology and Chemistry and if you lack the knowledge of biology or chemistry to A2 standard, then it is compulsory for you to take the relevant module as an elective. All students (even if you have A2 Biology and/or Chemistry) will undergo an evaluation in welcome week to assess your knowledge in these subject areas. Those students who require enhancement of their chemistry and/or biology skills will have to take FZ1063 and FZ1016 as their electives.

There are compulsory biology, chemistry and anthropology modules for all forensic science students in the second semester. It is for this reason that students who are less skilled in biology and/or chemistry must take the introductory modules in the first semester so that all

students are at a similar level when the compulsory modules start in the second semester. It is assumed that all students are starting anthropology from a position of no prior knowledge.

If you are not required to take FZ1016 and FZ1063 then you are free to choose electives from the University's elective catalogue. Other recommended electives would include those that enhance your ICT skills if you are weak in this area, or an archaeology module which would enhance your anthropological studies. However, you should refer to the University electives Electives Catalogue (on-line) for the full range of options.

Year 1 Modules (Level 4)			
Module Title	Size	Semester	Compulsory(C) or Optional (O) or Elective (E)
FZ1014 - Biology for Forensic Scientists	1	2	C
FZ1024 - Chemistry for Forensic Scientists	1	2	C
FZ1033 - Skills for Forensic Science	1	Year long	C
FZ1034 - Volume Crime Scene Science	1	Year long	C
FZ1054 - Introduction to Osteology and Anthropology	1	Year long	C
MAXIMUM	5		
Possible electives			
FZ1016 - Introduction to Biology	0.5	1	O
FZ1063 - Introduction to Chemistry	0.5	1	O
Elective from the electives catalogue	1		E
MAXIMUM	1		

Year 2

In your second year you must take the five compulsory modules. You have forensic science based option from the list below for your sixth second year module. You will be advised further on your options towards the end of first year of your course.

Year 2 Modules (Level 5)			
Module Title	Size	Semester	Compulsory(C) or Option (O)
FZ2030 - Criminalistics	1	Year long	C
FZ2036 - Forensic Practice	1	Year long	C
LA2800 - Law for Forensic Scientists	1	Year long	C
FZ2011 - Introduction to Forensic Genetics	1	Year long	C
FZ2023 - Forensic Chemistry	1	Year long	C
MAXIMUM	5		
Possible options			
FZ2051 - Forensic Anthropology	1	Year long	O
FZ2052 - Death Science	1	Year long	O
MAXIMUM	1		

Placement Year (Optional)

For the placement year you will spend up to 48 weeks working for a relevant employer following the successful completion of year 2.

COMPULSORY MODULES AT LEVEL 6	Module Size	Semester	Compulsory(C) or Option (O)
FZ2055 Sandwich Placement	1	Year long	O

Erasmus Exchange (Optional)

Students undertaking an Erasmus exchange in Semester 2 of their second year will study 60 credits making up the required credits with an appropriate programme at our Erasmus partner.

Year 2 Modules (Level 5)			
Module Title	Size	Semester	Compulsory(C) or Option (O)
FZ2130 - Criminalistics	0.5	Semester 1	C
FZ2136 - Forensic Practice	0.5	Semester 1	C
LA2801 – Introduction to Law	0.5	Semester 1	C
FZ2111 - Introduction to Forensic Genetics	0.5	Semester 1	C
FZ2123 – Aspects of Forensic Chemistry	0.5	Semester 1	C
MAXIMUM	**2.5**		
Possible options			
FZ2151 – Aspects of Forensic Anthropology	0.5	Semester 1	O
FZ2152 - Introduction to Death Science	0.5	Semester 1	O
MAXIMUM	**0.5**		

Year 3

In your third year, you will take six compulsory modules.

Year 3 Modules (Level 6)			
Module Title	Size	Semester	Compulsory(C) or Option (O)
FZ3035 - Application of Forensic Science	1	Year long	C
FZ3011 - Forensic Genetics	1	Year long	C
FZ3023 - Advances in Forensic Chemistry	1	Year long	C
FZ3500 - Forensic Science Dissertation	1	Year long	C
FZ3015 - Forensic Medicine	1	Year long	C
FZ3024 - Forensic Toxicology	1	Year long	C
MAXIMUM	**6**		

Year 4

In your fourth year, you will take six modules, (including the triple research project module, and two modules within your chosen discipline.

Year 4 Modules (Level 7)			
Module Title	**Size**	**Semester**	**Compulsory(C) or Option (O)**
FZ4001 - Research Methods	1	Year long	C
FZ4003 - Research Project	3	Year long	C
MSci Forensic Science and Chemical Analysis			
FZ4601 - Separation Science and Mass Spectrometry	1	Year long	C
FZ4603 - Molecular Spectroscopy	1	Year long	C
MSci Forensic Science and Molecular Biology			
FZ4201 - Forensic Genetics 1	1	Year long	C
FZ4202 - Forensic Genetics 2	1	Year long	C
MAXIMUM	**6**		

You will have access to a Blackboard space for each module that will contain information about the module (a module handbook and descriptor outlining the learning and teaching strategy) and module material (lecture and tutorial notes, practical guides, past papers and assessment details).
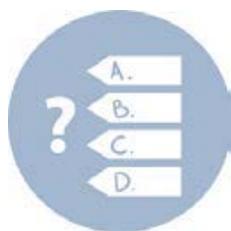
2.3 Course requirements

Compulsory modules are indicated in the tables above, certain modules have pre-requisites and your module choices will determine different progression routes through your course. Progression is dependent on passing all modules with a minimum grade of 40% in years 1-3, and 50% in year 4, the exact weighting of each assessment and its contribution to the overall module mark can be found in the module descriptor. Students who do not achieve an APM of ≥ 60% at end of level 5 will not normally be allowed to continue on the MSci and will be transferred to BSc (Hons) Forensic Science.

Entry requirements for the MSci Forensic Science and Chemical Analysis and MSci Forensic Science and Molecular Biology courses and links for international students can be found here http://www.uclan.ac.uk/courses/msci_forensic_sicence_and_chemical_analysis.php and http://www.uclan.ac.uk/courses/msci_forensic_science_and_molecular_biology.php

2.4 Progression Information

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.

Progression requires successful completion of the year (i.e. passing all modules) and you are expected to build on the knowledge and skills developed from year to year. The key subject areas (Biology, Chemistry and Forensic Investigation) run through all three years of your programme of study, with each year (level) we expect a progression in terms of your depth of understanding and the detail given within your academic work. Year 1 assessments typically ask for a description of the theories or principles involved, year 2 requires more detailed explanations and in Year 3 we expect you to be able to critically discuss and evaluated the issues and challenges in Forensic Science.

To proceed to the next year of your programme of study, normally you must pass ALL six modules. If you do not pass all the modules you cannot normally progress into the next year of the degree. If you fail one or more modules you may be permitted to re-take just the failed modules in the subsequent academic year as a part-time student. Once you have passed those modules you could then be allowed to progress to the next of the course in the subsequent academic year (you should, however, be aware that some types of funding are not available as a part-time student).

2.5 Study time

2.5.1   Weekly timetable

Timetables and groups are organised by our central timetabling unit. Details of the days, time and rooms for each module can be found on your personal electronic timetable at www.uclan.ac.uk/timetable. It is important that you check your module booklet to ensure the correct number of sessions are on your timetable and contact the module tutor if there are any issues. We try to avoid changes to your timetable but these are sometime unavoidable and any changes will be communicated to you either by email or text message.

2.5.2   Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. As a rough guide the normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours for each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

On average, 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. A typical week may have around 15 hours of class contact (lectures, tutorials workshops or practicals) so you need to spend at least as much time in independent study.

There is no check on this, no-one to test whether you are doing the private study – but it will become apparent through your assessments and at exam time if you have not put in the right amount of work. Developing the self-motivation and discipline needed to succeed is an important life skill and being able to work independently is a key graduate skill that employers will be looking for.

2.5.3 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: FosterHubAttendance@uclan.ac.uk

A poor attendance record will have a negative impact on your academic achievement (there is a strong correlation between attendance and grade), and any future reference from academic members of staff when you come to apply for jobs in the future.

Attendance will be monitored (you must remember to sign any attendance registers or log your attendance through the scanners in each classroom). To enter any other names or scan in for another student 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

If your attendance falls below an acceptable level you will be called in to see your Academic Advisor to discuss any issues (we appreciate that sometimes there are legitimate reasons for absence and we would want to put support mechanisms in place to better support you if necessary). You may check your own attendance record through myUCLAN.

If you are an international student under the Visa and Immigration (UKVI) Points Based System (PBS) we are legally obliged to tell UKVI if you fail to attend regularly.

3. Approaches to teaching and learning

3.1 Expertise of staff

The School of Forensic and Applied Sciences is a vibrant, friendly and diverse environment. One of our many strengths is the staff within the school who are drawn from those who have had careers as forensic practitioners, crime scene investigators or police officers and whose wealth of real life experience is used to ensure the subjects that we teach and the skills you develop are fully applicable to a career in forensic science. Other staff are drawn from more academic backgrounds and bring with them a wide range of academic and research skills to inform their teaching. Staff are research active in areas of Forensic Taphonomy (the factors that influence the rate and pattern of decomposition), Forensic DNA analysis (human population genetics and the application of genetic analysis in wildlife crime), Evidence Based Policing and Chemistry ensuring you are exposed to the cutting edge areas of research in this rapidly developing area of science.

3.2 Learning and teaching methods

Forensic Science is a practical-based subject that covers a wide range of disciplines 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. Practical skills are developed through practical sessions which may incorporate simulations, laboratory experiments or case studies based on real investigations of major crimes. You are also encouraged to engage in independent study.

Most of the course is delivered by University staff but where appropriate external speaker who are experts in their own field are brought in to speak with authority from their own experiences.

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 School has specialist teaching facilities such as crime scene houses, forensic investigation laboratories and dedicated forensic biology and forensic chemistry laboratories and also houses an extensive anthropological collection.

The aim of the School is to promote deep and active learning and for the students 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.

In year 1 (Level 4), hour-long class sessions will normally be lectures or tutorials. In practice the lectures provide the theoretical background to the subject and tutorials often include problem exercises managed through pair or group work. The tutorials will also introduce you to the use of basic techniques and reinforce concepts introduced as theory. In addition tutorial work may also include the development of teamwork, planning, understanding accuracy and variability and the generation and testing of hypotheses.

Modules in years 2 and 3 (levels 5 and 6) will also be delivered via a mixture of teaching methods, with increased emphasis on independent study followed by discussions, presentations and data-interpretation and problem-solving exercises. A range of other skills will be developed, e.g. debating skills through discussions and oral presentations.

These learning experiences are designed to help you to master the many aspects of forensic science during the course of your degree and are assessed through an equally wide range of exercises designed to develop and improve your key skills (e.g. writing, referencing, report writing) as well as to assess your knowledge.

The first year (level 4) of your Forensic Science Degree introduces you to a number of aspects of the multi-disciplinary subject of Forensic Science. Therefore during the level 4 of your course you will be:

- Introduced to basic practical skills involved in laboratory work, including safety issues, data manipulation and experience of biological and chemical techniques
- Have your knowledge of basic biology and chemistry expanded to aid your understanding of forensic techniques
- Introduced to the ideas behind anthropological and archaeological investigations
- Given forensic search experience with guidance from forensic practitioners, in crime scene investigations and in the laboratory examination of single forensic-type exhibits
- Introduced to various aspects of forensic science by lectures given by members of School staff who will share their expertise and experiences of forensic science

Much of the work at level four is workbook based to aid with skills development and provide you with extra guidance in the early stages of your course.

In the second year (level 5) you will continue to increase your knowledge of forensic techniques by building on your previous experience, for example, the search skills will now move to look at forensic cases rather than single items. In addition, your studies into Forensic Biology and Forensic Chemistry will help you understand how these aspects are applied to forensic case work (e.g. identification of individuals by genetic analysis). An important aspect of the second year is a law module which will focus on the role of the expert witness.

The written assignments undertaken will be guided, but will involve more independent study than required at level 4. We will teach the subject by use of lectures, tutorials, discussion groups and, most importantly, through practical demonstration and hands on investigations.

A forensic scientist must be able to express themselves well, particularly verbally, and we will help you to develop these skills by asking you to prepare presentations and engage in debates.

By the third year (level 6) you are expected to have developed the practical skills and other transferable skills such as planning and time management to enable you to undertake the final year Dissertation. The Dissertation will be carried out on your own and will be either laboratory or literature-based. Your supervisor will guide and advise you, but will expect you to come up with ideas. This level of independence will have been supported by work in earlier modules.

The Forensic Investigation stream continues with an emphasis on novel and modern techniques and the interpretation of evidence rather than methods of searching for evidence. The science-based modules build on the knowledge gained in earlier years whilst at the same time allowing you to gain breadth of experience, for example, by looking at Forensic Medicine and Forensic Toxicology.

3.3 Study skills

All of the courses within the school have a study skills module to assist with the development of your academic and employability skills. In year 1 you will undertake the FZ1033 (Skills for Forensic Scientists) module. This module will be linked to tutorials with your Academic Advisor whose role it is to support you through your academic development. The module will cover some of the key practical skills, maths and statistical skills, writing and referencing skills and presentation skills that you will need as you progress through your programme of study. In subsequent years these skills will be embedded within the subject specific modules.

The School of Forensic and Applied Sciences also has a dedicated team who run **A**cademic **Sk**ills Support (**ASk**) giving one-to-one targeted support to help your get the most out of your feedback, and covers everything from library research and writing skills, through to maths skills and critical thinking. The team can be contacted by email at
FASasksupport@uclan.ac.uk

There are a variety of other university-wide services including WISER (Study Skills Support) and Library Information Services (LIS) who can provide a huge range of IT and information skills training, details can be accessed at
http://www.uclan.ac.uk/students/study/study_support.php

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

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 http://www.uclan.ac.uk/students/study/library/index.php

3.4.2 Electronic Resources

Course and module materials are **not** provided in 'hard copy' format. However, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and other relevant information are made available in electronic form via our on-line Virtual Learning Environment (VLE) BlackBoard.

All students can access the BlackBoard spaces for their course and modules that they are registered for. You can expect that, on the Course page, you will be able to access:

1. Course Handbook
2. Student Handbook
3. Minutes of Staff Student Liaison Committee (SSLC) Meetings
4. External Examiners Reports

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

3.5 Personal development planning

While you are at university, you will learn many things. You already expect to learn lots of facts and techniques to do with Forensic Science, but you will also learn other things of which you might be unaware. You will learn how to study, how to work with other people, how to manage your time and to meet deadlines. If you are to be an employable graduate it is vital that you can demonstrate in your CV that you have the skills that employer's value.

Employers are looking for skills such as:

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

To demonstrate these abilities you will first need to:

- identify the range of **skills** you should be developing,
- **identify** your strengths and weaknesses,
- to take **action** to improve areas of weakness,
- provide **evidence** for the skills you have developed

This approach can broadly be described as **Personal Development Planning**. 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.

Your Academic Advisor can help you develop a portfolio to showcase your skills and the Careers team can also provide a wealth of experience and advice including:

- career and employability advice and guidance appointments
- CV clinics
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Further details can be found at http://www.uclan.ac.uk/students/careers/index.php

3.6 Preparing for your career

Having been successful and gained your degree, perhaps the most important question is: what jobs can you apply for? It is likely that most people choosing to study forensic science will want to be forensic scientists or work in its allied subjects (e.g. as crime scene investigators). The main employers of forensic scientists in the UK are LGC Forensics, Key Forensics and Orchid Cellmark. They provide a service to the Police, HM Revenue and Customs and the Crown Prosecution Services. Scotland has an independent Forensic Science Service and other independent laboratories exist on a smaller scale. In addition many police forces employ their own forensic scientists.

A good Honours degree in science or technology is invariably the minimum requirement for appointment as a potential court-going officer in any of the laboratories mentioned and graduates should realise that for all of the above options it is usual to initially work alongside more senior staff and undertake further specialist training when and if their individual progress warrants it. Competition for posts such as those described is high but the courses run by the School are ideally suited to such careers.

You may wish to take up a career outside the laboratory environment. Scenes of Crime Investigators are employed by all of the UK police forces to investigate scenes of crimes from burglary and auto-crimes through to murder. This career is becoming more demanding and professional as technology and forensic science techniques are utilised in daily routines. Many Scenes of Crime Investigators are graduates and the job is now more of a career than ever before. Other positions within the Police Service are also a relevant to forensic science graduates, as are the insurance and fraud investigation industries, Home Office Immigration Service, Transport Police, Customs and Excise and the military.

In addition to forensic work the degrees awarded by the School develop a wide range of transferable skills that would support a variety of careers outside forensic science in, for example, other aspects of science (biotechnology, medical research or chemical industries), management or teaching and it is expected that many graduates will enter a range of related areas. The broad nature of scientific specialisms in your studies, coupled with key skills and practical training, provides you with a wide range of employment 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.

4. Student Support

There is a wide range of support available from both within the School and University-wide. 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 or Course Leader. He or she will meet 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).   They can also direct you to medical and counselling services. Links to further areas of support can be found here http://www.uclan.ac.uk/students/

- **Administrative questions.** The School Office is in the Foster Hub: Room FB058. They can help you with your academic records and other administrative matters.

4.1 Academic Advisors

You will be assigned an Academic Advisor who will assist with Academic related problems. You will find out more about them and their role in Welcome week.

They are 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 at the University a satisfying and stimulating experience. Their job is not to have all the answers but they 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 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.

You should meet your Academic Advisor during Welcome week and time has been allocated on the 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. In Year 1, you will have regular contact through tutorials on the FZ1033 Skills for Forensic Scientists module but should also have 'one to one' meetings to discuss progress. There should be at least three contacts in Year 2 and two during Year 3.

Appointments will usually be arranged by email (contact details are at the front of this booklet). Some staff may keep an appointment sheet on their office do where you can select a meeting time. Throughout the year contact with your personal tutor is usually maintained through e-mail, you should check your UNIVERSITY e-mail account daily.

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

If you need to get advice in an emergency or when your Academic Advisor is not available then you can go and see your retention tutor (Janine McGuire or Claire Williamson), course leader (Judith Smith), or go to the School Office (Foster Hub: Room FB058) and staff there will endeavour to find a member of staff who can deal with your enquiry.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service at 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 – Charlie Ellis. Charlie can be contacted directly for further advice at CAEllis@uclan.ac.uk in MB223 or on extension 3536.

4.3 Students' Union One Stop Shop

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 please check http://www.uclansu.co.uk/ for details.

5. Assessment
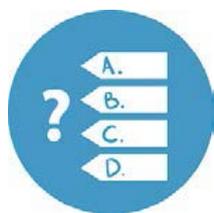
5.1 Assessment Strategy

The assessment methods vary from year to year and module to module; some will be by examination, some by written assessment, presentations or a combination of these. For example, in the first year, coursework will include formats such as short notes, practical reports, structured workbooks, short directed essays and data handling exercises which will help to prepare you for longer essays, independent practical reports and practical examinations in the second year. The third year will include dissertation or a project report and use longer essays and more challenging data handling exercises. In terms of examinations, in the first year, multiple choice questions and short questions will be the preferred format. In the second year, essay questions and data handling will be introduced and the third year will comprise primarily longer essays and more challenging analysis of data.

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 main purpose of assessment is:

- 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 your progress 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 encourages the student to build on their strengths and to plan remedial action to correct weaknesses. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

Summative assessment usually takes the form of end of module assessment where any feedback does not necessarily feed into future work.

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 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.

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.

5.1.1 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 Handbook.

5.1.2 When will the Assessments take place?

The course team try to spread the assessment load. Nevertheless there is bound to be some bunching up towards the end of semester and it is important that you plan your work carefully in order to meet assessment deadlines. You may have more than one deadline at the same time and you are expected to manage your time sufficiently well to meet all deadlines whilst continuing with your attendance at classes.

5.1.3 Assessment arrangements for students with a disability

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.

5.1.4 Submission of Assessments

Normally all work should be submitted electronically through BlackBoard and Turnitin. Work submitted this way will generally be anonymised prior to marking. 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.

Electronic submission is not applicable to all forms of assessment. If a hard copy needs to be submitted the work should be printer, a cover sheet attached and handed in to the Foster Hub: Room FB058.

5.1.5 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.

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.**

5.1.6 Extensions

If you have problems that prevent you meeting a deadline for submission, it is imperative that you contact Foster Hub **before** the deadline expires. 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). We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

You should complete and submit an extension request form, with any supporting evidence, to the Foster Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstanc es.php

If you have missed an in-class test, you should contact the module tutor at the earliest opportunity to arrange an alternative date.

5.1.7 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 the 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).

You can apply for extenuating circumstances online via myUCLan or the Foster Hub. 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

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstanc e_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](#)).

5.1.8 Feedback

UCLan is committed to giving you clear, legible and informative feedback for all your assessments. 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.

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 or posted through BlackBoard.

5.1.9 Reassessment

If you fail a component of assessment, and are required to be reassessed in that component, the maximum mark you can be awarded for any reassessed component is the minimum pass mark and this mark will contribute to the overall aggregate mark for the module.

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.

5.2 Notification of assignments and examination arrangements

Each assessment will have an assignment brief and marking criteria, the date and time of assessment deadlines and instructions for submission will be in the assignment brief which can be accessed through the BlackBoard module space.

Examinations are organised centrally. Exam weeks are clearly marked in the Academic Calendar exam times and venues should appear on your electronic timetable. Students with additional needs may have separate exam arrangements to cater for their individual circumstances and will be notified by the Foster Hub of any arrangements.

5.3 Referencing

Work submitted for an assessment must be in your own words. It is important that you acknowledge the source of material used in your assessments.

Whenever you refer to, summarise or paraphrase information from another individual (e.g. a book or journal article) you must acknowledge the source of this information by correctly citing the author and publication. There are several different referencing formats, the most common being Harvard and Numeric. Individual modules may use different referencing formats relevant to the scientific discipline and tutors will advise you accordingly.

5.4 Confidential material

You may at times have access to confidential or sensitive information or e.g. as part of your dissertation carry out experimental work, interviews or surveys that require recruiting

participants. There are legal an ethical considerations in these circumstances and projects will need to be assess by the Schools Health, Safety and Ethics panel. If this is the case module tutors and dissertation supervisors will guide you through the process.

5.5 Cheating, plagiarism, collusion or re-presentation

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.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.

- 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.

- 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.

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.

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.

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.

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.

Successful completion of your programme of study will lead to the award of a BSc (Hons) Forensic Science. An undergraduate honours degree classification is based on the highest classification, calculated as:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.

Or

2. Your Average Percentage Mark in year 3 only (i.e. your level 6 modules)

The Average Percentage Mark (APM) will be calculated and used to determine the award classification as follows:

70-100%	First Class Honours Degree
60-69.99%	Upper Second Class Honours Degree
50-59.99%	Lower Second Class Honours Degree
40-49.99%	Third Class Honours Degree

A minimum APM of X9.5 will be rounded up automatically to the next degree classification.

In addition for Honours awards the Assessment Board may, by the discretion given to it in the Academic Regulations, classify students by taking into account their overall profile and performance with the normal minimum requirement that:

1. A minimum of three modules (60 credits) at level 6 are in the higher classification band **and**

2. The APM is no lower than two percentage points below that required for the higher classification **and**

3. The dissertation module must be in the classification awarded (or above).

6.1 Exit Awards

There are also several alternative 'exit' awards shown in the table below that you may wish to consider.

Bachelor Degree without honours	320 credits, including a minimum of 180 from level 5 modules or above and 60 from level 6 modules
Diploma of Higher Education	240 credits including a minimum of 100 from level 5 modules
Certificate of Higher Education	120 credits, including, 100 credits from level 4 modules

6.2 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.

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

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. They will be asking that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

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 support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study). Other feedback mechanism exist, such as the SSLCs, which are mentioned below, and staff are encouraged to get module feedback either through feedback sessions or MEQ's (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 Meetings (SSLCs)

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

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 e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning 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.

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.

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire Preston Campus
3.	**University School/Centre**	Forensic and Investigative Sciences
4.	**External Accreditation**	Forensic Science Society (pending)
5.	**Title of Final Award**	MSci Forensic Science and Chemical Analysis
6.	**Modes of Attendance offered**	Full time Part Time Sandwich
7.	**UCAS Code**	FF41
8.	**Relevant Subject Benchmarking Group(s)**	Relevant parts of Chemistry, Biology and Anthropology QAA Masters Degree Characteristics
9.	**Other external influences**	National Occupational Standards Forensic Science Society
10.	**Date of production/revision of this form**	June 2013 Updated June 2017

11. Aims of the Programme

- to develop the skills necessary to take part in a forensic investigation;
- to provide experience of examining forensic evidence and case work;
- to develop students' skills in communicating both verbally and in writing, in self organisation and motivation, and in acquiring and maintaining a professional approach to their work;
- to encourage development of a critical and analytical mind-set and skills of personal reflection;
- to provide students with detailed contextual knowledge of subjects underpinning forensic science in the broad areas of biology, chemistry, law and methods of forensic investigation and an in-depth understanding of analytical chemistry;
- to develop practical skills in the underpinning forensic sciences (biology, chemistry and search and recovery)
- to provide students with the skills necessary to allow them to carry out an independent research project

- to instil a critical awareness of advances at the forefront of the forensic science and analytical chemistry disciplines.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Describe basic principles of forensic science
A2. Apply underpinning science to forensic science
A3. Describe, apply and evaluate methods of forensic investigation and law relevant to forensic science
A4. Demonstrate contextual knowledge and understanding of forensic chemistry and forensic biology
A5. Assess an unfamiliar problem and be able to design and implement a suitable solution.
A6. Design, plan and implement research questions to complex problems in the forensic and analytical sciences including evaluation of hazards and environmental effects.
A7. Develop general strategies including the identification of additional information required and problems where there is not a unique solution.

Teaching and Learning Methods

Lectures, laboratory classes, directed reading, problem-solving, case studies, discussions, crime scene and case simulations. Detail dependent on module choice.

Assessment methods

Workbooks, preparation of short notes, essays, reports, practical reports, group and individual presentations and end of module seen and unseen examinations. Detail dependent on module choice.

B. Subject-specific skills

B1. Describe and evaluate methods used in crime scene science;
B2. Carry out practical techniques important in forensic science;
B3. Work safely in the laboratory and at crime scenes;
B4. Critically interpret data, write reports and apply the basics of rules of evidence;
B5. Apply specialist knowledge of forensic practices to investigations and cases.
B6. Work independently, under minimum supervision, and be self-critical in the evaluation of risks, experimental procedures and outcomes.
B7. Use an understanding of the limits of accuracy of experimental data to inform the planning of future work.

Teaching and Learning Methods

Laboratory classes with workbook or practical manuals; safe working practices described. Preparation of laboratory and incident/crime scene reports and interpretation of other data. Seminars covering forensic case work topics. Detail dependent on module choice.

Assessment methods

Practical reports, laboratory notebooks, recorded practices in moot court, crime scene, and case simulations, data interpretation, and report writing. Detail dependent on module choice.

C. Thinking Skills

C1. Select and interpret information from a range of sources;
C2. Formulate and test appropriate scientific concepts and hypotheses;
C3. Presentation of results and structured arguments;
C4. Plan and carry out independent learning.
C5. Assimilate, critically evaluate and present research results objectively.

| C6. | Undertake an individual research project in the area of chemical analysis, the outcome of which is potentially publishable. |
| C7. | Assess the success of such a project |

Teaching and Learning Methods

Skills developed through lectures, data interpretation, case studies, practical work, research project, presentations, problem solving. Detail dependent on module choice.

Assessment methods

Workbooks, preparation of short notes, reports; practical reports; problem solving/data interpretation/case studies; presentations; end of module seen and unseen examinations. The highest level of assessment is via the dissertation. Detail dependent on module choice.

D. Other skills relevant to employability and personal development

D1.	Apply problem-solving skills including the demonstration of self-direction and originality
D2.	Communicate and interact with professionals from other disciplines
D3.	Exercise initiative and personal responsibility
D4.	Make decisions in complex and unpredictable situations
D5.	Demonstrate reflection and independent learning as required for continuing professional development.
D6.	Work independently under minimum supervision.
D7.	Develop and write a research project in the area of chemical analysis and be able to assess the success of such a project.

Teaching and Learning Methods

Discussions and presentations such as moot court; numeracy and statistics in association with practical work; IT through coursework; teamwork through class work in tutorials/case studies/problem solving, and crime scene and case simulations. Details dependent on module choice.

Assessment methods

Written reports, oral presentations, word processed documents, PowerPoint presentations, data analysis and presentation, collating information from various sources, group projects and presentations; individual presentations. Detail dependent on module choice.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	FZ4001	Research Methods	20	**MSci in Forensic Science and Chemical Analysis** Requires 480 credits including a minimum of 120 at Level 7 or above and 200 at Level 6 or above and 360 at level 5 or above
	FZ4003	Research Project	60	
	FZ4601	Separation Science and Mass Spectrometry	20	
	FZ4603	Molecular Spectroscopy	20	
Level 6	FZ3035	Application of Forensic Science	20	**Bachelor Honours Degree in Forensic Science**
	FZ3500	Forensic Science Dissertation	20	
	FZ3011	Forensic Genetics	20	
	FZ3015	Forensic Medicine	20	
	FZ3023		20	

	FZ3024	Advances in Forensic Chemistry Forensic Toxicology	20	Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 **Bachelor Degree in Forensic Science** Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	FZ2055	Sandwich Placement (undertaken between years 2 and 3 and assessed on a Pass/Fail basis)	N/A	
				Bachelor Honours Degree with sandwich Requires 360 credits plus the successful completion of FZ2055, including a minimum of 240 at Level 6
Level 5	FZ2030 FZ2036 LA2800 FZ2011 FZ2023	Criminalistics Forensic Practice Law for Forensic Scientists Introduction to Forensic Genetics Forensic Chemistry Plus either one of the following options:	20 20 20 20 20	**Diploma of Higher Education in Forensic Science** Requires 240 credits including a minimum of 100 at Level 5 or above **Students who do not achieve an APM of ≥ 60% at end of level 5 will not normally be allowed to continue with the MSci and will be transferred to BSc (Hons) Forensic Science**
	FZ2051 FZ2052	Forensic Anthropology Death Science **Students on an Erasmus exchange will take the following modules in Semester 1**	20 20	
	FZ2130 FZ2136 LA2801 FZ2211 FZ2123	Aspects of Criminalistics Aspects of Forensic Practice Introduction to Law Introduction to Forensic Genetics Aspects of Forensic Chemistry	10 10 10 10 10	
	FZ2151 FZ2152	Aspects of Forensic Anthropology Introduction to Death Science	10 10	
Level 4	FZ1033 FZ1034 FZ1014 FZ1024	Skills for Forensic Science Volume Crime Scene Science Biology for Forensic Scientists	20 20 20 20	**Certificate of Higher Education in Forensic Science**

	FZ1054	Chemistry for Forensic Scientists Introduction to Osteology and Anthropology	20	Requires 120 credits at Level 4 or above
		Plus 20 credits from either an elective or the following options:		
	FZ1016*		10	
	FZ1063*	Introduction to Biology Introduction to Chemistry	10	

*If chemistry or biology have not been studied to a sufficient level (e.g. to A2), FZ1016 and FZ1063 must be specified as option modules.

15. Personal Development Planning

PDP is delivered and monitored through skills modules and the personal tutor system. Students are provided with a PDP handbook in electronic format and are introduced to the idea by their personal tutor (PT). Their PT will then guide them throughout their time at university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.

Each student sees their PT six times a year (seven in year 1) for a small group tutorial where the PT and other students will discuss a particular skill or employability issue. Typically the student will have prepared a document or done a task in preparation for the meeting. Topics targeted at meetings include time management and vocabulary developing at Level 4, ranging up to psychometric testing and help with job applications at Level 6. These tutorials help students to identify and develop their skills and also encourage a culture of confidence between tutee and PT, so that if any specific problems arise with a student the PT will be in a position to assist.

The PT topics are constantly reviewed and updated in response to current practice in the workplace and to feedback from PTs and tutees. PTs insist on seeing a completed PDP before writing references.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Applicants will normally be required to have, one of:

BBC - ABB at A2 including Biology or Chemistry. BTEC ND DMM- DDM Access to HE. IB 25 - 27P including grade 5 in Biology or Chemistry.

In addition applicants will be required to have Maths and English GCSE at Grade C or equivalent.

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

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If candidates have not studied recently they may be required to undertake an Access programme. APL/APEL will be assessed through standard University procedures.
Please consult the UCLAN admissions department for the most up to date requirements.

17. Key sources of information about the programme
• University web site (www.uclan.ac.uk)
• UCAS web site (www.ucas.ac.uk)
• School website (www.uclan.ac.uk/forensic)
• Course Leader
• Admissions tutor

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)	Knowledge and understanding							Subject-specific Skills							Thinking Skills							Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
LEVEL 7	FZ4001	Research Methods	COMP					✓	✓	✓								✓	✓											✓		✓
	FZ4003	Research Project	C					✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZ4601	Separation Science and Mass Spectrometry	COMP						✓	✓							✓		✓		✓	✓			✓	✓			✓		
	FZ4603	Molecular Spectroscopy	COMP					✓	✓	✓							✓				✓	✓			✓	✓			✓		
LEVEL 6	FZ3011	Forensic Genetics	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓	✓	✓	✓		
	FZ3015	Forensic Medicine	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓		✓	✓		
	FZ3023	Advances in Forensic Chemistry	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓	✓	✓	✓		
	FZ3024	Forensic Toxicology	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓	✓	✓	✓		
	FZ3035	Application of Forensic Science	COMP	✓		✓					✓		✓	✓	✓			✓		✓	✓					✓	✓		✓		
	FZ3500	Forensic Science Dissertation	COMP		✓		✓								✓			✓	✓	✓	✓				✓			✓	✓		
	FZ2055	Sandwich Placement	O				✓					✓	✓	✓	✓	✓	✓			✓	✓	✓				✓	✓	✓	✓	✓	
LEVEL 5	FZ2011	Introduction to Forensic Genetics	COMP		✓		✓					✓	✓					✓	✓	✓					✓	✓	✓	✓	✓		
	FZ2023	Forensic Chemistry	COMP		✓		✓					✓	✓					✓	✓	✓					✓	✓	✓	✓	✓		
	FZ2030	Criminalistics	COMP	✓		✓					✓		✓	✓				✓	✓						√		✓	✓	✓		
	FZ2036	Forensic Practice	COMP	✓		✓					✓	✓	✓	✓	✓			✓	✓	✓	✓				✓	✓	✓	✓	✓		
	LA2800	Law for Forensic Scientists	COMP			✓								✓				✓							✓	✓		✓	✓		
	FZ2052	Death Science	O		✓		✓					✓	✓					✓		✓					✓		✓				
	FZ2051	Forensic Anthropology	O		✓		✓					✓	✓					✓	✓	✓					✓			✓	✓		
	FZ2151	Aspects of Forensic Anthropology	O		✓		✓					✓	✓					✓	✓	✓					✓			✓	✓		
	FZ2152	Introduction to Death Science	O		✓		✓					✓	✓					✓		✓					✓		✓				
	FZ2111	Introduction to Forensic Genetics	O		✓		✓											✓	✓	✓					✓	✓	✓	✓	✓		
	FZ2123	Aspects of Forensic Chemistry	O		✓		✓					✓	✓					✓	✓	✓					✓	✓	✓	✓	✓		

Level	Code	Title	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	FZ2130	Aspects of Criminalisitics	O	✓		✓					✓			✓	✓			✓	✓							√		✓	✓	✓		
	FZ2136	Aspects of Forensic Practice	O	✓		✓					✓	✓	✓	✓	✓			✓	✓	✓	✓					✓	✓	✓	✓	✓		
	LA2801	Introduction to Law	O			✓										✓		✓								✓	✓		✓	✓		
LEVEL 4	FZ1014	Biology for Forensic Scientists	COMP		✓							✓	✓					✓	✓							✓	✓	✓	✓			
	FZ1024	Chemistry for Forensic Scientists	COMP		✓							✓	✓					✓	✓							✓	✓	✓	✓			
	FZ1033	Skills for Forensic Science	COMP									✓	✓					✓	✓							✓	✓	✓	✓	✓		
	FZ1034	Volume Crime Scene Science	COMP	✓		✓					✓		✓	✓									✓			✓	✓		✓			
	FZ1054	Introduction to Osteology and Anthropology	COMP		✓													✓	✓							✓	✓		✓	✓		
	FZ1063	Introduction to Chemistry	O	✓	✓		✓											✓	✓									✓	✓			
	FZ1016	Introduction to Biology	O	✓	✓		✓											✓	✓									✓				

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

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

13. Awarding Institution / Body	University of Central Lancashire
14. Teaching Institution and Location of Delivery	University of Central Lancashire Preston Campus
15. University School/Centre	Forensic and Investigative Sciences
16. External Accreditation	Forensic Science Society (pending)
17. Title of Final Award	MSci Forensic Science and Molecular Biology
18. Modes of Attendance offered	Full time Part Time Sandwich
19. UCAS Code	FC47
20. Relevant Subject Benchmarking Group(s)	Relevant parts of Chemistry, Biology and Anthropology QAA Masters Degree Characteristics
21. Other external influences	National Occupational Standards Forensic Science Society
22. Date of production/revision of this form	June 2013 Updated June 2017
23. Aims of the Programme	

• to develop the skills necessary to take part in a forensic investigation;
• to provide experience of examining forensic evidence and case work;
• to develop students' skills in communicating both verbally and in writing, in self organisation and motivation, and in acquiring and maintaining a professional approach to their work;
• to encourage development of a critical and analytical mind-set and skills of personal reflection;
• to provide students with detailed contextual knowledge of subjects underpinning forensic science in the broad areas of biology, chemistry, law and methods of forensic investigation and an in-depth understanding of molecular biology;
• to develop practical skills in the underpinning forensic sciences (biology, chemistry and search and recovery)
• to provide students with the skills necessary to allow them to carry out an independent research project
• to instil a critical awareness of advances at the forefront of the forensic science and molecular biology disciplines.

24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Describe basic principles of forensic science
A2. Apply underpinning science to forensic science
A3. Describe, apply and evaluate methods of forensic investigation and law relevant to forensic science
A4. Demonstrate contextual knowledge and understanding of forensic chemistry and forensic biology
A5. Assess an unfamiliar problem and be able to design and implement a suitable solution.
A6. Design, plan and implement research questions to complex problems in forensic science or molecular biology including evaluation of hazards and environmental effects.
A7. Develop general strategies including the identification of additional information required and problems where there is not a unique solution.

Teaching and Learning Methods

Lectures, laboratory classes, directed reading, problem-solving, case studies, discussions, crime scene and case simulations. Detail dependent on module choice.

Assessment methods

Workbooks, preparation of short notes, essays, reports, practical reports, group and individual presentations and end of module seen and unseen examinations. Detail dependent on module choice.

B. Subject-specific skills

B1. Describe and evaluate methods used in crime scene science;
B2. Carry out practical techniques important in forensic science;
B3. Work safely in the laboratory and at crime scenes;
B4. Critically interpret data, write reports and apply the basics of rules of evidence;
B5. Apply specialist knowledge of forensic practices to investigations and cases.
B6. Work independently, under minimum supervision, and be self-critical in the evaluation of risks, experimental procedures and outcomes.
B7. Use an understanding of the limits of accuracy of experimental data to inform the planning of future work.

Teaching and Learning Methods
Laboratory classes with workbook or practical manuals; safe working practices described. Preparation of laboratory and incident/crime scene reports and interpretation of other data. Seminars covering forensic case work topics. Detail dependent on module choice.

Assessment methods
Practical reports, laboratory notebooks, recorded practices in moot court, crime scene, and case simulations, data interpretation, and report writing. Detail dependent on module choice.

C. Thinking Skills
C1. Select and interpret information from a range of sources; C2. Formulate and test appropriate scientific concepts and hypotheses; C3. Presentation of results and structured arguments; C4. Plan and carry out independent learning. C5. Assimilate, evaluate and present research results objectively. C6. Undertake an individual research project in the area of molecular biology, the outcome of which is potentially publishable. C7. Assess the success of such a project

Teaching and Learning Methods
Skills developed through lectures, data interpretation, case studies, practical work, research project, presentations, problem solving. Detail dependent on module choice.

Assessment methods
Workbooks, preparation of short notes, reports; practical reports; problem solving/data interpretation/case studies; presentations; end of module seen and unseen examinations. The highest level of assessment is via the dissertation. Detail dependent on module choice.

D. Other skills relevant to employability and personal development
D1. Apply problem-solving skills including the demonstration of self-direction and originality D2. Communicate and interact with professionals from other disciplines D3. Exercise initiative and personal responsibility D4. Make decisions in complex and unpredictable situations D5. Demonstrate reflection and independent learning as required for continuing professional development. D6. Work independently under minimum supervision. D7. Develop and write a research project in the area of molecular biology and be able to assess the success of such a project.

Teaching and Learning Methods
Discussions and presentations such as moot court; numeracy and statistics in association with practical work; IT through coursework; teamwork through class work in tutorials/case studies/problem solving, and crime scene and case simulations. Details dependent on module choice.

Assessment methods
Written reports, oral presentations, word processed documents, PowerPoint presentations, data analysis and presentation, collating information from various sources, group projects and presentations; individual presentations. Detail dependent on module choice.

	13. Programme Structures*			14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	FZ4001 FZ4003 FZ4201 FZ4202	Research Methods Research Project Forensic Genetics I Forensic Genetics II	20 60 20 20	**MSci in Forensic Science and Molecular Biology** Requires 480 credits including a minimum of 120 at Level 7 or above and 200 at Level 6 or above and 360 at level 5 or above
Level 6	FZ3035 FZ3500 FZ3011 FZ3015 FZ3023 FZ3024	Application of Forensic Science Forensic Science Dissertation Forensic Genetics Forensic Medicine Advances in Forensic Chemistry Forensic Toxicology	20 20 20 20 20 20	**Bachelor Honours Degree in Forensic Science** Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6
	FZ2055	Sandwich Placement (undertaken between years 2 and 3 and assessed on a Pass/Fail basis)	N/A	**Bachelor Degree in Forensic Science** Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6 **Bachelor Honours Degree with sandwich** Requires 360 credits plus the successful completion of FZ2055, including a minimum of 240 at Level 6
Level 5	FZ2030 FZ2036 LA2800 FZ2011 FZ2023	Criminalistics Forensic Practice Law for Forensic Scientists Introduction to Forensic Genetics Forensic Chemistry Plus either one of the following options:	20 20 20 20 20	**Diploma of Higher Education in Forensic Science** Requires 240 credits including a minimum of 100 at Level 5 or above **Students who do not achieve an APM of ≥ 60% at end of level 5 will not normally be allowed to continue with the MSci and will be transferred to BSc (Hons) Forensic Science**
	FZ2051 FZ2052	Forensic Anthropology Death Science **Students on an Erasmus exchange will take the following modules in Semester 1**	20 20	

Level	Code	Module	Credits	Award
	FZ2130	Aspects of Criminalistics	10	
	FZ2136	Aspects of Forensic Practice	10	
	LA2801	Introduction to Law	10	
	FZ2111	Introduction to Forensic Genetics	10	
	FZ2123	Aspects of Forensic Chemistry	10	
	FZ2151	Aspects of Forensic Anthropology	10	
	FZ2152	Introduction to Death Science	10	
Level 4	FZ1033	Skills for Forensic Science	20	**Certificate of Higher Education in Forensic Science** Requires 120 credits at Level 4 or above
	FZ1034	Volume Crime Scene Science	20	
	FZ1014	Biology for Forensic Scientists	20	
	FZ1024	Chemistry for Forensic Scientists	20	
	FZ1054	Introduction to Osteology and Anthropology	20	
		Plus 20 credits from either an elective or the following options:		
	FZ1016*	Introduction to Biology	10	
	FZ1063*	Introduction to Chemistry	10	

*If chemistry or biology have not been studied to a sufficient level (e.g. to A2), FZ1016 and FZ1063 must be specified as option modules.

15. Personal Development Planning

PDP is delivered and monitored through skills modules and the personal tutor system. Students are provided with a PDP handbook in electronic format and are introduced to the idea by their personal tutor (PT). Their PT will then guide them throughout their time at university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.

Each student sees their PT six times a year (seven in year 1) for a small group tutorial where the PT and other students will discuss a particular skill or employability issue. Typically the student will have prepared a document or done a task in preparation for the meeting. Topics targeted at meetings include time management and vocabulary developing at Level 4, ranging up to psychometric testing and help with job applications at Level 6. These tutorials help students to identify and develop their skills and also encourage a culture of confidence between tutee and PT, so that if any specific problems arise with a student the PT will be in a position to assist.

The PT topics are constantly reviewed and updated in response to current practice in the workplace and to feedback from PTs and tutees. PTs insist on seeing a completed PDP before writing references.

16. Admissions criteria
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.
Applicants will normally be required to have, one of: BBC - ABB at A2 including Biology or Chemistry. BTEC ND DMM- DDM Access to HE. IB 25 - 27P including grade 5 in Biology or Chemistry. In addition applicants will be required to have Maths and English GCSE at Grade C or equivalent. Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no subscore lower than 5.5 Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If candidates have not studied recently they may be required to undertake an Access programme. APL/APEL will be assessed through standard University procedures.

17.	Key sources of information about the programme

- University web site (www.uclan.ac.uk)
- UCAS web site (www.ucas.ac.uk)
- School website (www.uclan.ac.uk/forensic)
- Admissions tutor
- Course Leader

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)	Knowledge and understanding							Subject-specific Skills							Thinking Skills							Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
LEVEL 7	FZ4001	Research Methods	COMP					✓	✓	✓								✓	✓										✓		✓
	FZ4003	Research Project	C					✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZ4201	Forensic Genetics I	COMP					✓	✓	✓										✓					✓	✓	✓	✓	✓		
	FZ4202	Forensic Genetics II	COMP					✓	✓	✓										✓					✓	✓	✓	✓	✓		
LEVEL 6	FZ3011	Forensic Genetics	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓	✓	✓	✓		
	FZ3015	Forensic Medicine	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓		✓	✓		
	FZ3023	Advances in Forensic Chemistry	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓	✓	✓	✓		
	FZ3024	Forensic Toxicology	COMP		✓		✓					✓	✓					✓	✓	✓	✓				✓	✓	✓	✓	✓		
	FZ3035	Application of Forensic Science	COMP	✓		✓					✓		✓	✓	✓			✓		✓	✓					✓	✓		✓		
	FZ3500	Forensic Science Dissertation	COMP		✓		✓							✓				✓	✓	✓	✓				✓			✓	✓		
	FZ2055	Sandwich Placement	O				✓					✓	✓	✓	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	
LEVEL 5	FZ2011	Introduction to Forensic Genetics	COMP		✓		✓					✓	✓					✓	✓	✓					✓	✓	✓	✓	✓		
	FZ2023	Forensic Chemistry	COMP		✓		✓					✓	✓					✓	✓	✓					✓	✓	✓	✓	✓		
	FZ2030	Criminalistics	COMP	✓		✓					✓			✓	✓			✓	✓						√		✓	✓	✓		
	FZ2036	Forensic Practice	COMP	✓		✓					✓	✓	✓	✓	✓			✓	✓	✓	✓				✓	✓	✓	✓	✓		
	LA2800	Law for Forensic Scientists	COMP			✓								✓				✓							✓	✓		✓	✓		
	FZ2052	Death Science	O		✓		✓					✓	✓					✓		✓					✓		✓				
	FZ2051	Forensic Anthropology	O		✓		✓					✓	✓					✓	✓	✓					✓			✓	✓		

Level	Code	Title	Type																												
	FZ2151	Aspects of Forensic Anthropology	O		✓		✓					✓	✓				✓	✓	✓				✓				✓	✓		
	FZ2152	Introduction to Death Science	O		✓		✓					✓	✓				✓		✓				✓		✓					
	FZ2111	Introduction to Forensic Genetics	O		✓		✓										✓	✓	✓				✓	✓	✓	✓	✓			
	FZ2123	Aspects of Forensic Chemistry	O		✓		✓					✓	✓				✓	✓	✓				✓	✓	✓	✓	✓			
	FZ2130	Aspects of Criminalisitics	O	✓		✓				✓			✓	✓		✓	✓						√		✓	✓	✓			
	FZ2136	Aspects of Forensic Practice	O	✓		✓				✓	✓	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓			
	LA2801	Introduction to Law	O			✓								✓		✓							✓	✓		✓	✓			
LEVEL 4	FZ1014	Biology for Forensic Scientists	COMP		✓							✓	✓				✓	✓					✓	✓	✓	✓				
	FZ1024	Chemistry for Forensic Scientists	COMP		✓							✓	✓				✓	✓					✓	✓	✓	✓				
	FZ1033	Skills for Forensic Science	COMP									✓	✓				✓	✓					✓	✓	✓	✓	✓			
	FZ1034	Volume Crime Scene Science	COMP	✓		✓				✓		✓	✓							✓			✓	✓		✓				
	FZ1054	Introduction to Osteology and Anthropology	COMP		✓												✓	✓					✓	✓		✓	✓			
	FZ1063	Introduction to Chemistry	O	✓	✓		✓										✓	✓							✓	✓				
	FZ1016	Introduction to Biology	O	✓	✓		✓										✓	✓						✓						

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

University Student Handbook
for Taught Courses

2018/19

Please read this Handbook in conjunction with your Course Handbook.

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 Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

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 Student Charter

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including 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.

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Contents page

1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 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 as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. 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. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students

1.5 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. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please see the University's Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

2.1 Learning Information Services (LIS)

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.

You can find the link to the Library Opening Hours here:
http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

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

3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.

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- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal careerEDGE contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services.It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support
"Got a Problem to Sort? Come to us for Support".

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1st year students only)
- Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study. http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance. https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

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

4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 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 towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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.

5. 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 the Students' Union does and is encompassed by its tag line of *Making Life Better for Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' 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 the Student Union's dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)

7. 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 have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the time and date on your assignment instructions / 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. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions
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. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.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](#)).

7.3 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 studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook)

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 in which they apply. All evidence 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

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).

7.4 Late submissions
If you submit work late without authorisation, 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.

You may apply to appeal this decision in accordance with the University's Academic Regulations.

7.5 Feedback Following Assessments
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 though the course.

For courses (except distance learning):
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. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
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. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means'). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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.
- 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.
- 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.

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 as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

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In the event of a **repeat** offence of unfair means (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.

7.7 Appeals against assessment board decisions

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;
that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

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.

8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, 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. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

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 at levels 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.

8.1 Course Representatives and School Presidents

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, to voice their opinions and to share positive practice with the course team, primarily at 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 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 your School President is or more about the role visit the Students' Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be

used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 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 University's Student 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 University's Student Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.