

Programme Specification

1. Overview/ factual information

Programme/award title(s)	FD Forensic Investigation
Teaching Institution	University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2022
Date of latest OU (re)validation	N/A
Next revalidation	2027
Credit points for the award	240
UCAS Code	F411
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Forensic Science
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Chartered Society of Forensic Sciences (IEPE and CSI standards) Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	2 years in full-time mode

Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the student module guide(s) and the student's handbook.

The accuracy of the information in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The aims are that on completion of the prescribed course of study the graduate will be able to:

1. Interpret and demonstrate an understanding of the UK legal systems and criminal law and evaluate the impact that these have on the investigation of different crimes.
2. Demonstrate an understanding of the main theoretical and practical skills of a forensic practitioner.
3. Examine and compare the main procedures used in policing that are currently in current use.
4. Recognise and differentiate between various investigative techniques used by police and public services.
5. Design, plan and carry out research using appropriate methodologies, including interpretation and analysis of findings.
6. Present reports in oral, written and other appropriate formats.

2.2 Relationship to other programmes and awards

UCP also offers a BSc Forensic Investigation. Students completing this course are eligible for advanced entry for the BSc Forensic Investigation degree. In order to do this they must achieve a merit and they must complete a bridging module Research skills and project preparation in the summer semester.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships, an articulation of how the work-based learning and academic content are organised with the award.

Employability and Career Planning in the Criminal Justice Sector Level 4 (30 credits)

Work-based Project Level 5 (30 credits)

2.4 List of all exit awards

- Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4

FD Forensic Sciences and Investigations

Programme Structure - LEVEL 4 – Full time

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Employability & Career Planning in the Criminal Justice Sector	30			No	Sem 1&2
Lab Skills and Data Analytics	15			No	Sem 1
Introduction to Criminal Justice	30			No	Sem 1
Crime Scene Recording	15			No	Sem 2
Forensic Techniques	30			No	Sem 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>A1 Demonstrate an understanding of the roles, responsibilities and liabilities of personnel involved in the investigation of crime.</p> <p>A2 Demonstrate an awareness of the processes to co-ordinate and perform systematic searches of crime scenes, and recognise, collect and record (including photograph) potential evidence. Obtain an awareness of the use of chemical analysis techniques in forensic investigation</p> <p>A3 Demonstrate an understanding of the fundamental physical and chemical principles that underpin forensic science, particularly for sample separation and characterisation.</p> <p>A4 Describe different models of policing and investigative procedures.</p> <p>A5 Identify the main agencies involved in the criminal justice system and the relevant legislation, regulation,</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars - practical workshops <p>Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and exams, to forms of assessment that align with or simulate those found in industry, e.g. reports, product demonstrations and group assessments/appraisals.</p>

<p>standards and codes of practice for all aspects of an investigation working within the context of a quality management system, including issues relating to conflict of interest, data protection, confidentiality and legal privilege.</p>	<p>The programme also utilises formative assessment with a view to supporting students taking responsibility for their learning.</p>
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>B1 Employ methodical systems to record observations and experimental methodology in the form of structured notes (including photography) in a logical, comprehensive and contemporaneous manner.</p> <p>B2 Collect data, utilising appropriate equipment, and apply it in a range of forensic examinations.</p> <p>B3 Understanding the different roles in an investigative team, examining the scope of an investigation, the methods they employ and how they may affect the forensic strategy.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. These include traditional lectures and seminars but also practical workshops. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well-specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like coursework essays,</p>

<p>B4 Start to outline strategies to tackle a range of investigations (including those of incidents of volume crime (including vehicle crime) but specifically with reference to serious or major crime).</p> <p>B5 Outline safe working practices (personal safety, safety of team members and others present) and the function and practice of quality assurance; validation and peer review.</p> <p>B6 Write reports which are unbiased, comprehensive and also comprehensible for the intended reader.</p>	<p>presentations, and exams, to forms of assessment that align with or simulate those found in industry, e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.</p>
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>C1: Able to carry out basic experiments in the laboratory and the field safely and effectively following a written schedule.</p> <p>C2: Be aware of the health and safety issues of a crime scene and of laboratory experiments. Perform proper risk assessment under guidance from the tutor. Demonstrate awareness of ethical issues in current areas of study and be able to discuss these in relation to personal beliefs and values.</p> <p>C3: Demonstrate basic use of the elements of Microsoft office; Word, Excel and PowerPoint. Demonstrate good skills in using the Internet and particularly virtual learning environment. Access data and information from the University Centre and other resources.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well-specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised in this course to assess practical and professional skills, from traditional essays and exams to reports and product demonstrations. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject-specific skills.</p>

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>D1 Respond to feedback and criticism and reflect on their own developing knowledge and practice;</p> <p>D2 Manage personal workloads efficiently and effectively, meet deadlines and negotiate and pursue goals with others;</p> <p>D3 Utilise information technology skills appropriately within the field of study.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups; This also helps to establish a broader sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments.</p>

Exit Awards: Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4

Programme Structure - LEVEL 5 Full-time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Body Fluids and DNA	15			No	1
Introduction to Policing	15			Yes	1
Work-based Project	30			No	1
Evidence Based Policing	15			Yes	2
Major Police Investigation	30			No	2
Crime Scene Investigation	15			Yes	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>A6. Demonstrate a comprehensive understanding of the different aspects of the investigation of crime, including the different roles of those involved in the investigation, what their responsibilities are, and what they are specifically liable for.</p> <p>A7: Demonstrate a comprehensive awareness of the processes to coordinate and perform systematic searches of crime scenes, and recognise, collect and record (including photograph) potential evidence. Demonstrate an understanding of the fundamental principles of chromatographic and spectroscopic techniques and their applications in forensic investigation.</p> <p>A8: Demonstrate an understanding and explanation of the fundamental physical and chemical principles that underpin forensic science, particularly for sample separation and characterisation</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at level 5. These include standard approaches like lectures supported by seminars but also workshops. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>Knowledge and understanding is assessed via a range of assessments as specified in the individual modules. Methods include case studies, examinations, use of VLEs and reports of practical work.</p>

<p>A9: Demonstrate a thorough knowledge of different models of policing and the different kinds of investigative procedures.</p> <p>A10: Demonstrate an understanding of the criminal justice system in relation to the forensic science and explanation of evidential and intelligence value of information obtained by crime scene investigation and laboratory analysis.</p>	
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>B7 Develop methodical systems to record observations and experimental methodology in the form of structured notes (including photography) in a logical, comprehensive and contemporaneous manner.</p> <p>B8 Interpret data from appropriate equipment applied to a range of forensic examinations.</p> <p>B9 Operate as part of an investigative team, examining the scope of an investigation, the roles of others, the methods they employ and how they may affect the forensic strategy.</p>	<p>A diverse and dynamic range of teaching and learning strategies are drawn on to meet the cognitive learning outcomes of this level. For the most part, cognitive skills are taught through practical workshops in which students are supported to design applications and trial them.</p> <p>A broad range of assessment methods are employed at this level to assess intellectual and cognitive skills. Greater use of reflexive assessments is made to support increased self-awareness and the capacity to work independently; Both of these abilities are needed at level 6. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject-specific skills.</p>

B10 Outline strategies to tackle a range of investigations (including those of incidents of volume crime (including vehicle crime) but specifically with reference to serious or major crime).

B11 Employ safe working practices (personal safety, safety of team members and others present) and the function and practice of quality assurance; validation and peer review.

B12 Compose robust, balanced, impartial, logical and transparent reports. which are unbiased.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>C4: Record and appraise experimental observations in a logical, comprehensive and contemporaneous manner. Interpret data/scientific information in a meaningful, structured manner.</p> <p>C5: Comprehensively appreciate the health and safety issues of a crime scene and of laboratory experiments. Perform proper risk assessment. Be aware of the wider social and environmental implications of areas of study and be able to debate issues in relation to more general ethical perspectives.</p> <p>C6: Demonstrate more advanced IT skills; Use online databases effectively to gain information</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the practical and affective learning outcomes of this level. At this level, much greater emphasis is given to group work and peer evaluation so that students can learn to work effectively as a team.</p> <p>A broad range of assessment methods are utilised at this level to assess practical and affective skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace, like reports, briefings, and presentations. The group project provides a substantial problem where the different skills and abilities of students need to be organised, and effective cooperation is essential for success. Group assessments help to bring out critical appraisal between members of a group that provides a valuable lesson for self-appraisal.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the course a student will be expected to be able to:</i></p> <p>D1: Respond to feedback and criticism and reflect on their own developing knowledge and practice;</p> <p>D2: Work independently and creatively to an industry brief and communicate complex ideas in written and oral form;</p> <p>D3: Utilise information technology skills appropriately within the field of study.</p> <p>D4: Demonstrate the ability to work as a member of a team with good interpersonal and problem -solving skills</p>	<p>A diverse and dynamic range of teaching and learning strategies are drawn on to meet the key transferable learning outcomes at this level. These include scaffolding students to work more independently and the use of problem-solving group activities in class.</p> <p>A broad range of assessment methods are employed at this level to assess transferable skills. Individual and group presentations and demonstrations are utilised frequently at this level.</p>

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- Additional considerations for apprenticeships:
 - how the delivery of the academic award fits in with the broader apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

FD Forensic Investigation is a 2-year programme. There are no optional modules.

We also offer a BSc (Hons) Degree in Forensic Investigation. Students completing this programme can commence this programme at level 6. Students wishing to top-up must obtain a merit or higher and they must also take a bridging module on research skills and project preparation to prepare them for their Undergraduate Major Project

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

Whilst studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions offer both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the Level 4 tutorial scheme focussing on preparing to study and academic skills, Level 5 on developing skills and autonomy and Level 6 on progression and transferrable skills. Tutors have

an open office policy, and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions cover issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at Level 4 will introduce and develop the underpinning skills required for higher education study, with each year that follows providing a more contextual focus on the academic skills needed for the discipline. An example of a distinct module that has been developed to achieve this is the Academic and Professional Skills for Social Scientists, which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades, not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunchtimes. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off-campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching

and Student Outcomes Strategy, and therefore we will utilise this practice on the new programme.

A dedicated Student Support Team ensures that there is easy access to a variety of services that can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, a new Employer and Community Consultative Group was established in March 2019. The group, which has evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP produces employment-ready students in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

64 UCAS points with at least one qualification in a science related subject:

- A-levels (DDE or CC)
- BTEC (MPP)
- Cambridge Technicals (MPP)
- Access to HE (45 credits)

If you have completed the FD Forensic Investigation and have achieved a merit or higher you can start Level 6 of the BSc (Hons) Forensic Investigation to obtain a full honours degree.

Mature students or students who do not have the above qualifications can contact our admissions team to discuss equivalent qualifications or relevant work experience.

You must have GCSE English language, mathematics and a science at a minimum of grade C or grade 4.

If English is not your first language you will require a recognised Level 2 English language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

EU STUDENTS AND OVERSEAS QUALIFICATIONS

We can accept a wide range of overseas qualifications and use UK NARIC to compare qualifications. For advice about overseas qualification conversion call the Admissions Office

UCAS TARIFF

To find out more about UCAS tariff points and how they work, visit ucas.com/tariff-calculator.

We accept a wide range of qualifications such as A-levels (you must have grades for at least two A-levels), BTEC, Cambridge Technicals, International Baccalaureate (IB), NVQ Level 3, Access to Higher Education and Scottish Advanced Highers.

The tariff points for qualifications can be added and combined together (e.g. A-levels plus BTECs).

The UCAS points for A-level General Studies, AS-levels and the EQP (Extended Project Qualification) are accepted when combined with other full qualifications.

ACCREDITATION OF PRIOR CERTIFICATED LEARNING (APCL) FOR ENTRY

APCL relates to learning completed through an earlier course of study. If you have previously completed a course which is relevant to your proposed course you should make this clear when you apply. For this to be eligible for consideration you must be able to provide certification, which shows your success in a final assessment for that course. Learning must be completed in the last five years or further evidence of updating will be required. Simple participation in a course or an attendance certificate is not sufficient.

EXEMPTIONS BASED ON ACCREDITATION OF PRIOR LEARNING (APL)

We offer students flexibility in their studies, by recognising learning they may have completed elsewhere before they apply. The Accreditation of Prior Learning process ensures that we can take this into account when determining the modules you must study. It is important that you identify any relevant prior learning when you apply. If your previous study specifically relates to modules on the course you wish to undertake we may approve a reduced programme of study, thus shortening the time it takes to obtain your award. Where this relates to learning completed through an earlier course of study, this is called Prior Certificated Learning, and where learning has been achieved through relevant work or experience, this is referred to as Prior Experiential Learning. Claims must be approved before you commence a course.

EXEMPTIONS BASED ON ACCREDITATION OF PRIOR EXPERIENTIAL CERTIFICATED LEARNING (APEL)

It is important to understand that the APEL process does not award academic credit for experience alone, but for learning which can be shown to have been achieved through that experience. Students are required to prepare an individual case for the credit arising from their learning experiences. This normally means that a student receives support in the preparation of a portfolio, which evidences their claimed exemptions for entry. This portfolio of evidence is then submitted for assessment and the possible award of academic credit. Alternative methods of assessment of evidence may be available but needs to be discussed with the Admissions team or Course Leader.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. For apprenticeships in England End Point Assessment (EPA). <i>(Summary of the approved assessment plan and how the academic award fits within this and the EPA)</i>
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
<p>University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part-time as consultants.</p> <p>Each member of staff has consistently been graded in observations as good or better by the UCP quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.</p> <p>Staff development is available at UCP at least three times a year, and staff actively participate in training events (e.g. Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training</p>

and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference, which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester; however, the team regularly ask for feedback on module in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way, modules can be constantly adapted to student feedback if appropriate.

11. Changes made to the programme since last (re)validation

Annexe 1: Curriculum map

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (X) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																	
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	D 1	D 2	D 3	
4	Employability & Career Planning	X						X							X			X	
	Lab Skills and Data Analytics			X				X		X	X	X	X						
	Introduction to Criminal Justice System				X	X	X		X					X		X			
	Crime Scene Recording		X						X				X			X			
	Forensic Techniques		X							X			X				X		

Level	Study module/unit	Programme Outcomes																	
		A6	A7	A8	A 9	A 10	B7	B 8	B 9	B 10	B 11	B 12	C4	C5	C6	D1	D2	D3	D4
5	Body Fluids and DNA		X	X			X			X	X	X		X				X	
	Introduction to Policing	X			X			X	X				X		X				
	Work-based Project	X			X			X			X		X				X		
	Evidence Based Policing	X			X				X				X		X				
	Major Police Investigation		X	X		X			X				X			X		X	
	Crime Scene Investigation		X		X		X			X		X	X						