Module Descriptor

Title	Criminal Justice and Forensic Science Project		
Session	2025/26	**Status**	Published
Code	CHEM10019	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Ciaran T Ewins		

Summary of Module

This module is the honours year project/dissertation for Criminal Justice and Forensic Science students.

This module provides students with the opportunity to engage in a substantial piece of research and analysis in the Criminal Justice and Forensic Science area.

In collaboration with a supervisor, a research proposal will be developed and presented in a Poster that will form the basis of the project. This will enable the students to discuss the direction, focus and validity of their ideas as well as identifying an appropriate methodology and design.

The dissertation may be on an empirical or a theoretical topic and it will contain a literature review. Research can be laboratory or desk based, it can be empirical or a review.

The dissertation allows students to demonstrate skills acquired during their studies on the programme to date, to display a grasp of the subject matter in a chosen area of research and to demonstrate original ideas and analysis of information.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Use appropriate techniques to collect, process, evaluate and present research data
L2	Undertake a review and analysis of relevant and appropriate primary and secondary information sources
L3	Plan and execute a defined research project using appropriate research methodologies and techniques of enquiry
L4	Critically evaluate the methods used and results gathered in the project
L5	Use appropriate academic writing and referencing conventions to produce a research report

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**Please select SCQF Level** Critical and integrated understanding of current research literature, use of available research techniques and practice, applicability of appropriate statistical approach and methodology to the relevant research project.
Practice: Applied Knowledge and Understanding	**Please select SCQF Level** Apply knowledge, skills and understanding to the criminal justice and/or forensic science area. Executing a defined project of research and in identifying and relevant outcomes describe how they might be implemented in practice. Value of risk assessment and ethical considerations to research.
Generic Cognitive skills	**Please select SCQF Level** Ability to gather literature relevant to the research topic. Critically review current literature of relevance to the research topic. Make judgments where information comes from using a number of sources. Demonstrate some originality in dealing with professional level issues relating to the research project. Offer insights, interpretations and solutions to problems and issues.
Communication, ICT and Numeracy Skills	**Please select SCQF Level** Use a wide range of routine skills and some advanced and specialised skills in support of established practices for completing a research project including to: Present or convey, formally and informally, information about the chosen topic to informed audiences;

	Communicate with other students, academics, and potentially specialists on a professional level; Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose; Interpret, use and evaluate a range of data sources.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Exercise autonomy and initiative in all activities associated with the completion of a dissertation; Work, under the guidance of a supervisor, to reach agreed aims and objectives; Manage complex ethical and professional issues in accordance with current ethical codes and practices; Recognise the limits of these codes and seek guidance where appropriate.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	12
Independent Study	364
Please select	
Please select	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bell, J. (2010) Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science. (5th ed) Maidenhead: McGraw-Hill Open University Press.

Davies, P. Francis,P. Jupp, V. (2018) Doing Criminological Research (3rd ed) Sage Publications
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Physical Sciences
Moderator	Heather Myles
External Examiner	TBC

Accreditation Details	This is a core module in the BSc (Hons) Criminal Justice and Forensic Science programme which is Recognised by the Chartered Society of Forensic Sciences
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Project Report (Dissertation) 80%
Assessment 2
Poster presentation 10%
Assessment 3
Oral presentation. 10%
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Coursework	☒	☒	☒	☒	☒	100	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
