

**University of the West of Scotland  
Module Descriptor**

**Session: 2023/24**

<b>Title of Module: Introductory Forensic Science</b>			
<b>Code: CHEM08016</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Carrie Mullen		
<b>Summary of Module</b>			
<p>This module is an introduction to Forensic Science protocol and methodology for students of Criminal Justice, offered as an option in Year 3. The module will appeal to those students interested in joining the Police Force either as serving officers or as civilian workers, as it is designed to offer an awareness of what Forensic Science can, and equally importantly, cannot, contribute towards solving a crime. This module contributes to employability in terms of analytical thinking and an awareness of skills involved in fingerprint analysis, blood spatter analysis etc.</p> <p>The roles and responsibilities of personnel involved in managing and processing a crime scene, and those involved in evidence analysis and evaluation, are discussed with emphasis on the limitations of the roles. The module also covers types of evidence, methods of evidence collection, preservation and packaging, and evidence analysis. The range of types of evidence covered includes (but is not limited to) impressions, trace, biological and chemical evidence. A series of interactive workshops will be undertaken at a level suitable for students who have limited experience of practical forensic skills.</p> <p>The module is assessed by means of a folio of online quizzes from workshop activities and the production of an academic poster.</p> <p><b>Graduate Attributes</b> Critical thinker Autonomous Problem solver</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
			✓		

**Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- L1. Understand how the fundamental principles of forensic science are applied to crime scene analysis.
- L2. Describe the principles and practice of evidence collection, preservation and packaging.
- L3. Perform routine forensic comparisons
- L4. Exhibit an appreciate for the strength of evidential findings

**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)	SCQF Level 8. A broad knowledge of the scope, defining features and main areas of Forensic Science.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Using a range of routine skills and techniques associated with Forensic Science.
Generic Cognitive skills	SCQF Level 8. Evaluating evidence according to Forensic Science principles and practice.

Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Convey complex ideas in a well-structured and coherent form.</p> <p>Use a range of forms of communication effectively.</p>
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Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Take account of own and others' roles, responsibilities and contributions in evaluating a written scenario</p>				
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> <tr> <td><b>Other:</b></td> <td></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>	<b>Other:</b>	
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<b>Co-requisites</b>	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>		
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\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This module is a popular option for Year 3 of the BA Criminal Justice degree. The module is a mix of formally taught theoretical work and laboratory-based practical work. Seminars will be used to assist students in acquiring scientific writing skills to an appropriate level and to introduce the concepts of group work and testimony skills.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 Hours Total
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:  
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Andrew Jackson and Julie Jackson, Forensic Science, 4th Ed., Pearson Education Ltd. (2017)  
 ISBN 978-1-292-08818-1

Peter C. White (ed.): Crime scene to court: The essentials of forensic science, 4th edition  
 Royal Society of Chemistry Publishing 2016, ISBN 978-1782624462

(\*\*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)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related

learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

### Supplemental Information

<b>Programme Board</b>	Physical Sciences
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Physical Sciences
<b>Moderator</b>	Ciaran Ewins
<b>External Examiner</b>	I Turner
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	2.12 Module descriptor edited to remove presentation of evidence. Assessment changed to remove court appearance.

### Assessment: (also refer to Assessment Outcomes Grids below)

Poster Presentation 60%

Online quizzes 40%

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Class test (written)	✓	✓	✓	✓	40	0
<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Demonstrations/ Poster	✓	✓		✓	60	4
presentations/ Exhibitions						
<b>Combined Total For All Components</b>					100%	4 hours

#### Footnotes

- A. Referred to within Assessment Section above  
 B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

#### **Equality and Diversity**

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 can be put in place. More information on the University's EDI policies can be accessed at: <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)