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**Programme Specification**

**Title of Course: MSc Forensic Analysis**

**Date Specification Produced: September 2012**

**Date Specification Last Revised: July 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MSc Forensic Analysis |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | Chartered Society for Forensic Sciences\* (the route including the module Current Concepts in Forensic Toxicology will be submitted for accreditation and is not yet accredited) |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

This programme aims to give students a strong background in the theory of analytical and forensic techniques and how to apply to them to complex problems, such those found at scenes of crime. It emphasises the key skills required in this specialised area of science, including good measurement and scientific practice, sample collection and chain of custody, evaluation and interpretation of data, expert witness reports and presentation of evidence in court.

Kingston University has its own 'scene of crime' house, which is used to recreate crime scenes and enables students to put their investigative skills into practice.

The programme explores recent trends in forensic science and focusses on the latest analytical techniques used, such as atomic and molecular spectrometry and separation techniques. It looks at the role of the forensic scientist and how they interpret, evaluate and present evidence and investigate and analyse fibres, firearms and fires. Also, due to the increased demands in society in the realm of Forensic Toxicology, coupled with the lack of expertise from graduates seeking employment in this field, the optional module in this area will help bridge that gap of knowledge.

Our links with practitioners and industry provide a practical base for our courses. They also help us to ensure the programme is kept up-to-date and relevant to the working environment.

Key features of the programme include:-

***Real-world project work***

Depending on availability, students can take their MSc project:

* in industry – potential placements include forensic labs, analytical companies, contract pharmaceutical companies or hospital labs, for example; or
* as collaborative research with other laboratories – such as LGC Forensics or the Horseracing Forensic Laboratory at Newmarket.

***Visiting speakers***

Recent guest speakers/events have included:

* Careers and Networking day- large pharmaceutical companies discussing contemporary research methods and practice, alumni talking about their new jobs (alumni are asked to use social network platforms such as “LinkedIn” to keep in touch with staff and current students), careers staff showing students how to write CVs, present at interviews etc. and research staff discussing how funding is applied for and how to publish/present research findings;
* experts at the Laboratory of the Government Chemist (LGC) discussing Valid Analytical Measurement (VAM) and drugs of abuse; and
* a forensic consultant discussing blood alcohol analysis in relation to drink-drive cases.

***Industry visits***

Recent trips have included:

* a tour of the forensic labs at the Laboratory of the Government Chemist (LGC);
* a visit to Kingston Crown Court to see a trial; and
* a visit to a forensic pathology lab to witness an autopsy.

The professional placement module (for students undertaking this course route) serves as an introduction to the work place for students pursuing careers related to their main field of study. Through placement in a professional work environment, students will be challenged to develop key employability skills and subject specific skills and knowledge that will be directly relevant to future careers. During the professional placement, students will reflect on their professional development, critically assess the development of their knowledge in their chosen subject, and explore ways in which their key employability skills can be enhanced.

1. **Aims of the Programme**

The aims of the MSc programme are:

* to provide students with an in-depth knowledge and understanding of the core elements of forensic analysis;
* to equip students with problem-solving, practical, IT and key (transferable) skills derived from the collection, analysis, interpretation and representation of data and information in preparation for their careers in a variety of work environments;
* to give students the independent learning ability required for continuing professional development;
* to provide a clear recognition of the constraints and opportunities of the environment in which professional forensic science is carried out;
* to give students an appreciation of the importance of the continuity of evidence from the crime scene to the court and an awareness of professional and ethical standards and practices (including quality assurance), and the importance of adhering to them;
* to provide students with a familiarity with the justice system, including those requirements of the police and the legal sector .
* to provide the skills required for self-management and autonomy in the planning, organisation and conduct of an independent research project;
* to provide students with further opportunities to develop their written and oral communication skills and practical skills;
* to enable students to identify, locate and critically appraise secondary and primary sources during a research project;
* to offer the opportunity for students to express originality and creativity in the quest for new knowledge, the application of current knowledge to new situations or the analysis of knowledge from a novel standpoint;
* to give students a critical awareness of and engagement with current research methods and techniques.

In addition, the aims of the professional placement module are:

* To provide experience of working in a professional environment that is relevant to the field of study
* To allow students to consolidate and apply the range of skills and knowledge acquired in the course of their studies to a work environment and to reflect on and develop these skills and knowledge further
* To enhance career prospects through the development of a range of skills that enable students to present themselves effectively, network and make informed decisions about employment and career plans.
* To develop the process of reflection and promote self-awareness in learning

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for (Forensic Science Benchmark Statement Dec 2012) and the Framework for Higher Education Qualifications in UK (2014), and relate to the typical student.

In addition, students who successfully complete the professional placement module will be able to:

* Relate academic theory to practice and apply knowledge and skills in a professional context
* Maintain an accurate account of work activity , reflect critically on the experience of the placement and evaluate their own personal and professional development
* Confidently present a critical understanding of the placement organisation and their experience within it
* Develop and practice key personal and employability skills and be able to show examples of the application of these skills including: self-awareness, communication, interpersonal, research and information literacy, numeracy and management and leadership skills
* Autonomously evaluate tasks set in the work place and apply effective communication and problem solving initiatives to achieve the best outcome for the employer;

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| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | discuss the role of the forensic analyst in a variety of situations and possess a clear awareness of the ethical, legal and commercial responsibilities of a forensic science practitioner | B1 | solve the more complex problems that can arise during investigations | | C1 | carry out subject-related practical work safely and understand safety requirements at scenes of crime |
| A2 | examine the principles of crime scene investigation and will possess competence in the selection, use and development of a range of methods used in the location, identification, recovery, extraction, processing, preservation and scientific analysis at a crime scene and be able to present evidence in a mock courtroom | B2 | demonstrate the ability to be independent, autonomous learners | | C2 | operate in an efficient manner the techniques used widely in analytical / forensic industries |
| A3 | display advanced skills in interpretation and discussion of the results of laboratory and crime scene data, in the context of the wider analytical problem, and recognise the significance of the results to industry/society in general | B3 | select appropriate techniques and procedures for carrying out particular forensic analyses | | C3 | plan and implement good scientific and consistent practice (including contamination avoidance), reliably recording methods and results using appropriate methods to critically analyse the data and evaluate the level of its uncertainty |
| A4 | demonstrate an understanding of, and ability to interpret clients’ requirements;  acquire specialist knowledge of advanced analytical techniques and specialised applications of those techniques | B4 | assemble data from a variety of sources and discern and establish connections | | C4 | prepare and deliver impartial and comprehensible oral and written reports in a variety of legal and law enforcement situations, including those involving the public and to  recognise and communicate levels of uncertainty in evidence or experimental data |
|  |  | B5 | critically analyse and appraise both primary and secondary information sources | | C5 | develop an understanding of the analytical challenges particular to the analytical/forensic industry and acquire the specialised knowledge to face those challenges |
| A5 | understand how a research project operates and undertake research in a logical and safe manner | B6 | plan, carry out and report investigations with an effective self-critical attitude | | C6 | design controlled experiments to investigate qualitative and/or quantitative characteristics of forensic samples and apply and adapt problem solving skills to unfamiliar, complex and open-ended situations |
| A6 | understand how to prepare a research report and poster in the correct format and to have an active engagement and familiarity with recent and current research methods, results and publications | B7 | develop an understanding of the challenges particular to the analytical and forensic sector, and with reflection and recall of both theoretical and practical skills, surmount these challenges | | C7 | recommend improvements in methodology, technology or interpretation that enhance the performance of processes and/or procedures in an analytical or forensic context. |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes   * formal lectures * e-learning * group projects * seminars and workshops * case studies * practical investigations and fieldwork * demonstrations of equipment and techniques * independent learning from guided texts and work books * research projects | | | | | | |
|  | | | |  | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the Fields include the following:   * practical reports * essays * problem-solving exercises * data interpretation exercises * case studies * group and individual presentations * literature surveys (formative and summative) * unseen examinations/tests, (MCQ, short answer, essay) * major project report * oral questioning at the poster session | | | | | | |
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1. **Entry Requirements**

**a. General Admissions Regulations**

Candidates with a UK or UK equivalent (stated by NARIC) second class Bachelor Honour's degree in a Forensic Science, Chemistry or related, Pharmacy or Life Science discipline are qualified to register for the MSc.

Candidates who do not qualify under the regulations above, but who have appropriate experience are still eligible to apply. A detailed description of appropriate experience and a statement of support from an employer should accompany the application. If these documents are satisfactory, the candidate will normally be interviewed (overseas applicants will often be interviewed by telephone/SKYPE).

British nationals/majority English-speaking nation nationals need a GCSE Grade C or above in English or an equivalent qualification, (see webpages for further details). Students who are not a national of a majority English speaking country or who have not completed an academic qualification equivalent to a UK Bachelor’s degree in one are required to provide evidence of appropriate competence in use of the English Language, for example by having passed a recognised English Language examinations (or equivalent):

**British Council IELTS test: Band 6.5 overall or above** (with the following minimum scores: W=6.0 and R=5.5, L=5.5, S=5.5); **PTEA overall 61 or above** (with the following minimum scores W=56 and R,L,S=51)

**OR**

**Pass at KU Pre-Sessional English (PSE) language course**

**Overseas students (non-EU) who require a student study visa:**

Please note that the UKBA study requirement (2012) is a minimum IELTS score of 6.5 with a score of 5.5 in Reading (R), Listening (L), Speaking (S) and Writing (W).

**b. Admission with Advanced Standing**

Normally, exemptions from the study of particular modules will only be granted only on the basis of relevant previous study at Masters level (APL) or extensive relevant experience (APEL). Students wishing to gain admission to the course with advanced standing will be required to provide certificates, a course/module synopsis and a portfolio of evidence of their previous learning or work-based experience.

Students who have claimed a Diploma in the field will normally be allowed to apply for admission to MSc in the field provided that they do so within a period not normally exceeding 2 years.

1. **Programme Structure**

This programme is offered in full-time mode, and leads to the award of MSc. Entry is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

The course\* is accredited by the The Chartered Society of Forensic Sciences for the component standards in “Interpretation, Evaluation and Presentation of Evidence”; “Laboratory Analysis”; and “Crime Scene Investigation”.

When students graduate they are eligible to apply to be an Associate Member (AFSSoc post-nominals) of The Chartered Society of Forensic Sciences. Having completed appropriate continuing professional development in a forensic science workplace, they can also become a Professional Member (MFSSoc) or Accredited Forensic Practitioner.

**E2. Work-based learning, including sandwich programmes**

Depending on availability, MSc research projects may be taken in industry and the professional placement route offers 10-12 months vocational experience in up to 2 settings.

**E3. Outline Programme Structure**

The MSc is made up of four taught modules each worth 30 credit points and a research project worth 60 credits (180 credits total). In addition, for students taking the professional placement route, a specific 120 credit-bearing module aligned to the placement will be taken. All students will have access to the University regulations (Postgraduate Credit Framework) and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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| |  |  |  | | --- | --- | --- | | **Course: Forensic Analysis (Full time) and “with placement” route2** | |  | | The Role of the Professional Forensic Scientist  CH7080  *(30 credits)* | Professional Placement2  CI7900  *(120 credits)* | Project module  CH7100  *(60 credits)* | | Separation Science  CH7030  *(30 credits)* | | Molecular and Atomic Spectroscopy  CH7020  *(30 credits)* | | Forensic Chemistry & Trace Analysis 1  CH7110  *(30 credits)*  *OR*  Current Concepts in Forensic Toxicology  LS7030  *(30 credits)* |   Students exiting the programme with 60 credits are eligible for the award of PGCert  Students exiting the programme with 120 credits are eligible for the award of PGDip |

1 If the analogous U/G module CH6010 has been passed by a KU student on an U/G level programme, then either LS7012 Forensic Archaeology or LS7030 Current Concepts in Forensic Toxicology must be taken.

If the student fails CH7080 and CH7110/LS7012/LS7030, then the PGCert would be in Analytical Chemistry.

2The Professional Placement module is for all placements route students and takes place between the last exam of the taught modules (ca. June) and the project module, which will commence the following June.

It is a core module for those students following a Masters programme that incorporates an extended professional placement. It provides students with the opportunity to apply their knowledge and skills in an appropriate working environment, and develops and enhances key employability and subject specific skills in their chosen discipline. Students may wish to use the placement experience as a platform for the major project or future career.

It is the responsibility of individual students to find and secure a suitable placement opportunity; this should not normally involve more than two placements which must be completed over a minimum period of 10 months and within a maximum of 12 months. The placement must be approved by the Course Leader, prior to commencement to ensure its suitability. Students seeking placements will have access to the standard placement preparation activities offered by Student Engagement and Enhancement (SEE) group.

Assigned hours of work are to be arranged by the supervisor at the host institution. All placements will be arrangements between Kingston University and the institution hosting the placement, which may include companies, research institutes, hospitals, and Kingston University itself. Students will demonstrate professional responsibility through attendance at the work place for the agreed time and hours, adherence to policies in place at the work place, effective professional communication with supervisors and co-workers, and completion of tasks and duties as they are assigned.

1. **Principles of Teaching Learning and Assessment**

This field has been designed to take account of the KU Curriculum Design Principles. The course utilises a wide range of teaching and learning methods that will enable all students be actively engaged throughout the course. Teaching and learning methods are carefully crafted to suit the content and the learning outcomes of the module – typically using lectures in the early parts of modules to ensure that students have the key knowledge relating to the module. Through a variety of group and seminar work, practical and laboratory sessions students are then given the opportunity to develop more individual interests and personal and key skills.

A range of assessment methods will be used that enable students to demonstrate the acquisition of knowledge and skills. Methods include course work, oral presentations, in-class tests, MCQs, examinations, laboratory reports and poster presentations. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward on their performance in preparation for the summative assessment. Care has been taken to avoid assessment bunching. The team make use of technology enhanced learning to improve the student experience and facilitate feedback. Examples include electronic marking and oral feedback via Canvas, online assessments via Respondus and bespoke assignments produced using excel and visual basic to provide rapid marking for problem-solving practicals and electronic feedback in pdf format direct to the students email account.

Students are supported by their allocated personal tutor, who will help students draw together the themes of the curriculum synoptically by discussing with them their Personal Development Plan etc. The development of academic skills is threaded throughout the course and assessed both formatively and summatively. Tutors test progress in the development of these skills, but also identify where students may need additional support, which may come via the SEC Academic Success Centre or other tailored support (MathsAid). An electronic personal development plan system is used to facilitate the process and will involve various touchpoints at different points of the academic year to ensure engagement between tutor and tutee. These will include for example an initial “get to know you” meeting where students will outline their background, describe what they hope to get from the course and how it will fit into their future career plans. A later meeting will look at results/feedback to date, discuss study methods and possible ways to improve performance.

Most of the Course team are research active (some are Readers (Associate Professors) and Professors) and regularly publish their work in respected journals. This research expertise is applied to respective modules, e.g. (Dr J. Barker) -drug testing in sport in the Molecular and Atomic Spectroscopy module and (Dr B. Ghatora) -polymer analysis in the Forensic Chemistry & Trace Analysis module. Many hold or have held important positions in the field and regularly attend national meetings e.g. Chair of Register of Analytical Chemists, President of South-East Region Analytical Division (SERAD), Hon. Secretary of Royal Society of Chemistry’s (RSC) Analytical Division, RSC Committee Member for Accreditation and Validation of Courses and most are Fellows or Members of the RSC or Chartered Society of Forensic Sceinces, or have professional qualifications, e.g. Chartered Chemist/EurChem/Chartered Scientist and have teaching qualifications e.g. PGCE(HE) CSciTeach, and are Fellows or Senior Fellows of the Higher Education Academy .

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Director to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* Project and professional placement tutors and workplace supervisor to give general advice on placement(s) and visit students
* Technical support to advise students on IT and the use of software
* A designated programme administrator
* An induction week at the beginning of each new academic session. This includes an induction to the University, the School, Library, the Graduate Centre, the Kingston University Student Union, University and School pastoral support and ancillary services
* Staff Student Consultative Committee (SSCC)
* Canvas – a versatile on-line interactive intranet an learning environment
* A substantial Study Skills Centre that provides academic skills support
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* The Students’ Union
* Careers and Employability Service (KU Talent)

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Module Enhancement Plan (MEP)
* Course Enhancement Plan (CEP)
* Periodic review undertaken at the subject level
* Student evaluation- SSCC, and early/mid module feedback/module evaluation questionnaire (recognition of student rep scheme via competence certification)
* Moderation policies
* Professional Body (CSFS) accreditation process

In the 2017 Departmetal Internal Subject Review of Pharmaceutical Sciences and Chemistry courses, the report evaluated the programmes.

The review team commended the subject team on several strengths in the provision:

* The proactivity and agility of the academic staff that ensure the delivery of, high quality contemporary programmes.
* The quality of the current students and graduates and their engagement with the review team during the meeting.
* The approachability of staff which was particularly raised by students and graduates in both academic and pastoral care.
* The review team noted the following areas of good practice:

The clear organisational structure for quality assurance and governance offering inclusivity to student representatives.

The diagnostic student feedback ensures student expectations are managed from the start of the academic year and that provisions can be put in place to meet student expectations. In particular the maths aids, student support and signposting to academic skills provided to undergraduate students were exemplary.

The wide range of assessments including course work, presentations, exams and essays.

The mentoring scheme which provides cohort identity and additional support….

* The review team had confidence in the academic standards set and achieved for the fields involved in the review, in terms of the appropriateness of the content and academic level of the learning outcomes of the fields and the consistency of the actual student achievement with the intended outcomes.
* The review team had confidence in the quality of the learning opportunities that supported the students in achieving the academic standards of the awards to which the fields lead.
* The review team concluded that the fields were current and that the aims and learning outcomes were appropriate and were being met. The review team also concluded that the fields were well structured and complied with the Framework for Higher Education Qualifications and relevant subject benchmark statements.

The course was commended “for the wide range of analytical equipment available to Masters students”, when the course\* was accredited for all 3 component standards by the Chartered Society of Forensic Sciences in 2014. In 2017, the Course remained accredited following a surveillance visit.

1. **Employability Statement**

In the UK, forensic analysts are now mainly employed in independent laboratories (e.g. LGC Forensics). They perform a variety of roles including laboratory technical support, laboratory management, forensic investigations (sampling, chemical analysis and data interpretation) and are expected to present evidence through formal reports or directly in court. There is a great student demand for this limited job market and for related degree courses. Whilst a qualification in Forensic Analysis can allow access to employment opportunities in forensic laboratories, the training required for a forensic analyst is valuable in a wide range of related employment sectors. These could include: environmental measurement laboratories, pharmaceutical laboratories, insurance companies, occupational health and safety laboratories, industrial quality assurance laboratories, medicinal and scientific research laboratories. The course would also prepare students for a PhD in forensic analysis or related disciplines.

This course\* has been designed to fulfil the curriculum requirements of the Chartered Society of Forensic Sciences for a specialist field and as such prepares students for graduate entry positions in a variety of employment settings. Representatives from both the former Forensic Science Service and private laboratories (LGC Forensics) were consulted on the content of the curriculum to ensure that the content of the course and the knowledge and skills that it develops are appropriate to the modern practice setting.

Recent surveys indicate most of our graduates finding employment/further education less than 6 months after graduation in many of the areas mentioned above, e.g. in 2012-13, the employability index was 100%.

1. **Approved Variants from the PR**

There are no variants from PR.

1. **Other sources of information that you may wish to consult**

*See subject benchmark for Forensic Science:*

[*http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-forensic-science.aspx*](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-forensic-science.aspx)

*National Occupational Standards:*

[www.skillsforjustice-nosfinder.com/suites.php?suite\_id=20](http://www.skillsforjustice-nosfinder.com/suites.php?suite_id=20)

*Skills for Justice also runs an optional recognition scheme for degree programmes, referred to as* Skillsmark:

<http://www.skillsforjustice.com/skillsmark>

*Programme accreditation is also available through the Chartered Society of Forensic Sciences based around adherence to its component standards:*

<http://www.charteredsocietyofforensicsciences.org/Accreditation>

*Codes of practice set by the Forensic Science Regulator and International organization for Standardization (ISO) standards:*

<http://www.homeoffice.gov.uk/agencies-public-bodies/fsr/codes-practice/>

*Kingston University website:*

<http://www.kingston.ac.uk/postgraduate-course/forensic-analysis-msc/#modulelist>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

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|  | **Module Code** |  | CH7080 | CH7020 | | CH7030 | | CH7110 | | LS7030 | CH7100 | LS70121 | CI79002 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F/S |  | |  | | F/S | | F/S |  | F/S | F |
| A2 | F/S |  | |  | | F/S | | F/S |  | F/S |  |
| A3 | F/S |  | |  | | F/S | | F/S |  | F/S |  |
| A4 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |
| A5 |  |  | |  | |  | |  | F |  |  |
| A6 |  |  | |  | |  | |  | S |  |  |
| **Intellectual Skills** | B1 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |
| B2 | F | F | | F | | F | | F | F | F | F |
| B3 | F/S | F | | F | | F/S | | F/S | F | F/S | F |
| B4 | F/S | F | | F | | F | | F | F | F/S | F |
| B5 | F/S | F | | F | | F | | F | F | F/S | F |
| B6 |  |  | |  | |  | |  | F/S |  | F |
| B7 |  |  | |  | |  | |  | F |  | F |
| **Practical Skills** | C1 | F/S |  | |  | | F/S | | F/S |  | F/S |  |
| C2 | F | F | | F | | F | | F | F | F | F |
| C3 | F | F | | F | | F | | F | F | F | F |
| C4 | F/S |  | |  | | F/S | | F/S |  |  | F |
| C5 | F | F | | F | | F | | F | F | F | F |
| C6 |  |  | |  | |  | |  | F |  |  |
| C7 |  |  | |  | |  | |  | F/S |  | F |
| **Transferable Skills** | AK1 | F | F | | F | | F | | F | F | F | F |
| AK2 | F | F | | F | | F | | F | F | F | F |
| AK3 | F | F | | F | | F | | F | F | F | F |
| AK4 | F | F | | F | | F | | F | F | F | F |
| BK1 | F | F | | F | | F | | F | F | F | F |
| BK2 | F/S |  | |  | |  | | F/S | F/S | F/S | F |
| BK3 | F | F | | F | | F | | F | F | F | F |
| CK1 | F | F | | F | | F | | F | F | F | F |
| CK2 | F | F | | F | | F | | F | F | F | F |
| CK3 | F | F | | F | | F | | F | F | F | F |
| CK4 | F | F | | F | | F | | F | F | F | F |
| CK5 | F | F | | F | | F | | F | F | F | F |
| DK1 | F | F | | F | | F | | F | F | F | F |
| DK2 | F | F | | F | | F | | F | F | F | F |
| DK3 | F | F | | F | | F | | F | F | F | F |
| DK4 | F | F | | F | | F | | F | F | F | F |
| DK5 | F | F | | F | | F | | F | F | F | F |
| EK1 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |
| EK2 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |
| EK3 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |
| EK4 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |
| FK1 |  |  | |  | |  | |  | F/S |  | F |
| FK2 |  |  | |  | |  | |  | F/S |  | F |
| FK3 |  |  | |  | |  | |  | F/S |  | F |
| FK4 | F | F | | F | | F | | F |  | F |  |
| GK1 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |
| GK2 | F/S | F/S | | F/S | | F/S | | F/S | F/S | F/S | F |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**1LS7012 Life Science alternative module for KU students who have passed the module CH7110 Forensic Chemistry and Trace Analysis**

**2The Professional Placement (CI7900) module is for all placements route students**

**Technical Annex**

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| **Final Award(s):** | MSc Forensic Analysis |
| **Intermediate Award(s):** | PGDiploma, PGCertificate |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 2 years (3 years placement) |
| **FHEQ Level for the Final Award:** | 7 |
| **QAA Subject Benchmark:** | Forensic Science Dec 2012 |
| **Modes of Delivery:** | FT |
| **Language of Delivery:** | English |
| **Faculty:** | SEC |
| **School:** | Life Sciences, Pharmacy and Chemistry |
| **Department** | Pharmaceutical Sciences and Chemistry |
| **JACS code:** | F410 |
| **UCAS Code:** | N/A |
| **Course Code:** |  |
| **Route Code:** | PFFOA1FOA01  PFFOA1FOA99 (PROFESSIONAL PLACEMENT) |
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