

School of Engineering and Built Environment

BSc(Hons) Forensic Investigation

Programme Specification Pro-forma (PSP)

Session 2022-23

GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)



GENERAL INFORMATION 1. 1. **Programme Title:** Forensic Investigation 2. Final Award: **BSc (Hons) Forensic Investigation** 3. Exit Awards: **BSc Forensic Investigation** Certificate of Higher Education **Diploma of Higher Education** 4. Awarding Body: Glasgow Caledonian University 5. **Approval Date:** September 2021-2026 6. School: Computing, Engineering & Built Environment 7. **Host Department: Applied Science** 8. UCAS Code: F410 9. **PSB Involvement:** Graduates are eligible to apply for Associate Membership of the Royal Society of Chemistry 10. **Place of Delivery:** Glasgow Caledonian University 11. **Subject Benchmark Statement:** Forensic Science 2012, Chemistry 2014 12. **Dates of PSP Preparation/Revision:** April 2021

2. EDUCATIONAL AIMS OF THE PROGRAMME

Forensic Investigation is the application of science and technology to provide evidence acceptable in a court of law. The sciences used in investigation of evidence include chemistry, biology, maths (statistics) and physics, alongside knowledge of the relevant aspects of Law. The Forensic Investigation programme is therefore multidisciplinary in nature, with the emphasis on two key themes:

- 1. chemical and biological analysis of physical evidence;
- 2. critical evaluation, interpretation and presentation of evidence.

Forensic Investigation graduates will be well equipped for employment not only in the Forensic Science sector but also in alternative industries such as pharmaceutical, environmental, research and teaching.

Educational aims are:

- To instil in students a sense of enthusiasm for scientific problem solving and thus to involve them in an intellectually stimulating and satisfying experience of learning and studying.
- To provide a broad education in chemistry and chemical analysis together with specialist topics in biology, law, environment and microscopy related to Forensic Investigation.
- To give students the expertise required to conduct a Forensic Investigation including defining the problem, planning a solution, implementing that solution and reporting their work in a professional manner.
- To develop a familiarity with the justice system relevant to the procedures and practice of Forensic work.
- To foster, through the medium of an education in science, a range of transferable skills of value in a wide range of future employment.
- To provide students with a knowledge and skills base from which they can proceed to further studies in specialised areas of chemical and biological sciences.

- To enable students to make valid scientific measurements robust enough to be considered as credible evidence within a court of law.
- To provide students with scientific, critical analysis and communication skills which, together with knowledge of the legal process, will equip them to be credible and authoritative witnesses in a court of law.
- To provide students with a range of hands-on practical experiences to develop their problem solving, team working and reporting skills.
- To assist the student to develop independent learning and to demonstrate initiative and flexibility required to adapt to changing technological and organisational developments.
- To encourage students to reflect on both the content and processes of their learning thus enabling them to plan an effective personal development strategy suited to their present and future needs.
- To give students confidence in themselves and in their abilities.

University Certificate Exit Award Objective:- By the end of the University Certificate the student will have a broad and balanced knowledge of scientific and legal principles and concepts which will form a suitable underpinning for more advanced study in these subject areas. The student will be able to perform prescribed practical scientific tasks when the methods to be employed are clearly and closely specified, and be able to produce a report on the work undertaken which may require a limited interpretation of the data obtained.

University Diploma Exit Award:- By the end of the University Diploma the student will be able to apply existing analytical techniques to propose solutions to forensic investigation problems. Problem solving skills will include selection of sampling strategy, choice of method, consideration of the uncertainty of the result, and interpretation and reporting of data, such that an audit trail, sufficiently robust to satisfy appropriate legal requirements can be demonstrated

Unclassified Degree Exit Award Objective:- By the end of the unclassified degree programme a student will be able to carry out appropriate standard scientific and analytical techniques and methodologies in response to the specification of a given problem in forensic investigation, and present the results, findings and conclusions such that they will stand the test in a court of law.

Honours Degree Exit Award Objective:- By the end of the Honours degree programme, the student will, in addition, be able to analyse a familiar or unfamiliar forensic investigation problem, and produce a design for its solution which may involve an extension or adaptation of standard techniques or the use of novel methodologies.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [QAA Forensic Science Benchmarking Statement 2012, QAA Chemistry Benchmarking Statement 2014]

3A Knowledge and understanding;

The students should:

- A1 Gain a comprehensive knowledge and understanding of key disciplines in chemical, biological and environmental analysis, materials science and law appropriate to a forensic investigation.
- A2 Understand the principles and areas of applicability of a range of data acquisition and data handling techniques.
- A3 Understand the theoretical and practical aspects of making a valid measurement in a scientific or forensic application.
- A4 Develop an awareness of the requirements, in attitude, integrity, skills and professionalism expected of those carrying out a forensic investigation.
- A5 Recognise the importance and range of applicability of oral, written and computer based communication techniques in the context of forensic casework.
- A6 Develop a knowledge of the criminal justice system in the UK and the role of the expert witness.

3B Practice: Applied knowledge, skills and understanding;

The students should:

- B1 Demonstrate skills in the practical application of a range of chemical and biological techniques and test measurement systems.
- B2 Be able to keep full and accurate records of laboratory work.
- B3 Be able to select and apply the appropriate advanced analytical techniques for a given forensic investigation problem or sample type.
- B4 Select appropriate methods to critically analyse data and evaluate the level of its uncertainty.
- B5 Be able to work safely and effectively in a laboratory, following documented procedures and with an awareness of risk and COSHH assessments.
- B6 Demonstrate an ability to make a professional judgement between the merits of particular explanations, arguments and positions leading to the making of a reasoned choice between them.

3C Generic cognitive skills;

The students should:

- C1 Develop strategies for the solution of practical forensic investigation problems of a familiar or standard nature.
- C2 Be able to analyse novel forensic investigation problems, plan strategies for their solution and present conclusions in an appropriate form.
- C3 Be able to contribute positively as part of a group to plan, organise and carry out work efficiently in a timely manner.
- C4 Demonstrate independent learning ability, including self-reflection and personal development planning.
- C5 Critically evaluate work undertaken by themselves and others.
- C6 Review critically research material from a variety of sources.

3D Communication, numeracy and ICT skills;

The students should:

- D1 Be able to present complex concepts and information in a clear, concise manner, both orally and in writing.
- D2 Demonstrate numeracy and mathematical skills related to data handling, error analysis, systematic use of scientific units and different types of data presentation.
- D3 Demonstrate good communication skills including listening, written and oral skills, and use of computer based presentation packages.
- D4 Demonstrate skills in the practical application of a range of statistical, quality assurance, and computational techniques used in the acquisition and treatment of experimental data.
- D5 Be able to communicate experimental results in the context of forensic casework, including expert opinion.
- D6 Demonstrate information retrieval skills in relation to primary and secondary sources including computer database searches and on-line scientific and engineering journal searches.

3E Autonomy, accountability and working with others.

- The students should demonstrate:
- E1 Interpersonal skills relating to the ability to interact with other people as evidenced by effective team performance.
- E2 Application of time management and task prioritisation skills as evidenced by the ability to plan and implement efficient and effective modes of working.
- E3 An appreciation of why standards and codes of conduct are required.
- E4 An awareness of the ethical and legal responsibilities of a forensic practitioner.
- E5 Awareness of issues from a global and environmental perspective along with respect for different cultures and economic backgrounds.
- E6 Confidence in their own ability and self-motivation to succeed.

Strategy for Learning

The Common Good Attributes are:

- Active & Global Citizenship
- Entrepreneurial Mind-set
- Responsible Leadership
- Confidence

All students will develop these attributes through their core curriculum as well as opportunities such as volunteering and community engagement. The Forensic Investigation programme by its nature encourages students to be outward looking and to develop confidence in their own abilities through carrying out practical and problem solving exercises, reporting them in a format that would be acceptable in a court of law and able to withstand cross-examination. Leadership is encouraged via group working activities and through independent learning, culminating in the Honours project which is largely student led. Study abroad opportunities for both outgoing and incoming students encourage cross-cultural exchange of outlook and approaches to learning and teaching.

GCU's SfL is underpinned by a model comprising of eight design principles. This programme embeds these principles in the following ways:

Engaged Learning:

- Induction is held in Induction Week of each session by members of the programme team. Students have the opportunity to meet with staff involved in the delivery of Trimester A modules as well as their classmates through a programme of activities, including lab-based.
- Group working is embedded in all modules with a practical element, and the principles of group working, including roles and responsibilities, are addressed in year 1 Introduction to Forensic Investigation.
- Students are given a wide range of choice in their Honours project and are encouraged to propose their own research topics. A number of projects with an industrial link are normally offered.

Divergent Thinking:

- Students will acquire knowledge based on core topics in chemistry and biology which they will then apply within a forensic context. This approach will enable students to develop excellent reasoning and deductive skills which will be readily transferrable to other areas.
- Students will be taught in a cross-school environment, where they can take advantage of expertise
 offered in Law and Biological Sciences as well as the core Chemical Sciences. The use of case studies
 in several modules, e.g. year 3 Environmental Chemistry and Chemical Hazards; Forensic Investigation,
 year 4 Forensic Incident Investigation, encourages students to "think out of the box" and emphasise the
 importance of a balanced view when examining complex issues that are encountered in expert witness
 cases.

 Activities where students are confronted by evidence that is contradictory or inconclusive will challenge students to develop the ability to evaluate more complex scientific problems where there is no "right answer". Such activities will be embedded in modules at all years of the programme, e.g. Introduction to Forensic Investigation, Introductory Scots Law, Chemical Analysis, Forensic Analysis, Advanced Techniques in Forensic Science, Forensic Incident Investigation.

Flexible, Inclusive, Accessible Learning:

- Applicants, may be eligible for admission under the GCU Recognition for Prior Learning (RPL) Policy. Credit Transfer or Recognition for Prior Learning (RPL) can be applied for by any student. Consideration of pre-admission claims for RPL from potential students is coordinated centrally by the Student Recruitment and Admissions Services (SRAS) and will normally involve consultation with the Programme Leader or Associate Dean for Learning and Teaching.
- A blended learning approach with a mix of traditional and on-line learning is offered for all modules via GCULearn.

Broad and Deep Learning:

- Forensic Investigation is by its nature diverse where students have the opportunity to learn in all three Schools. This multi-disciplinary approach exposes the students to a diverse range of learning, teaching an assessment methods as well as practical hands-on experience of a wide range of analytical techniques.
- Deep learning is developed through the use of case studies, e.g. in year 3 ECCH, Forensic Analysis. In year 4 Forensic Microscopy, students undertake an extended laboratory exercise where they carry out a full analysis of a given "unknown" sample, e.g. fibre, hair, paper, using applied knowledge and understanding to report their findings and draw conclusions.
- In the Honours project, students have the opportunity to demonstrate independent thought, creativity and initiative through the application and integration of theoretical principles studied throughout the programme.
- The importance of timely, high quality and constructive formative feedback in a variety of forms is recognised by the programme team. Module teams are expected to provide feedback within 3 weeks for both formative and summative submissions.

Global Learning:

- The programme structure is designed to allow students to undertake study abroad at year 3, for either 1 or 2 semesters, with credits gained contributing to their final Honours classification. The programme also attracts incoming students on the Erasmus scheme which enhances the diversity of the cohort and creates a rich learning environment.
- Throughout the programme, e.g. in Forensic Analysis, ECCH, Environmental Forensic Analysis, Forensic Incident Investigation, case studies drawn from international incidents are used to enable students to develop global perspectives.

Real-world Problem Solving

 Students will develop analytical and critical thinking skills though the acquisition, manipulation and presentation of data in modules that have a practical element, e.g. Physical, Organic & inorganic chemistry, Chemical Data Analysis and Management. Students will gain experience of specialist software for chemical analysis, Students can access a number of Apps via GCU Apps Anywhere in order to present and interpret data, e.g. Spectragryph for interpretation of spectra, KnowitAll for chemical information and drawing.

- Practicals are designed around real world scenarios, e.g. analysis of a spiked drink, (Forensic Analysis) and principles of Good Laboratory Practice (GLP) and quality standards are embedded at throughout the programme.
- A number of Honours projects have industrial links. The majority of project topics are based on current research interests within the group and have real-world application, e.g. drugs of abuse in waste water, environmental analysis, examination of counterfeit goods.

Entrepreneurship:

- A regular programme of guest lectures from relevant industry is offered. Students are therefore provided with exposure to new ideas and have the opportunity to explore the latest developments in Forensic Science.
- In ECCH, a visit to SEPA may be included. The visit will enhance students' knowledge of industry and the way it operates, as well as allowing them to study some real industrial systems which are encountered during the lecture programme.
- The programme team works closely with the GCU careers service and a series of workshops on career planning is provided throughout all years of the programme. Students will be encouraged to engage with the GCU Career Mentoring programme.

Responsible Leadership & Professionalism:

- Professionalism and ethical behaviour are required of Forensic science practitioners. Concepts of professionalism are introduced in year 1 Introduction to Forensic Investigation and are embedded throughout the programme. In year 2 Civil and Criminal Procedure, students visit the High Court in Glasgow to have the opportunity of seeing expert witness testimony.
- Students are encouraged to join the appropriate professional bodies (Royal Society of Chemistry and The Chartered Society of Forensic Science). Graduates can become Associate Members of the Royal Society of Chemistry.
- Students are supported & encouraged to participate in volunteering activities, e.g. STEM ambassadors, student mentors, Students Association.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 7		
Module Code	Module Title	Credit
M1F126776	Chemistry	20
M1C124442	Human Biology	20
M1G326777	Mathematics & Statistics of Experimentation	20
M1F426775	Introduction to Forensic Investigation	20
M1F326790	Physics	20
M1M223812	Introductory Scots Law	20
Exit Award –	Certificate of Higher Education 120	
SCOF Level 8		
	Module Title	Credit
M2F126799	Physical Chemistry	20
M2M226458	Civil & Criminal Procedure	20
M2F126791	Chemical Analysis	20
M2F126798	Organic Chemistry 1	20
M2F426778	Inorganic Chemistry	20
M1C726770	Introduction to Forensic Biology	20
Exit Award – D	iploma of Higher Education 240	20
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SCQF Level 9		
Module Code	Module Title	Credit
M3F126793	Instrumental Analytical Chemistry	20
M3F126784	Organic Chemistry 2	20
M3F426780	Forensic Analysis	20
M3C126769	Forensic Biology	20
M3F126792	Chemical Data Analysis & Management	20
M3F126779	Environmental Chemistry and Chemical Hazards	20
Exit Award – B	Sc Forensic Investigation 360	
SCQF Level 10		
Module Code	Module Title	Credit
MHF426795	Forensic Project	40
MHF426796	Forensic Microscopy	20
MHF426797	Advanced Techniques in Forensic Science	20
MHF126788	Forensic Incident Investigation	20
MHF426787	Environmental Forensic Analysis	20
Exit Award –	BSc (Hons) Forensic Investigation 480	
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5. SUPPORT FOR STUDENTS AND THEIR LEARNING

Support facilities are listed below:

- Induction programme
- Facebook for students new to GCU
- Student handbook and module descriptors
- GCULearn (module support)
- Project guidelines
- Poster presentation guidelines
- Sir Alex Ferguson library with access to other local and national library resources
- Personal Tutor
- Personal Development Planning
- Student e-mail
- Open access to IT facilities including the Learning Cafe
- Open access to academic staff including the programme organiser
- Access to Student Services Department which provides assistance and guidance
- Programme of Seminars and Visiting Lecturer presentations
- Industrial Visits and Links
- Professional body contacts
- Student representatives on the Programme Board
- Student representation on Senate and its standing Committees
- Student Staff Consultative Group
- Access to the SCEBE Learning Development Centre
- Careers Guidance
- Disability Co-ordinator

Personal Development Planning (PDP)

Students will be supported throughout the programme by a Personal Tutor who will advise on the PDP process and support the students in developing effective techniques for reviewing their progress. The students will be expected to keep a portfolio of coursework and feedback.

A key element in the PDP process is to foster the employability of graduates. Students will be encouraged to make use of the University Careers Guidance service and other mechanisms in order to develop an awareness of the employment sector and identify career opportunities. Students will also be encouraged to attend university research seminars and attend meetings of the Royal Society of Chemistry and similar bodies.

Academic Development Tutor

It is recognised that the transition from school or college to University can be challenging and some students will require support in developing the skills and practices required for independent study. It is the role of the Academic Development Tutors within the School of Engineering and Built Environment (SCEBE) to assist students to maximise their academic opportunities and to become more independent learners. This includes assistance with the development of skills and approaches which enhances both the understanding and enjoyment of programmes offered within SCEBE. Examples of support offered include:

- Academic writing skills
- Critical thinking
- Plagiarism
- Exam preparation

Accessibility

The programme team has considerable experience of ensuring that students with a wide range of disabilities are able to access a valuable educational experience. Having considered the modules on this programme, there are none that are 'out of line' with our previous experience, and we are confident that provision can be made for a wide-range of disabilities. Experience has taught that a detailed

analysis of the entire provision must be undertaken prior to admission, in order that the applicant understands and hopefully accepts the arrangements proposed. Each case is different and so risk assessments will be made which will be specific for each individual student.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Year 1

Scottish Higher: Standard entry requirement: BBBC (incl Chemistry) Nat 5: (English and Maths)

Minimum entry requirement*: BCCC (incl Chemistry) Nat 5: (English and Maths) **A level:** CCC (incl Chemistry)

ILC Higher: H2 H2 H3 H3 (incl Chemistry) O2: (English and Maths) if not achieved at Higher level

IB Diploma: 26 points (incl Chemistry at Higher level)

SWAP: Access to STEM - BBB

BTEC: MMM Ext Dip in Applied/Forensic Science (incl Chemistry) GCSE: C/4 (English and Maths)

Year 2

A level: BBB (incl Chemistry, Biology and Maths)

IB Diploma: 30 points (incl two subjects at HL, one to be chemistry. SL biology and maths reqd)

BTEC: DDM Ext Dip in Applied/Forensic Science (incl Chemistry) GCSE: C/4 (English and Maths)

College HNC: 15 credit HNC Applied Science - graded unit B

English language IELTS score of 6.0 with no element below 5.5

Flexible Entry - Credit Transfer and RPL:

Accumulation of credit points from other courses and from prior experiential learning may allow direct entry into the programme at an appropriate level, subject to satisfying the necessary pre-requisites for completion of the programme.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Personal Tutor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: <u>GCU Assessment Regulations</u>

9. INDICATORS OF QUALITY AND STANDARDS

Programme Board statements on modules Annual Programme Analysis Enhancement-led internal subject reviews External Examiner Reports

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website http://www.gcu.ac.uk
- School Website
- GCULearn
- My Caledonian
- University Prospectus

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: April 2021

Curriculum Map for Forensic Investigation

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Mod	dules																		Prog	ramm	e out	come	S									
	Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6
	M1F426775	Introduction to Forensic Investigation	Х		X	Х	Х	Х	Х	Х			Х		Х		Х	Х	Х		Х	X	Х		Х	Х	Х	Х	Х	X		
	M1F126776	Chemistry	Х	Х	Х				Х	Х			Х		Х							Х	Х					Х				
QF 7	M1M223812	Introductory Scots Law	Х			X	Х	Х						Х			Х	Х	Х	Х			Х			Х	Х	Х	Х	Х	Х	
sco	M1G326777	Mathematics and Statistics for Experimentation	Х	Х	X							Х			Х			Х				X	Х	Х				Х	Х			Х
	M1F326790	Physics	Х	Х	Х	Х	Х		Х	Х			Х		Х			Х	Х		Х	Х	Х	Х			Х	Х			1	
	M1C124442	Human Biology	Х	Х	Х				Х	Х			Х										Х					Х				
	M2F126799	Physical Chemistry	Х	Х	Х	X	Х		Х	Х			Х		Х			Х				Х	Х	Х			Х	Х	Х			
	M2F126791	Chemical Analysis	Х	Х	Х	X	Х		Х	Х		Х	Х	Х	Х		Х	Х	Х		Х	Х	Х	Х	Х		Х	Х	Х	Х		
SCQF8	M2M226458	Civil and Criminal Procedure	Х			Х	Х	Х						Х			Х	Х	Х	Х	Х				Х	Х		Х	Х	Х	Х	
	M1F126798	Organic Chemistry	Х	Х	X	Х	Х	•	Х	Х		•	Х		Х			Х			Х		Х				Х	Х	Х			
	M2F426778	Inorganic Chemistry	Х	Х	Х	Х	Х		Х	Х			Х		Х			Х			Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	
	M1C726770	Introduction to Forensic Biology	Х		X		X											Х	Х		Х					Х		Х	Х			
	M3F126793	Instrumental Analytical Chemistry	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х		Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
	M3F126784	Organic Chemistry 2	Х	Х	X	X	Х		Х	Х	Х		Х			Х		Х	Х		Х		Х			Х	Х	Х	Х	Х		Х
CQF9	M3F126779	Environmental Chemistry and Chemical Hazards	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х		X	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	X	Х	X	X	Х
S	M3C126769	Forensic Biology	Х	Х	Х	X	Х	Х	Х	Х	Х		Х	Х		Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х
	M3F126792	Chemical Data Analysis and Management	Х	Х	X	Х	Х		Х	Х		X	Х	Х		Х		Х	Х		Х	X	Х	Х	Х		Х	Х	Х	Х		Х
	M3F426780	Forensic Analysis	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
а	MHF426795	Forensic Project (40	x	x	x	x	x	†	x	х	x	x	x	x		×		x	x	x	x	x	x	x	х	x	x	x	х	x	x	x
, О Ц		credits)																													. I	

PSMAP

MHF426796	Forensic	Х	Х	Х	X	Х	I	Х	Х	Х	I	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х
	Microscopy																												
MHF426787	Environmental	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
	Forensic Analysis																												
MHF426797	Advanced	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х
	Techniques in																												
	Forensic Science																												
MHF126788	Forensic Incident	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
	Investigation			<u> </u>		<u> </u>																							

ASSESSMENT LOADING MATRIX

SCQF Level 7	SCQF Level 7												
Module	Module Title	Trimester	Credits	Assessment Weighting									
Code				Cw1	Cw2	Cw3	Exam1	Ex2	Ex3				
							(Exams	(Class	(Class				
							Office)	Test)	Test)				
M1F426775	Introduction to Forensic Investigation	А	20	60	40								
M1F126776	Chemistry	A-B	20	40			60						
M1M223812	Introductory Scots Law	А	20					100					
M1G326777	Mathematics and Statistics for Experimentation	A-B	20	40			60						
M1F326790	Physics	В	20	50	50								
M1C124442	Human Biology	В	20					50	50				
EXIT AWARD:	EXIT AWARD: Certificate of Higher Education												

SCQF Level 8											
Module	Module Title	Trimester	Credits		ŀ	Assess	ment Weig	ghting			
Code				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)		
M2F126799	Physical Chemistry	A	20	40			60				
M2F126791	Chemical Analysis	A-B	20	50					50		
M2M226458	Civil and Criminal Procedure	A	20				100				
M1F126798	Organic Chemistry 1	В	20	40			60				
M2F426778	Inorganic Chemistry	В	20	40			60				
M1C726770	Introduction to Forensic Biology	A-B	20	40			60				
EXIT AWARD:	EXIT AWARD: Diploma of Higher Education										

SCQF Level 9	SCQF Level 9												
Module	Module Title	Trimester	Credits		ghting								
Code				Cw1	Cw2	Cw3	Exam1	Ex2	Ex3				
							(Exams	(Exams	(Class				
							Office)	Office)	Test)				
M3F126793	Instrumental Analytical Chemistry	А	20	40			60						
M3F126784	Organic Chemistry 2	А	20	40			60						
M3F126779	Environmental Chemistry and Chemical Hazards	А	20	40			60						
M3C126769	Forensic Biology	В	20	50	50								
M3F121843	Chemical Data Analysis and Management	В	20	40					60				
M3F426780	Forensic Analysis	В	20	40			60						

EXIT AWARD: Bachelors Degree

SCQF Level	10												
Module	Module Title	Trimester	Credits	Assessment Weighting									
Code				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)				
MHF426795	Forensic Project (40 credits)	A-B	40	20	60	20							
MHF426796	Forensic Microscopy	A	20	50			50						
MHF426787	Environmental Forensic Analysis	A	20	40			60						
MHF426797	Advanced Techniques in Forensic Science	В	20	50			50						
MHF126788	Forensic Incident Investigation	В	20	40	60								
EXIT AWARD	D: Bachelors Degree with Honours												