



Welcome

My name is Hilton Middleton and I am the Award Leader for the Forensic Investigation Award. Let me take the opportunity to welcome you to Staffordshire University and especially to your award which is a new addition to the forensic provision. For many of you this will be a big step in your life taking you away from home for the first prolonged time or, for the mature student, redirecting yourself. Whatever the reason, I hope you spend a happy and successful three years at the University studying for your undergraduate degree.

The purpose of this student handbook is to provide understandable information relatively free of jargon. You will need to use it in conjunction with other information provided through pages of the University Website (homepage: [www.staffs.ac.uk](http://www.staffs.ac.uk)) and I have provided specific addresses to which you can refer to find more information. The handbook will cover all three years of your award in Forensic Investigation so please put in a safe place and refer to it as and when required. I have tried to make the handbook succinct but still remain informative, and I would appreciate any comments about it (things not included or things that might be excluded).

Awards at Staffordshire University (as with most universities) are modular and each module is rated with credits based on either 15 credits per single module or 30 credits per double module. Modules are built around learning outcomes and you will achieve specific outcomes for your award at each level of your award. (Level 4 (first year) is the “certificate (C)” year, level 5 (second year) is the “intermediate (I)” year and level 6 (third year) is the “honours (H)” year.)

For each module you study, you will be provided with a handbook which will provide you with more specific information about the content of the module (including the learning outcomes) and you should refer to this for specific requirements for that module. Moreover, information can be found on the student Blackboard system

Enjoy!

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# Forensic Investigation at Staffordshire University

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## Forensic Investigation Award at Staffordshire University

The attractiveness of our forensic awards has meant that we have built up a large student base with the result that we have expanded our staff base, not only in terms of absolute numbers but also in expertise. In particular, we have employed three members of staff with wide experience in the areas of forensic investigation. We are currently involved in the training of police probationers for Staffordshire Police in forensic awareness and are looking to make this training available for other police forces. Many occupations now take graduates for roles that were not traditionally needed in the past because a higher level of skills and knowledge that the job demands. Graduates enter jobs such as scientific support and crime scene examination for police forces and numerous related areas (and indeed this has been the case of some of our forensic graduates) and, although in-job specific training will always be necessary, the “better prepared” graduate would be more equipped to undertake training and progress.

The curriculum of the award combines modules from our very successful forensic science and policing and criminal investigation awards to produce a unique award that meets specific award outcomes and produces highly employable graduates. This award closes any gaps in our suite of awards, not requiring the stronger scientific background of BSc Forensic Science Award or the criminology elements of our BSc Policing and Criminal Investigation Award. By using the combination of modules from the two awards, the curriculum is essentially more focused and results in less flexibility in the choice of specific options, especially at levels 4 and 5; however some choice is possible at level 6, allowing you to specialise in a particular area.

### Award Aims

The particular aims of this award are:

*(Shown in brackets are the Universities Learning Outcomes referred to on page 12)*

- To provide a coherent learning experience for the learner to acquire a broad knowledge and understanding of the principles and techniques of forensic investigation.  
**(KU - LE – EN - AN – SS)**
- To train the student to become proficient in the collection, documentation, and analysis of intelligence from both physical and witness evidence  
**(KU - LE – PS - AP – SS)**

- To enable the student to act the role of investigator (in presenting evidence in a mock courtroom) and interviewer/interviewee (in a mock interview room).  
**(KU – AN – AP - CO – RE- SS)**
- To develop transferable skills, especially in team working and in the communication and reporting of evidence in a fashion understandable to the general public.  
**(AP - CO – RE)**
- To develop research skills that the learner can utilise effectively to pursue independent work in a specified area within the discipline of policing and investigation both criminal and civil.  
**(EN - PS – CO)**
- To gain the skills necessary for independent learning and for attaining responsibility for the learner's own career, planning and development  
**(EN - AN – AP - RE)**

## **Award Structure**

The principal members of academic staff supporting Hilton Middleton, your award leader, in delivery of the policing and criminal investigation modules of the award have over 100 years relevant policing experience, David Rogers was an operational detective sergeant in the metropolitan Police, and later became an instructor at the Police training school at Hendon. He ended his service in 2004 as a crime investigations support officer with the national crime and operations faculty at Bramshill. Hilton Middleton served with both Cumbria and Greater Manchester Police as a Crime Scene Investigator, latterly as a CSI Manager involved in the investigation of a number of high profile major incidents; he was also involved in the training of operational Police Officers, he is the course leader of specialist training given by the University to probationer officers from Staffordshire Police. Phil Lee and Ken Raper retired officers from Staffordshire Police, who were detective chief inspectors and trained senior investigating officers, both Ken and Phil have been involved in a number of high profile investigations, and have unrivalled knowledge and experience in all aspects of Policing.

Delivery of the Award will be supported by other staff in forensics science. In particular David Flatman-Fairs will lead the crime scene investigation aspects, culminating in Investigating and Reporting Crime Scenes. He will also be actively involved in analysis of evidence supported by Andy Platt (documents), Andrew Jackson (firearms and microscopy), Sarah Fieldhouse (finger and

other marks), Claire Gwinnett (fibres and glass analysis), and Laura Walton (biological fluids, blood spatter, drug analysis and DNA). Neil Lamont will deliver the level 4 module in Techniques of Scientific Investigation (and is responsible for the specific option, Science for Justice 1 at level 4).

The award structure for all three levels is shown in figure 2.1. The structure is relatively prescribed at all levels... In common with most award structures, one module at each level is a general option module (two possible at level 1). A listing of university-wide general options can be found at: <http://www.staffs.ac.uk/modules/options/> but you can take additional modules offered as specific options for your award as indicated in figure 2.1. At level 3 you are able to develop a degree of specialty through module choice and/or the choice of topic area for your independent project if you select this module from the specific option list..

#### **Level 4**

Level 4 of the award contains the introductory and balancing material, and is very similar to level 4 of the Policing and Criminal Investigation Award providing the potential to change awards in either direction at level 4. Introduction to Forensic Science (30 credits) will be one in common with all forensic awards and Introduction to Policing (30 credits) is a module studied by students on the Policing and Criminal Investigation Award. Lectures are delivered to the full group, which for Introduction to Forensic Science will be large. At Level 4 you will carry out documenting of a crime scene at our Crime Scene House (CSH), as part of your Crime Scene Documentation Module (15 credits) which also contains hands-on training in crime scene photography, a facility you will make considerable use of during study on this award. The other modules specific to your award at level 4 provide the scientific support. Science for Justice is the only specific option at level 4 and you will be counselled at module enrolment and whether you should consider taking this module or not. You might question why we are including science modules at level 4 and the reason is that you will have gained some knowledge behind many of the techniques used in the analysis of evidence. Do not be concerned if your scientific background on entry into the award is not strong, as the module will be taught sympathetically and with active student participation. Science for Justice is core on the Policing and Criminal Investigation Award but Techniques of Scientific Investigation is core only on Forensic Investigation.

#### **Level 5**

The Level 5 module, Research and Professional Skills is common with Forensic Awards and the Policing and Criminal Investigation Award, but case studies and choice of topics for assessment will reflect your award specifically. The module includes aspects related to employability by looking at CV

production, job application and job interviews. The 30 credit module in Methods of Crime Detection effectively contains the theory and use of measurement techniques encountered in crime scene investigation (referred to as criminalistic methods). Criminalistic methods include fingerprints, document examination, hairs and fibres, glass analysis, paint analysis and others. Within the practical part of the module (amounting to 50%), you will divide into smaller groups of 3- 5, giving everyone the opportunity of hands-on use of a wide range of equipment. Two of the other core modules at Level 5 (Policing Codes of Practice and Investigative Skills) are in common with the Policing and Criminal Investigation Award. The latter provides the opportunity to develop interviewing techniques and will involve aspects of role play in which you might act as a suspect, a victim, a witness and, of course, interviewer. Your other level 5 cores module, Cyber Crime and Bodies of Evidence are only core for your award. You have 15 credits for choosing as general option modules and we offer a choice of two modules that you could use as your choice of general option modules.

## **Level 6**

Level 6 has 90 credits of core modules, 45 credits of which (Investigating and Reporting Crime Scenes and Expert Witness and the Legal System) are in common with Forensic Awards. The Techniques in the Identification of Human Remains module is core to your award only and is offered as an option on the Policing and Criminal Investigation Award. 30 credits will be an independent project, normally in a criminalistic discipline; the remaining 30 credits can be selected entirely from the specific option list or can consist of 15 credits of specific option and 15 credits of general credit option. Either way, 30 credits of this could be an independent project. All the specific options are modules available as core or specific options on other awards in the forensic field.

## **Learning Outcomes**

Table 2.1 provides a breakdown of the learning outcomes at each level of the award BSc (Hons) Forensic Investigation and table 2,2 provides a breakdown of the learning outcomes at level 6 (levels 4 and 5 being the same as for the above award) for BSc Forensic Investigation.

## Learning Outcomes – Ordinary (Pass) Degree Award

The award offers a BSc Degree without honours (pass degree). In this award, the learning outcomes are achieved at Intermediate Level, but not all outcomes are achieved at Honours Level. The structure for the BSc Degree is shown below.

SHS82301-3 Investigating and Reporting Crime Scenes (30 Credits)	SHS82307-3 Expert Witness and the Legal System (15 Credits)
	Specific Option Module (15 Credits)

➤ **Figure 2.1 BSc (Hons) Forensic Investigation**

SHS82106-1  Introduction to Forensic Science (30 Credits)	SCS82125-1  Introduction to Policing (30 Credits)	SHS82105-1 Crime Scene Documentation or SHS82102-1 Crime Scene Documentation (Foundation)	Specific or General Module (15 Credits)
		General Module (15 Credits)	SCS82127-1 Techniques of Scientific Investigation (15 Credits)

**Level 4 Options (15 Credits)**

SHS82126-1: Science for Justice, AM25058-1: Crime and Deviance; SHS85115-1: SHS82128-1: Case Report Analysis, SHS82130-1: Missing Persons Investigation  
SHS82129-1: Facial Recognition

SCS82219-2 Bodies of Evidence (15 credits)	SHS82201-2 Methods of Crime Detection (30 credits)	SCS82215-2 Policing Codes of Practice (15 Credits)	SCS82218-2 Cyber Crime (15 Credits)
SHS82213-2 Research and Professional Skills (15 Credits)		General Option Module* (15 Credits)	SCS82214-2 Investigative Skills (15 Credits)

**Level 5 Options (15 Credits)**

SCS82220-2 Vehicle Collision Investigation  
SCS82217-2: Forensic Geosciences SCS82215-5 Disaster Management

SHS82301-3 Investigating and Reporting Crime Scenes (30 Credits)	SHS82300-3 Independent Project (30 Credits)	SHS82307-3 Expert Witness and the Legal System (15 Credits)	Subject Specific Module (15 Credits)
		General Option Module (15 Credits)	SCS82315-3: Techniques in the Identification of Human Remains (15 credits)

**Level 6 Options (15 Credits)**

SCS82317-3: Major Crime Investigation; SCS82316-3: Intelligence-Led Policing; SHS82312-3: Analysis and Investigation of TEREFF Incidents,

**Table 2.1: Award Outcomes for BSc (Hons) Forensic Investigation**

	<i>Certificate / Level 4</i>	<i>Intermediate / Level 5</i>	<i>Honours / Level 6</i>
Subject Specific	Understand the importance of intelligence and evidence recovery, analysis and evaluation, and its presentation in the courtroom.	Develop skills to maximise evidence recovery relating to criminal activities including major incidents. Develop skills to operate specialised equipment for analysing evidence from crime scenes. Evaluate results and demonstrate understanding of their value and limitations in the courtroom	Demonstrate an in depth understanding of continuity, preservation and non-contamination of evidence during collection and analysis. Critically appraise results in the production of expert witness reports and presentation in the courtroom
Knowledge & Understanding	Demonstrate a broadly based knowledge of forensic science and the structure and functions of the police and related services.	Demonstrate a critical understanding of the appropriate concepts and their application to analysis both physical and witness evidence.	Demonstrate a systematic understanding of key aspects, at least some of which lies at the forefront of forensic investigation and its applications.
Learning	Develop an initial understanding of the diversity of learning processes within forensic science and the policing and investigation environment.	Develop an understanding of the importance of independent learning and group working and adopt an appropriate learning strategy for the task in hand.	Demonstrate a capacity to drive and sustain independent learning and to evaluate individual contributions to team working.
Enquiry	Collect, present, evaluate and interpret potential evidence accrued through practical exercises and qualitative data provided in classes or acquired from case studies.	Demonstrate a critical knowledge of the main methods of enquiry for investigating forensic issues and for evaluating results from practical exercises.	Select, deploy and adapt techniques and methodologies to carry out a team project in forensic investigation and analysis, and in the independent analysis of collected evidence.

	<i>Certificate / Level 4</i>	<i>Intermediate / Level 5</i>	<i>Honours / Level 6</i>
Analysis	Analyse, evaluate and interpret data and information with reference to fundamental concepts and principles of forensic investigation.	Use a range of established techniques to initiate and undertake analysis of physical and witness evidence, data, and information.	Demonstrate and comment on current research or equivalent advanced scholarship. Make judgement as to its value in forensic investigation and analysis of evidence.
Problem Solving	Demonstrate a basic understanding of different approaches to problem solving in forensic investigations and the underpinning scientific principles.	Critically evaluate the appropriateness of different approaches to solving investigation problems and develop solutions.	Devise, refine and apply research questions to achieve a critical understanding of issues of importance in forensic investigation and analysis of evidence.
Communication	Demonstrate competence and confidence in a range of information technology and communication media to express investigation knowledge and information in a structured and coherent manner.	Communicate effectively forensic related information and arguments in a variety of different contexts and scenarios.	Demonstrate an advanced standard of competence in a range of communication skills, especially in presenting scientific information and evidence in a fashion understandable to the general public.
Application	Undertake further training and new skills in the planning, and evidence recovery from crime and other potential scenes.	Develop a capacity to apply forensic investigation principles and skills in various contexts / scenarios to construct and present appropriate informed arguments and positions.	Apply knowledge and skills learned to review, consolidate and extend further an advanced understanding of forensic investigation and other related sciences to construct, articulate and defend advanced intellectual arguments and positions.
Reflection	Undertake self-appraisal of learning achievements; and understand the need / value of a reflective approach to pastoral and intellectual development.	Refine and develop critical reflective skills in relation to personal qualities and transferable skills. Exercise personal responsibility in developing competencies to match academic and / or vocational aspirations.	Manage learning, exercise initiative and personal responsibility. Demonstrate the learning abilities, qualities and transferable skills necessary for employment or further academic or professional training.

**Table 2.2: BSc Forensic Investigation  
Ordinary Degree Level 6/Honours Outcomes**

Subject Specific	Demonstrate an in depth understanding of continuity, preservation and non-contamination of evidence during collection and analysis, and critically appraise the results in the production of expert witness reports and presentation in the courtroom
Knowledge & Understanding	Demonstrate a systematic understanding of the appropriate concepts and their application to analysis both physical and witness evidence.
Learning	Demonstrate a capacity to evaluate individual contributions to team working.
Enquiry	Select, deploy and adapt techniques and methodologies to carry out a team exercise in a forensic investigation and analysis, and in the independent analysis of collected evidence
Analysis	Comment on the value of current case work or equivalent advanced scholarship in forensic investigation and interpretation of physical and witness evidence.
Problem Solving	Achieve a critical understanding of issues of importance in forensic investigation and interpretation of evidence.
Communication	Demonstrate an advanced standard of competence in a range of communication skills, especially in presenting case files and information in a fashion understandable to the general public.
Application	Apply knowledge and skills learned to review and consolidate understanding of forensic investigation.
Reflection	Manage learning, exercise initiative and responsibility, and demonstrate the learning abilities, qualities and transferable skills necessary for employment or further academic or professional training.

**Relationship of Core Modules on BSc (Hons) Forensic Investigation award to Staffordshire University Learning Outcomes**

			University Learning Outcomes									
			KU	LE	EN	AN	PS	AP	CO	RE	SS 1	SS 2
LEVEL C (level 4)	Core	Introduction to Forensic Science	X	X			X		X	X	X	
		Introduction to Policing	X	X	X	X	X		X		X	
		Techniques of Scientific Investigation										
		Crime Scene Documentation	X	X	X	X	X	X	X			
LEVEL I (level 5)	Core	Methods of Crime Detection	X		X	X	X	X			X	
		Cyber crime	X		X	X			X			
		Bodies of Evidence	X	X	X	X	X	X				
		Policing Codes of Practice	X			X	X	X	X	X		
		Investigative Skills	X		X	X		X	X	X	X	
		Research and Professional Skills		X		X	X		X	X		
LEVEL H (level 6)	Core	Independent Project	X	X	X	X	X	X	X	X		X
		Investigating and Reporting Crime Scenes		X	X	X	X		X	X	X	
		Expert Witness and the Legal System	X		X	X		X	X		X	
		Techniques in the identification of Human Remains	X			X		X			X	

**KEY:**

- KU Knowledge and Understanding
- LE Learning
- EN Enquiry
- AN Analysis
- PS Problem Solving
- AP Application
- CO Communication
- RE Reflection
- SS1 Subject Specific 1
- SS2 Subject Specific 2

The table above shows the relationship between core modules on the award and the Staffordshire University learning outcomes. Option modules offer additional learning outcomes, depending on choice of option

## Breakdown of Assessment per Module

Module Title	Code	CATS	Assessment	
			Exam	Cont
Techniques of Scientific Investigation	SCS82127-1	15	50	50
Introduction to Policing	SCS82125-1	30	50	50
Recording the Crime Scene	SHS82124-1	15	-	60/40
Introduction to Forensic Science	SHS82106-1	30	70	30
Methods of Crime Detection	SHS82201-2	30	50	50
Research and Professional Skills	SHS82213-2	15		40/40/20
Investigative Skills	SCS82214-2	15		50/25/25
Cyber Crime	SCS82218-2	15	-	
Policing Codes of Practice	SCS82215-2	15	100	
Bodies of Evidence	SCS82219-2			50/50
Investigating and Reporting Crime Scenes	SHS82301-3	30	-	50/30/20
Expert Witness and Legal System	SHS82307-3	15	10	90
Techniques in the Identification of Human Remains	SCS82315-3	15	-	100
Independent Project	SHS82300-3	30		70/20/10
Science for Justice 1	SCS82126-1	15	50	50
Forensic Histories	SHS82203-2	15	50	50
Forensic Geoscience	SCS82217-2	15		100
Facial Recognition	SHS82129-1	15	-	50/50
Analysis and Investigation of TEREFF Incidents	SHS82312-3	15	60	40
Intelligence Led Policing	SCS82316-2	15	-	100
Major Crime Investigation	SCS82317-3	15	-	100
Missing Persons Investigation	SHS82130-1	15	-	100
Case Report Analysis	SHS82128-1	15	-	50/50

Shaded modules are specific options

Multiple entries in continuous assessment column indicates number and weighting of different elements of coursework

## Assessment Criteria

The following is a list of generic criteria which indicate what is required from your assessed work to achieve the grades listed. These criteria are applicable across all levels of your award BUT must be viewed in conjunction with the learning outcomes listed earlier (pages 11-12) for each of those levels.

- **First Class – 1<sup>st</sup> (Grade Point 13-15)**  
You will demonstrate an excellent achievement of learning outcomes. Assignments are well argued and excellently organised. Work is academically excellent, evidencing perceptiveness, insight and demonstrating creativity and originality. There is evidence of excellent reading and systematic review.
- **Upper Second Class – 2i (Grade Point 10-12)**  
You will demonstrate a very good achievement of learning outcomes. Assignments are expressed cogently and lucidly. Work is of very good quality academically, evidencing well-focussed observations and the addressing of all of the obvious key questions. There is good evidence of reading and a thorough critical analysis of the available literature, leading to an output which may have potential for wider use.
- **Lower Second Class – 2ii (Grade Point 7- 9)**  
You will demonstrate a good achievement of learning outcomes. Assignments are expressed reasonably and coherently. Work is academically sound, evidencing focussed observations and acknowledging key questions. There is evidence of sound reading and thorough critical analysis of the available literature.
- **Third Class – 3<sup>rd</sup> (Grade point 4-6)**  
You demonstrate an adequate achievement of learning outcomes. Assignments have some coherency. Work is of reasonable academic quality, evidencing observations and acknowledging some key questions. There is evidence of some reading and engagement with the available literature.
- **Fail (Grade Point 1-3)**  
You demonstrate an unsatisfactory achievement of learning outcomes. Assignments are poorly expressed and incoherent. Work is of poor academic quality with little or no observations and no acknowledgement to key questions. There is no evidence of reading or engagement with available literature.

## Attempting ALL Assessments

**It is important that you attempt ALL assessments for all your modules.** You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are attended. The University has changed its regulations to minimise the number of students who do not complete modules. Now, **your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s).** What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments will not be allowed a referral for the module, will therefore fail the module and if a core module, fail the award! **Attempting all assessments is therefore ESSENTIAL.**

This re-enforces the fact that it is always better **to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend** – you may gain sufficient marks to pass the module or at least allow the possibility for compensation between modules (if allowed by your award).

If there are **extenuating circumstances** that prevent you from submitting / attending assessments then **ensure you gather evidence to support an extenuating claim.** Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered. If you are unable to attend a timed-assessment due to an extenuating circumstance you should also **inform the Faculty at the earliest opportunity** and then make an extenuation claim.

## Summative Assessment Feedback Return Period

The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker feedback to students. It has agreed that, from September 2010, you will receive feedback on your coursework and class test summative assessments normally within 20 working days (this was previously 25 days) following the coursework submission date or date of the class test. For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module handbooks.

In order to ensure that feedback is provided within 20 days, in some cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

The University hopes that you will also play your part by ensuring that you collect feedback from your module tutor as soon as it is available.

## Returned work and assignments

Returned work can be collected from the pigeonholes in the annex next to S332, 3rd Floor in Mellor.

Tutors may also return assignments via the special pigeonholes in this room, but *only* if you have not taken advantage of the opportunity to collect and discuss marked assignments from your tutors' offices.

If you fail to see your tutors for face-to-face assessment feedback you are missing out on an extremely valuable resource to enhance your learning and achievement. Always try to take advantage of the advertised opportunities.

**BUT NOTE THAT THE PIGEONHOLES WILL BE CLEARED OF ALL DOCUMENTS AND ALL UNCOLLECTED ASSIGNMENTS AT THE END OF JULY EACH YEAR. YOU WILL NOT BE ABLE TO RETRIEVE ANYTHING YOU HAVE NOT COLLECTED AFTER THAT DATE SINCE IT WILL HAVE BEEN INCINERATED.**

*So, you should check your pigeonhole regularly*

Unfortunately, the Faculty is only able to deal with internal mail for students. You should not give correspondents the Faculty's address because we cannot guarantee your receipt of anything that is sent you via Royal Mail. Always use your term or home address for any correspondence likely to come to you via snail mail from external contacts.

## Notices and Information

### **Award and Module information**

Tutors will tell you where notices will be posted for your award and for the modules you are taking.

### **General notices**

General notices for all students on forensic awards will be posted on the notice boards on 3rd floor in Mellor Building, but you might also find it useful to check according to your particular award and modules taken,

the notice boards on 2nd floor (Psychology), 4th floor (Biology) in Mellor, and possibly along the 5<sup>th</sup> floor corridor of the Flaxman Building (Social Sciences)

Students' Union notices, and notices relating to Disability, will also be found on the 3rd floor in Mellor.

You will also often receive messages from tutors and the Faculty Office via your student e-mail account and even if you generally use a different e-mail account you should check your student account frequently. This is the one which tutors will use to contact individual students, or teaching groups.

## **IT IS ESSENTIAL THAT YOU CHECK NOTICEBOARDS AND YOUR STUDENT E-MAIL ACCOUNT REGULARLY**

### **If You Have a Disability**

The University has embraced the implications of the Special Educational Needs and Disability Act 2001 (now effectively Part IV of the Disability Discrimination Act 1995), and of the Disability Discrimination Bill 2005. We recognise that under this legislation we have a duty to 'anticipate' the needs of any student with a disability, and to be prepared to make 'reasonable adjustments' to enable you to achieve the learning outcomes of your programme of study. With the passing into law of the 2005 legislation, we further recognise we must ensure that we participate fully in University strategy to meet its new obligations of promoting disability equality.

To this end, subject tutors share good practice concerning teaching, learning and assessment issues which arise from working with differently abled students. This is done via peer review of teaching and subject meeting discussions.

Information about your disability is circulated, provided you have consented to this, to relevant tutors, so that they are aware of any necessary adjustments which may need to be made to your learning environment. This is done by the Forensic and Crime science subject area Disability Coordinator, Dr Andy Platt, [a.platt@staffs.ac.uk](mailto:a.platt@staffs.ac.uk). Our reference point here is the assessment and statement of your needs by Disability Service. This information is also important to your personal tutor, who will agree with your 'personal evacuation plan' in the event of any emergency. Obviously you can also consult your Personal Tutor or Dr Andy Platt if you need further advice or guidance.

You should use the Student Staff Liaison Group (SSLG) meetings as an important mechanism for reporting any instances where the 'reasonable adjustments' you require to achieve the learning outcomes associated with your programme of study have been found wanting. The Faculty also has

representation on the University's Disability Forum, which shares good practice across the University and keeps itself informed of strategic issues as they arise. If you wish to bring any issues to the attention of the Forum, see Dr Andy Platt, who is the subject area representative on this group.

All members of staff receive information concerning disability legislation and staff development opportunities via e-mail and the web. All members of Staff also have access to HESDA's (Higher Education Staff Development Association) resource booklet 'Working with Disabled Students in Higher Education' (2003).

## **Student Behaviour**

This guidance is intended to provide a helpful reminder of the responsibilities of a student when attending and working in a classroom environment. The University expects a certain standard from its students, this standard is set out and described in full in the student charter.

[http://www.staffs.ac.uk/images/student\\_charter\\_tcm68-15861.pdf](http://www.staffs.ac.uk/images/student_charter_tcm68-15861.pdf)

There are certain requirements for attendance; punctuality, and behaviour, when attending lectures or any other classroom session, students must turn off their mobile phones, MP3/4 players. To ensure an environment that is conducive to learning, and for the benefit of all, is important that there is no disruption to lectures or any other teaching session. Any student continually talking or causing a disruption, will be asked by the member of staff to stop, should the disruptive behaviour continue, the student concerned will be asked to leave the class. Any student who is asked to leave a class will be reported to the Dean, and may be subject to disciplinary action.

## Principal Staff Teaching on Forensic Investigation

**Hilton Middleton:** Hilton as you are aware is your Award leader he is also the award leader for Policing and Criminal Investigation. He has transferred his vast experience in crime scene investigation into expanding and developing a number of modules at all three levels of our forensic awards. He has served with both Cumbria and Greater Manchester Police as a Crime Scene Investigator, latterly as a CSI Manager involved in the investigation of a number of high profile major incidents. He was also involved in the training of operational Police Officers. He has over 34 years experience in Policing and will take you for a number of modules throughout your three levels.

**Dave Rogers:** Dave was the first non-academic background member of staff appointed to strengthen our academic staff base and provide “real” experience. He like Hilton above has developed our modules in forensic science, especially crime scene management. He has played a large part in the development of the award and you will meet him regularly as he will teach you at all three levels. Dave was an operational Detective Sergeant in the Metropolitan Police, and later became an instructor at the Police training school at Hendon. He ended his service in 2004 as a Crime Investigations Support officer with the National Crime and Operations Faculty at Bramshill (now part of the NPIA).

**Ken Raper:** Ken is a former Detective Chief Inspector with the Staffordshire Police and has 30 years of experience investigating major crime. He was an accredited Senior Investigating Officer (S.I.O) in relation to the management and investigation of Homicide, kidnapping & Extortion and other serious crimes, including sexual offences, armed robbery, and drug related organised crime. Throughout his service he has held positions as S.I.O. on the Major Crime Investigation Dept, Child Protection and Economic Crime unit as well as S.I.O. within the Staffordshire Police Major Investigations Department and has in that time taken the lead on some of the Forces most high profile murder investigations. Ken also has extensive experience in the fields of Intelligence management and covert policing particularly in the investigation of paedophile/child abuse enquiries.

**Neil Lamont:** Neil will provide the youth in your 1st year. He was a graduate of Staffs both at undergraduate and postgraduate levels. Dr Neil Lamont’s background is in environmental forensic science, with particular interest given to the identification, biodegradation and bioremediation of pollutants. Additional to this has been involvement in pollution abatement research and method development for the precious metal glaze industry. This might sound a little “high flying” to you but do not despair. Neil teaches the basic science to forensic students and will be doing a similar job for you. He is sympathetic to your background and will teach the level one module in Science for Justice accordingly.

**David Flatman-Fairs:** Although David is a qualified chemist, he has been teaching on the Forensic and Crime Science Awards for 6 years. Shortly after starting, he volunteered to go on a crime scene processing and management course in California, USA and spent time on operational units with West Mercia force and on training courses with Staffordshire force. He now specialises in crime scene processing and criminalistic techniques. David is also the Award Leader for The Forensic science awards

**Philip Lee:** Phil is a former Detective Chief Inspector with the Staffordshire Police and has over 30 years experience investigating major crime. He was an accredited Senior Investigating Officer (S.I.O) in relation to the management and investigation of Homicide, kidnapping & Extortion and other serious crimes, including sexual offences, armed robbery, drug related crime and organised football violence. Between 1997 and 2008 he held the position of S.I.O. within the Staffordshire Police Major Investigations Department and has in that time taken the lead on some of the Forces most high profile murder investigations. Phil also has extensive experience in the fields of Intelligence management and covert policing'.

**John Cassella:** graduated with an honours degree in Medical Laboratory Sciences and Chemistry in 1988 from Leicester and a Doctorate degree in orthopaedic pathology from the University College London in 1993. John has worked in many of London's teaching hospitals in a variety of areas of medical research before taking up a post at the University of Central England as a lecturer in Biomedical Sciences; subsequently he became a Reader in Biomedical Sciences and programme Leader for the Forensic Science degree courses at the University of Derby. John joined the forensic science team at Staffordshire University in August 2005 where he teaches aspects of forensic pathology, human identification, forensic biology and body recovery.

**Andrew R W Jackson:** Andrew is the subject leader for Forensic and Crime Science and an academic with many years of experience teaching various aspects of analytical and forensic science. You will meet him in the second year of your course where he delivers the fibres laboratory classes and the Bayesian statistics within the Methods of Crime Detection module. He is also responsible for the delivery of the statistics part of the Expert Witness and the Legal System module in your third year. Those of you who opt to take the Analysis and Investigation of TEREFF Incidents module will meet him again when he delivers the firearms and ballistics part of it. Andrew serves on the standards committee of the Forensic Science Society and is one of its accreditation assessors. He has research interests in improving the evidential value of fibres and trace levels of DNA found at crime scenes and he is one of the co-authors of the text book *Forensic Science* by Andrew Jackson and Julie Jackson, the second edition of which was published by Pearson Education in Sept 2007, Andrew has a PhD and is a Fellow of the Forensic Science Society."

## A full listing of the current Forensic and Crime science staff

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1- Admissions tutor. 2 – 3 Postgraduate awards leader disability coordinator

### Forensic and Crime Science - Technical Staff

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### Support Staff

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