

Forensic Science Awards



<http://www.forensicscience-colleges.com/>

BSc Forensic Science

STUDENT HANDBOOK

PART 1

2011

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Welcome

My name is David Flatman-Fairs and I am the Award Leader for awards in Forensic Science. Let me take the opportunity to welcome you to Staffordshire University and especially to Forensic Science. 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 (part 1) is to provide understandable information relatively free from jargon about the course you are studying. You will need to use it in conjunction with the Faculty of Science Student Handbook (part 2) – http://www.staffs.ac.uk/assets/FacultyStudentHandbook0910_tcm44-23631.pdf – which gives information about the faculty and university policies on a range of topics. Other useful information is also provided through pages of the University Website (homepage: www.staffs.ac.uk). This handbook will cover all three years of all courses in the Forensic Field so please put it 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 15 credits per single 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), level 5 (second year) and level 6 (third year).

Details about the award structures, learning outcomes and assessment type for are listed within the following pages.

For each individual 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 its specific learning outcomes) and you should refer to this for specific requirements for that module.

Enjoy!

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Contents

Section 1: Who's Who	6
Section 2: Forensic Science at Staffordshire University	
Rational for the Award	7
Aims	7
Award Structure – Forensic Science	8
Award Structure – Ordinary (Pass) degree	10
Learning outcomes	11
Teaching Learning and Assessment	16
Attempting ALL Assessments	18
Summative Assessment Feedback Return Period	18
Section 3: Departmental Student Support	
Personal Tutor	19
Academic Support Time	19
Award leader	19
Disability Support	19
Notice Boards/E-mail	19
Section 4: Additional Useful Information	
Locating Rooms	20
Finding Module Descriptors	20
Post	20

Section 1: Who's Who

- **Subject Leader and Award Leaders**

Individual Subject Areas are managed by a Subject Management Team (SMT). Your 'Subject' leader is Dr Andrew Jackson, (S324A, ext 4579) a.r.jackson@staffs.ac.uk, who is always an important point of contact for any information relating to your programme of academic work at Staffordshire University.

As mentioned in the welcome your award leader is David Flatman-Fairs (S321B, ext. 4609), d.p.flatman-fairs@staffs.ac.uk, he is responsible for the 'day to day' organisation and management of your award.

- **Forensics Staff Contact Details – including relevant members of Biology**

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Biology – Academic Staff

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Section 2: Forensic Science at Staffordshire University

2.1 Rational for the Award

The basis of forensic science is to be found in the core disciplines of biology and chemistry. The interdisciplinary nature of much forensic work means that these boundaries rapidly become blurred and the emphasis relies on the scientific approach. The professional context and core skills acquisition form a key part of this award. Explicit skills development, including research skills, team working, and project planning, execution and reporting, occurs within the context of forensic science, culminating in an individual project in the final year. Acquaintance with forensic science as a profession is facilitated through work on investigating and reporting crime scenes in the final year. The ethos of this award is to produce graduates who are skilled and versatile scientists with a specific knowledge in key sub-disciplines in the biological and chemical sciences. Our graduates will have an understanding of forensic principles and applications together with well-developed analytical, problem solving and communication skills, making them well prepared for scientific careers which exploit these quality transferable skills.

2.2 Educational aims of Forensic Science Award – terms in italics are explained in table 2.1

- To provide a coherent learning experience for the learner to acquire a broad knowledge and understanding of the scientific principles and techniques underpinning forensic science. (*KU, LE, EN, AN, SS1*)
- To train the student to become proficient in the documentation of, and collection and analysis of, evidence from simulated crime scene scenarios. (*KU, LE, PS, AP, SS1*)
- To enable the student to act the role of expert witness in presenting evidence in a mock courtroom. (*KU, AN, AP, CO, RE, SS1*)
- 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 disciplines of either forensic science or psychology or criminology. (*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*)
- To develop a fully scientific approach to your study programme. (*KU, LE, SS1*)
- To train the learner in the operation of an extensive range of equipment and instrumentation encountered in the chemical analysis of forensic evidence. (*KU, AN, PS, AP, SS2*)

- To develop knowledge and understanding of the value and importance of biological evidence, especially DNA-profiling. (*KU, EN, AN, AP, SS2*)

2.3 Award Structure

- **BSc Forensic Science** – further details at and links from:
<http://www.staffs.ac.uk/schools/sciences/forensic/index.php>

The award structure for all three levels is shown in figure 2.1. The structure is prescribed at levels 4 and 5 and only at level 6 do you have some element of choice of modules. In common with most award structures, one module at each level is a general option module. A listing of university-wide general options can be found at: <http://www.staffs.ac.uk/modules/options/> but you can take additional modules in Forensic Science as indicated in figure 2.1.

Level 4 of the award contains the introductory and balancing material. The balancing material essentially places everyone on a level playing field irrespective of your entry qualifications. As an additional aspect and based on our experience, there is a module in Basic Chemical Principles which we recommend that students with a weaker Chemistry background take as their general option at Level 4. The introductory material is aimed at providing you with a foundation in forensic science and documenting crime scenes. Lectures are delivered to the full group but tutorials and practical classes use split groups. At Level 4, practical groups will be ~ 25 - 30 students for Chemical Principles for Forensic Science, ~ 30 - 40 for Biological Principles for Forensic Science, ~ 20 for photography groups (part of Crime Scene Documentation) and for other activities around the crime scene. At Level 4 you will carry out documenting of a crime scene at our Crime Scene House (CSH), a facility you will make considerable use of during study on the Level 6 module, Investigating and Reporting Crime Scenes. You can find more information at: <http://www.staffs.ac.uk/schools/sciences/forensic/crimescenehouse/>.

Level 5 of the award effectively contains the theory and use of measurement techniques encountered in Forensic Science. These techniques can be divided into Chemical, Biological and Criminalistics. Chemical includes spectroscopy, chromatography and many others, Biological includes entomology, genetics and DNA-profiling, and Criminalistics includes finger prints, document examination, hairs and fibres, glass analysis, paint analysis and others. Within the split groups, you will divide into smaller groups of 3- 5, giving everyone the opportunity of hands-on use of a wide range of equipment. The other core module at Level 5 is in research and professional skills and this module prepares you and introduces the skills needed for the two main modules (Independent Research Project, and Investigating and Reporting Crime Scenes) dealing with applications of the measurement techniques delivered at Level 6. You may have wondered by now as to whether you would do any law, especially as “forensics” means pertaining to the law. The answer is yes in the other core module at Level 6, Expert Witness and the Legal System. The remaining modules at Level 6 are chosen from a list of options allowing some degree of specialisation.

2.3.1 Accreditation

This award is accredited by the Forensic Science Society and requires no additional module choices to meet the accreditation requirements. However it is also possible to obtain recognition from the Royal Society of Chemistry by making the following option module choices at each level:

Level 4 = Periodicity; Level 5 = Experimental Chemistry; Level 6 = undertaking a project within a chemical area

Figure 2.1 BSc (Hons) Forensic Science**Level 4**

SHS82106-4 Introduction to Forensic Science (30 credits)	SHS82100-4 Chemical Principles for Forensic Science (30 credits)	SHS82107-4 Biological Principles for Forensic Science (30 credits)	SHS82105-4 Crime Scene Documentation (15 credits) or SHS82102-4 Crime Scene Documentation (Foundation)
			General Credit Module (15 credits)

Level 5

SHS82201-5 Methods of Crime Detection (30 credits)	SHS82207-5 DNA-profiling and Forensic Biology (30 credits)	SHS82200-5 Methods of Chemical Analysis (30 credits)	General Credit Module (15 credits)
			SHS82213-5 Research and Professional Skills (15 credits)

Level 6

SHS82300-6 Independent Project (30 credits)	SHS82301-6 Investigating and Reporting Crime Scenes (30 credits)	Subject Specific Option (15 credits)	SHS82307-6 Expert Witness and Legal System (15 credits)
		Subject Specific Option (15 credits)	General Credit Module (15 credits)

Current Forensics options may include (available as Specific or General Credit Module):

Level 4: *Basic Chemical Principles; Periodicity**;

Level 5: *Techniques in Human Identification; Experimental Chemistry**.

Level 6: *Environmental Forensics; Analysis and Investigation of TEREFF Incidents; Forensic Toxicology; Advanced DNA-profiling; Forensic Pathology*

*These modules will run every other year (i.e. 2011/12 then 2013/14 then 2015/16)

Figure 2.2 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.

SHS82301-6 Investigating and Reporting Crime Scenes (30 Credits)	SHS82307-6 Expert Witness and the Legal System (15 Credits)
	Core or Specific Option Module (15 Credits)

2.4 Learning outcomes

The University has identified a set of general learning outcomes which any student can expect to achieve as a result of studying at the University. These were identified by the University from the national framework for Higher Education Qualifications, and these types of learning outcome are common to all degrees across the university, and to all levels of study. They vary in specific content depending on programme area and level of study. As you progress through the levels of the award, the range of material you will have encountered, and your expertise in those areas will increase. These general learning outcomes are as follows:

- **Knowledge and Understanding.** You will know and understand a body of knowledge about the field.
- **Learning.** You will be able to distinguish different approaches within the field and to participate in debates about the validity of these approaches.
- **Enquiry.** You will be aware of a range of research methods, of the ethical considerations associated with them, and be able to use these methods, supported by a range of information sources.
- **Analysis.** You will be able to analyse and evaluate theories and concepts in the field and to use different research methods for this purpose.
- **Problem Solving.** You will be able to analyse problems in terms of your field of study and to carry out research designed to solve those problems.
- **Communication.** You will be able to communicate in a range of different ways about ideas in the field, using conceptual analysis and empirical evidence, and to use information technology appropriately (e.g. word processors and statistical software) to do so.
- **Application.** You will be able to apply your knowledge and understanding of the field to real life issues using the skills itemised above.
- **Reflection.** You will be able to work independently and responsibly in the field, and have acquired general skills valued in employment or future learning.

In the following section we explain the specific form these learning outcomes will take as you proceed through the different levels of your Forensic Science degree. In addition to the University identified eight learning outcomes there are two 'subject specific' learning outcomes which are individual to your degree, these have been included on the following pages too.

2.4.1 Learning Outcomes by Level

Table 2.1 on the following page specifies the skills that we expect you to develop at each level of study. These skills will initially be developed in core modules, and then further refined according to the choice of modules that you make.

Table 2.1: Award Outcomes for BSc (Hons) Forensic Science

	<i>Level 4 (Certificate)</i>	<i>Level 5 (Diploma)</i>	<i>Level 6 (Honours)</i>
Subject Specific (SS1)	Understand the importance of the continuity, preservation and non-contamination of evidence during collection.	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.
Subject Specific (SS2)	Develop skills in the carrying out of chemical and biological practical experiments and the manipulation of results.	Understand the theory of and operate confidently a wide range of modern equipment for chemical and biological analysis of samples, appreciating the scope and limitations of results.	Critically evaluate and compare the usefulness of different types of equipment for analysis of evidence. Develop methodologies and programmes for use of equipment in special situations.
Knowledge & Understanding (KU)	Demonstrate a broadly based knowledge of the underlying forensic, biological and chemical concepts and principles.	Demonstrate a critical understanding of the appropriate concepts and their application to analysis of physical, biological and chemical evidence.	Demonstrate a systematic understanding of key aspects, at least some of which lies at the forefront of forensic science and its applications.
Learning (LE)	Develop an initial understanding of the diversity of learning processes within forensic science and the support disciplines of chemistry and biology.	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 (EN)	Collect, present, evaluate and interpret quantitative data accrued through practical exercises and qualitative data provided in classes or acquired from the literature.	Demonstrate a critical knowledge of the main methods of enquiry for investigating forensic issues and for relating results from practical exercises in chemical and biological to published information.	Select, deploy and adapt techniques and methodologies to carry out a team project in crime scene investigation and analysis, and in an independent research project in a specific area of forensic science.

	<i>Level 4 (Certificate)</i>	<i>Level 5 (Diploma)</i>	<i>Level 6 (Honours)</i>
Analysis (AN)	Analyse, evaluate and interpret data and information with reference to fundamental concepts and principles of chemical, biological and forensic knowledge.	Use a range of established techniques to initiate and undertake analysis of chemical, biological and forensic data and information	Demonstrate and comment on current research or equivalent advanced scholarship. Make judgement as to its value in crime scene investigation and laboratory analysis of forensic evidence.
Problem Solving (PS)	Demonstrate a basic understanding of different approaches to problem solving in forensic science and the underpinning disciplines of chemistry and biology	Critically evaluate the appropriateness of different approaches to solving forensic problems and design solutions to them.	Devise, refine and apply research questions to achieve a critical understanding of issues of importance in crime scene investigation and analysis of evidence.
Communication (CO)	Demonstrate competence and confidence in a range of communication media to express forensic, biological and chemical 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 data and information in a fashion understandable to the general public.
Application (AP)	Undertake further training and new skills in the planning, photographing and documenting of crime scenes.	Develop a capacity to apply forensic, chemical and biological concepts, 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 science to construct, articulate and defend advanced intellectual arguments and positions.
Reflection (RE)	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 Science Ordinary Degree Level 6 Outcomes

	<i>BSc Forensic Science</i>
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.
Subject Specific	
Knowledge & Understanding	Demonstrate a systematic understanding of key aspects.
Learning	Demonstrate a capacity to evaluate individual contributions to team working.
Enquiry	Select, deploy and adapt techniques and methodologies to carry out a team project in crime scene investigation.
Analysis	Comment on the value of current research or equivalent advanced scholarship in crime scene investigation and laboratory analysis of forensic evidence.
Problem Solving	Achieve a critical understanding of issues of importance in crime scene investigation and analysis of evidence.
Communication	Demonstrate an advanced standard of competence in a range of communication skills, especially in presenting scientific data and information in a fashion understandable to the general public.
Application	Apply knowledge and skills learned to review and consolidate understanding of forensic science.
Reflection	Manage learning, exercise initiative and personal 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 Science award to Staffordshire University Learning Outcomes

			University Learning Outcomes										
			KU	LE	EN	AN	PS	AP	CO	RE	SS 1	SS 2	
LEVEL 4	Core	Introduction to Forensic Science	X	X			X		X	X	X		
		Chemical Principles for Forensic Science	X	X	X	X	X		X	X		X	
		Biological Principles for Forensic Science	X		X	X	X	X	X	X			
		Crime Scene Documentation	X	X	X	X	X	X	X				
LEVEL 5	Core	Methods of Chemical Analysis	X	X	X	X	X		X	X		X	
		Methods of Crime Detection	X		X	X	X	X				X	
		DNA Profiling and Forensic Biology	X	X	X	X	X	X	X	X	X		X
		Research and Professional Skills		X		X	X		X	X			
LEVEL 6	Core	Independent Project	X	X	X	X		X	X	X		X	
		Investigating and Reporting Crime Scenes		X	X	X	X		X	X	X		
		Expert Witness and Legal System	X		X	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

Section 2.5 Learning Teaching and Assessment

The award will be delivered by a variety of teaching and learning strategies, enabling you to develop their learning skills whilst addressing the indicative content and learning outcomes of a module. The strategies will range from the traditional whole group lectures, through smaller group work in practical, classes, crime scenes and case studies through to individual ones such as interviews, court room presentations and role play. Assessment will reflect the teaching and learning strategies used in a particular module.

At level 4 and level 5, 105 out of 120 credits is core material with 15 credits being general option. At level 6, 75 credits are core and the other 45 credits allow you to introduce some specialisation into your award

Table 2.2: Breakdown of Assessment per Module

Module Title	Code	CATS	Assessment	
			Exam	Cont
Introduction to Forensic Science	SHS82106-4	30	50	30/20
Chemical Principles for Forensic Science	SHS82100-4	30	50	50
Biological Principles for Forensic Science	SHS82107-4	30	15	35/50
Crime Scene Documentation	SHS82105-4	15	-	40/30/30
Methods of Crime Detection	SHS82201-5	30	50	50
Methods of Chemical analysis	SHS82200-5	30	50	50
DNA Profiling and Forensic Biology	SHS82207-5	30	50	25/25
Research and Professional Skills	SHS82213-5	15	-	40/40/20
Investigating and Reporting Crime Scenes	SHS82301-6	30	-	50/30/10/10
Independent Project	SHS82300-6	30	-	70/10/10/10
Expert Witness and Legal System	SHS82307-6	15	30	70
Basic Chemical Principles	SHS82101-4	15	-	100
Periodicity	SHS82103-4	15	50	50
Experimental Chemistry	SHS82204-5	15	-	50/35/15
Techniques in Human Identification	SHS82212-6	15	-	40/60
Analysis and Investigation of TEREFF Incidents	SHS82312-6	15	100	-
Environmental Forensics	SHS82304-6	15	70	30
Forensic Toxicology	SHS82305-6	15	60	40
Advanced DNA Profiling	SHS82308-6	15	50	50
Forensic Pathology	SHS82311-6	15	70	30

Shaded modules are specific options

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

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 – 1st (Grade Point 13-15 or over 70%)**
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 or 60-69%)**
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 or 50-59%)**
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 – 3rd (Grade point 4-6 or 40-49%)**
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 or 0-39%)**
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.

We normally report marks based on a grade point (Gp) system – however you may at times get percentages instead.

Therefore minimum pass mark = Gp4 (or 40%)

NB. As long as your overall module mark is Gp4+ you do not need to pass all elements of assessment to pass a module. However you **MUST** attempt all elements of assessment for a module or you will fail the module by default – even if your overall mark is a pass.

2.5.1 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. **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.

2.5.2 Summative Assessment Feedback Return Period

You will receive feedback on your coursework and class test summative assessments normally within 20 working 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.

Section 3: Departmental Student Support

3.1 Personal tutor

You are assigned a personal tutor from during the first week of your degree and unless that person leaves the University or you request to change tutors (which can be done through the award or subject leader – see section 1) they will act as your personal tutor for the entirety of your degree. They are there to help with ‘life at university’ and act in a pastoral role offering advice on things such as claiming for extenuating circumstances. However they will also undertake/organise the Professional Development Portfolio tasks with you as you progress through the course. During the course they will request/require meetings with you periodically, but you can also request meeting with them at any time either by dropping by the office, e-mailing or phoning them. The personal tutor’s role is not that of academic support; please see below for details on how academic support is offered.

3.2 Academic Support Time

Your lecturers will also provided academic support for each of the modules you study during the course. To do this module lecturers will publish timetables on their office doors showing available ‘academic support’ slots. These timetables will be published the week before the availability shown e.g. timetables posted in week 4, shows week 5’s availability. It is advisable to book one of the available slots by writing your name in the space provided – **e-mail bookings will not be accepted** – otherwise you cannot guarantee to see a lecturer. You cannot expect to speak with lectures in their offices outside of the ‘academic support’ times on academic matters. This does not apply to personal tutees who will have allocated tutorial sessions and may approach their tutor at anytime in relation to pastoral matters (see above).

To compliment the personal academic support offered by the department, we will also provided computer based support in the form of ‘BlackBoard’ which is a virtual learning environment onto which lecture notes, announcements about tutorial sessions or assignments for modules and other useful information is placed. This can then be accessed by you locally, nationally or internationally.

3.3 Award Leader

Your award leader operates an ‘open door’ policy whereby you can contact them by any means (drop in, by phone, by e-mail etc.) to arrange to speak about personal issues, academic support, award matters or anything else.

3.4 Disability Support

Dr. Andy Platt is the department of Forensics and Crime Sciences disability support representative. If you have declared a disability on your application form (or do so at any time after starting your award) Andy will arrange a meeting with you to discuss your needs and requirements to supplement any support agreement the University publishes for you.

3.5 Notice Boards/E-mail

The only notice boards ‘forensics’ will make use of are those of 3rd floor Mellor Building, please make sure you check them regularly for announcements and group allocations. Please also check your university e-mail account regularly as it will be used by tutors to contact you.

NB. If your in-box is full it will ‘bounce’ e-mails and you may not receive important information.

Section 4: Additional Useful Information

4.1 Finding Rooms

The letter or letters at the start of the room number of the room you're trying to find relates to the building in which that room is located. Below is a list of letter codes with the appropriate building:

S = Mellor
LT = Ashley
LW = Law School
B or BG = Brindley
A or D = Cadman
GO = Cadman Court Yard
L = Flaxman
H = Henrion
LC = Trent

The first number of the after the letter(s) refers to the floor of that building on which the room can be found, therefore, 0 = Ground floor, 1 = 1st floor, 2 = 2nd floor etc.

The final two numbers relate to the room.

For example if you were trying to locate S315 you would go to the 3rd floor of the Mellor Building to find it.

4.2 Locating Module Descriptors

Should you wish to check the indicative content or assessment type for any module you can do so by following the instructions below:

Open University main page (www.staffs.ac.uk)
Choose: A-Z Index
Choose letter 'M'
Click 'Module Descriptors'
Select 'Faculty of Sciences'
Select 'Level 4' or type in 'module code' or 'module name' in appropriate search field
Select 'Show Modules'

4.2 Post

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.

All post for students is received in the Faculty Office. It is then sorted and can be collected from the pigeonholes in S321, 3rd Floor in Mellor.

Tutors may also return assignments via the pigeonholes in this room, but *only* when specified

NB. Pigeonholes will be cleared of all mail at the end of July every year – it will not be possible to retrieve anything after this date since it will have been recycled.