



STAFFORDSHIRE  
UNIVERSITY

## BSc Policing and Criminal Investigation



# STUDENT HANDBOOK

September 2011

Welcome

My name is Hilton Middleton and I am the Award Leader for the Policing and Criminal 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 from jargon. You will need to use it in conjunction with the Sciences faculty student handbook, [http://www.staffs.ac.uk/assets/FacultyStudentHandbook0910\\_tcm44-23631.pdf](http://www.staffs.ac.uk/assets/FacultyStudentHandbook0910_tcm44-23631.pdf) along 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 Policing and Criminal 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 “higher (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 Blackboard.

Enjoy!

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# **Policing and Criminal Investigation at Staffordshire University**

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## **Police and Criminal 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 policing and criminal 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 the police force and numerous related occupations (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 is designed to maximise employment opportunities not just in the Police Force but also in many other related markets, such as Customs and Excise, Armed Services and even store and private detectives. Moreover, we have included the potential for specialising in what we have termed “Forensic” and “Non-forensic” routes starting at level 5 and continuing into level 6. Thus those taking the “forensic” route will learn more about the crime scene and evidence analysis, widening employment opportunities especially in the scenes of crime area. Alternatively the “non-forensic” route graduates will have widened their knowledge in criminology and/or criminal psychology. The availability of these routes we believe makes our award different to similar awards offered by competitor universities and we believe a unique tag can be added to our Policing and Criminal Investigation Award.

### **Award Aims**

The award in policing and criminal investigation develops from our forensic awards. There are some modules in common with the forensic programme, especially at level 4 and new modules are introduced as core or specific options.

The particular aims of this award are:

*(Shown in brackets are the Universities Learning Outcomes referred to in FIG 2.2 on page 10)*

1. 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)**
2. 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)**
3. 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)**
4. 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)**
5. 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)**
6. 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 involved in delivering the main components of the award have over 200 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. 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. 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 from Staffordshire Police. Pen Portraits of the principal staff

you will meet are provide in Section 7 and it is planned to add to this staff base in the near future.

Delivery of the Award will be supported by other staff in forensics science plus members of the Law School, Sociology and Psychology but your experience here will be dependent on your module choices. However, whatever your choice of modules you can be assured that delivery will always be from dedicated staff with expertise in the subject area of the module.

The award structure for all three levels is shown in figure 2.1. The structure is relatively prescribed at all levels, with no specific option at level 4. 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 offered as specific options for your award as indicated in figure 2.1. At levels 5 and 6 you are able to develop a degree of specialty to your award by taking modules from the “forensic” route or from the “non-forensic” route.

## **Level 4**

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. In particular Introduction to Forensic Science (30 credits) will be one in common with all forensic awards and Crime and Deviance (15 credits) is a module studied by all students on awards involving criminology. Lectures are delivered to the full group, which for IFS and C&D 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 Recording the Crime Scene 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. You can find more information at:

<http://www.staffs.ac.uk/schools/sciences/forensic/pages/crimescenehouse.html>.

The other modules specific to your award at level 4 are Introduction to Policing (30 credits) and Science for Justice (15 credits). You might question why we are including a science module 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. At level 4 you will also have the opportunity to choose modules, that may be of particular interest to you, as only this we have created an number of new modules within the Policing area, including: case report analysis, the investigation of missing persons and facial reconstruction.

## Level 5

All modules at level 5, except Research Skills and Professional Development (15 credits), delivered by the forensic field are award specific. Your option choices allow opportunities to develop a “specialist” element to your award, by following either the “non-forensic route” taking modules in Psychology or Social Sciences as your award specific and potentially your general option module or the “forensic” by selecting modules in Methods of Crime Detection Drugs of Abuse, or Forensic Histories. The first two of these modules are available as general options and as specific options on Forensic Psychology whilst Forensic Histories is a specific option on all forensic awards. The Level 5 module, Research Skills and Professional Development is common with forensic awards, 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.

## Level 6

Level 6 allows you to develop further on a chosen speciality at level 2. For the “non-forensic” route, you will be able to study Psychology in the Justice System (15 credits) provided that you completed Psychology of Criminal Conduct (15 credits) at level 2, or you could choose one of the AMD modules. For the forensic route, you have a choice of Practical Methods in Crime Detection, Techniques in the Identification of Human Remains, Hi-tech Crime and Analysis and Investigation of TEREFF Incidents.

## Learning Outcomes

Table 2.1 provides a breakdown of the learning outcomes at each level of the award BSc (Hons) Policing and Criminal 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 Policing and Criminal Investigation.

## Learning Outcomes – Ordinary Degree Awards

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. To attain degree level standard it will not be necessary to complete independent research project. Table 2.2 indicates the level 6 outcomes of the award and the grid below shows the modules you need to take for the ordinary degree. The general option can be one of the specific options offered as part of the “forensics route”

## Learning Outcomes – Ordinary Degree Award

SCS82317-3 Major Crime Investigation (15 Credits)	Case File to Court (15 Credits)
SCS82316-3 Intelligence-Led Policing (15 Credits)	General Option Module (15 credits)

**PROGRAMME STRUCTURE, MODULES AND CREDITS**  
**BSc (Hons) Policing and Criminal Investigation**

L E V E L  C	Teaching Block 1	SCS 82125-1 Introduction to Policing ↓	SCS 82106-1 Introduction to Forensic Science ↓	AMD25058-1 Crime and Deviance	SCS82126-1 Science for Justice
	Teaching Block 2	SCS 82125-1 Introduction to Policing	SCS 82106-1 Introduction to Forensic Science	SHS82124-1 Recording the Crime Scene or SHS82102-1 Crime Scene Documentation (Foundation)	General Option Module

**Level 4: Specific Options (15 Credits)**

SHS82128-1: Case Report Analysis, SHS82130-1: Missing Persons Investigation  
 SHS82129-1: Facial Recognition

L E V E L  I	Teaching Block 1	SCS82216-2 Crime and Dishonesty ↓	Subject Specific Option Module	SCS82215-2 Policing Codes of Practice	General Option Module
	Teaching Block 2	SCS82216-2 Crime and Dishonesty	SCS82214-2 Investigative Skills	SHS82213-2 Research and Professional Skills	Subject Specific Option Module

**Level 5: Specific Options (15 Credits)**

SHS82205-2: Drugs of Abuse, SHS82202-2: FS Methods of Crime Detection; SCS82220-2 Vehicle Collision Investigation. SCS82217-2: Forensic Geo-science  
 SHS85208-2: Psychology of Criminal Conduct, AMD25067-2; Crime Justice & Punishment

L E V E L  H	Teaching Block 1	SCS82313-3 Independent Project Policing and Criminal Investigation ↓	SCS82317-3 Major Crime Investigation	SCS82316-3 Intelligence Led Policing	Subject Specific Option Module
	Teaching Block 2	SCS82313-3 Independent Project Policing and Criminal Investigation	Subject Specific Option Module	SCS82318-3 Case File to Court	General Option Module

**Level 6: Specific Options (15 Credits):**

SCS82314-3: Hi-Tech Crime, SCS82315-3: Techniques in the Identification of Human Remains, SCS82306-3: Practical Methods of Crime Detection, SHS82312-3: Analysis and Investigation of TEREFF Incidents  
 AM25046-3: Forensic Anthropology; AMD25143-3: Policing Illegal Drug Use; SHS85303-3: Psychology in the Justice System;

**Table 2.1: Award Outcomes for BSc (Hons) Policing and Criminal 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 and evaluation, understand the law relating to crime and evidence	Develop skills to maximise evidence recovery relating to criminal activities including major incidents. Evaluate evidence; understand its value and limitations within the courts and legal environment.	Critically evaluate results and produce a comprehensive file for presentation in court or to progress other legal outcomes
Knowledge & Understanding	Demonstrate a broadly based knowledge of the structure and functions of the police service	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 policing and criminal investigation and its applications.
Learning	Develop an initial understanding of the diversity of learning processes within 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 crime and other related issues and for evaluating results from practical exercises.	Select, deploy and adapt techniques and methodologies to carry out a team project in crime investigation and analysis, and in an independent research project in a specific area of criminal investigation.

	<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 criminal 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 criminal investigation and analysis of evidence.
Problem Solving	Demonstrate a basic understanding of different approaches to problem solving in criminal investigations and the underpinning disciplines of forensic and social sciences	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 criminal 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 investigation 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 policing and 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 criminal 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 Policing and criminal investigation  
Ordinary Degree Level 6/Honours Outcomes**

Subject Specific	Demonstrate an in depth understanding of policing methods, collection and evaluation of evidence during collection and analysis, and critically appraise the results in the production of comprehensive files and 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 criminal investigation.
Analysis	Comment on the value of current case work or equivalent advanced scholarship in criminal investigation and interpretation of physical and witness evidence.
Problem Solving	Achieve a critical understanding of issues of importance in criminal 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 Policing and criminal 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) Policing and Criminal 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	
		Crime and Deviance	X	X	X					X		
		Science for Justice	X	X	X		X	X	X	X		
		Recording the Crime Scene	X	X	X	X	X	X	X			
LEVEL I (level 5)	Core	Crime and Dishonesty	X	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
		Intelligence Led Policing	X	X	X		X	X	X		X	
		Case File to Court	X			X		X	X	X	X	
		Major Crime Investigation	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

## Breakdown of Assessment per Module

Module Title	Code	CATS	Assessment	
			Exam	Cont
Science for Justice	SCS82126-1	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
Crime and Deviance 1	AM25058-1	15	-	100
Research and Professional Skills	SHS82213-2	15		40/40/20
Investigative Skills	SCS82214-2	15		50/25/25
Crime & Dishonesty	SCS82216-2	30	100	-
Policing Codes of Practice	SCS822??-2	15	100	
Intelligence Led Policing	SCS82316-2	15	-	100
Major Crime Investigation	SCS82317-3	15	-	100
Case File to Court	SCS823??-3	15		60/40
Independent Project	SCS82313-3	30	-	70/20/10
Drugs of Abuse	SHS82205-2	15	-	100
Forensic Science: Methods of Crime Detection	SHS82202-2	15	-	100
Forensic Histories	SHS82203-2	15	50	50
Crime in Americas	AM25085-3	15	-	100
Psychology of Criminal Conduct	SHS85208-2	15	100	-
Psychology of Justice System	SHS85303-3	15	50	50
Doing Drugs	AM25143-3	15	50	50
Missing Persons Investigation	SHS82130-1	15	-	100
Case Report Analysis	SHS82128-1	15	-	50/50
Forensic Anthropology	AM25046-3	15	-	100
Forensic Anthropology	AM25414-3	30	-	50/50
Facial Recognition	SHS82129-1	15	-	50/50
Techniques in Identification of Human Remains	SHS82315-3	15	-	100
Hi-Tec Crime	SCS82314-3	15	-	75/25
Analysis and Investigation of TEREFF Incidents	SHS82313-3	15	100	-

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 Policing and Criminal Investigation

**Hilton Middleton:** Hilton as you are aware is your Award leader he is also the award leader for Forensic 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'.

**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."

**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

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

Name	e-mail	Room	Tel (01782)
<ul style="list-style-type: none"> <li>• <b>Forensic and Crime Science – Academic Staff</b></li> </ul>			
David Flatman-Fairs	<a href="mailto:d.p.flatman-fairs@staffs.ac.uk">d.p.flatman-fairs@staffs.ac.uk</a>	S321B	294609
John Cassella	<a href="mailto:j.p.cassella@staffs.ac.uk">j.p.cassella@staffs.ac.uk</a>	S312	294434
Andrew Jackson	<a href="mailto:a.r.jackson@staffs.ac.uk">a.r.jackson@staffs.ac.uk</a>	S326A	294579
Neil Lamont	<a href="mailto:n.a.lamont@staffs.ac.uk">n.a.lamont@staffs.ac.uk</a>	S328	294098
Hilton Middleton	<a href="mailto:h.r.middleton@staffs.ac.uk">h.r.middleton@staffs.ac.uk</a>	S332	294683
Andy Platt <sup>2-3</sup>	<a href="mailto:a.platt@staffs.ac.uk">a.platt@staffs.ac.uk</a>	S314	294784
Dave Rogers	<a href="mailto:d.g.rogers@staffs.ac.uk">d.g.rogers@staffs.ac.uk</a>	S330A	294371
Jane MacLean	<a href="mailto:j.maclea@staffs.ac.uk">j.maclea@staffs.ac.uk</a>	S303	295746
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Julian Partridge	<a href="mailto:j.partridge@staffs.ac.uk">j.partridge@staffs.ac.uk</a>	S328	294098
Philip Lee	<a href="mailto:p.lee@staffs.ac.uk">p.lee@staffs.ac.uk</a>	S321A	294576
Ken Raper	<a href="mailto:k.raper@staffs.ac.uk">k.raper@staffs.ac.uk</a>	S321a	294576

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

- **Forensic and Crime Science - Technical Staff**

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Paul Bailey	<a href="mailto:p.m.bailey@staffs.ac.uk">p.m.bailey@staffs.ac.uk</a>	S317	294835
Liz Deakin	<a href="mailto:e.m.deakin@staffs.ac.uk">e.m.deakin@staffs.ac.uk</a>	S521	295737

- **Administrative**

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Achen Bowers	<a href="mailto:achen.bowers@staffs.ac.uk">achen.bowers@staffs.ac.uk</a>	S027	294858

- **Support Staff**

Mark Jennings (IT)	<a href="mailto:m.jennings@staffs.ac.uk">m.jennings@staffs.ac.uk</a>	S429	294892
Jon Ranford (IT)	<a href="mailto:j.j.ranford@staffs.ac.uk">j.j.ranford@staffs.ac.uk</a>	S429	294892
Sue Collingwood (LRC)	<a href="mailto:s.c.collingwood@staffs.ac.uk">s.c.collingwood@staffs.ac.uk</a>	S432	294877