CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice in Forensic Science				
Module Code	USSKA8-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	FdSc Forensic Science @ UCY				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • complete a job application and present themselves appropriately in an interview; • demonstrate an understanding of the organisational structures and practices in the workplace; • identify roles and responsibilities within the context of an organisation; • apply previously acquired generic and subject knowledge, concepts and skills in the workplace; • negotiate and compile a learning contract (aims and objectives) in conjunction with the college tutor and the workplace mentor; • monitor and evaluate their performance in achieving the set aims and objectives using relevant sources of information to support findings; • demonstrate competence in a range of new professional and practical skills specific to the placement. • explain, evaluate and apply quality assurance criteria in a general science context and specifically to forensic science.
Syllabus Outline	The aim of this module is to provide students with the opportunity to put into practice in a relevant workplace situation, the knowledge and skills they have developed in other

	modules in this programme. A successful work placement aims not only to benefit the student but also the placement provider. In addition, the module aims to permit the students to acquire a working knowledge of the quality assurance and professional requirements applicable to the forensic science profession.
	Depending on the demand of the workplace, the "syllabus" will be flexible, but typical tasks to be performed by the student will comprise: • Writing of application documents such as CVs and covering letters, and interview preparation. • Identification of placement aims and objectives and agreement of a placement contract. • Identification of personal development aims and objectives and preparation of a Continuing Professional Development (CPD) plan, e.g through PROFILE. • Identification of specific training needs in transferable skills, knowledge and practical skills associated with the placement; • Reflection on preferred learning styles. • Recording and monitoring of progress in achieving placement aims and objectives based on objective markers and appraisal by tutor and mentor. • Recording and monitoring of the aims and objectives defined in the CPD plan. • Laboratory accreditation and quality assurance schemes: UKAS; ISO. • Codes of best practice: ENFSI and SWGMAT • The role of the Forensic Science Regulator. • The Forensic Science Society and other professional bodies and associations
Contact Hours	This module will take place over the whole year and will incorporate year 2 tutorial sessions. Students will have a block of lecture session to cover the quality assurance systems within Forensic Science. The students will then have a supported independent work to gain the work placement and then complete the work placement around the February half term for a total of 3 weeks. After this placement the lectures will focus on individual presentation for the assessment.
Teaching and Learning Methods	The main part of this module will be delivered via a work placement. The student will be provided with guidance and support whilst on the work placement. This support will take the form of a college tutor and work-based mentor. Students will be allocated an academic tutor who will be a member of college staff and a nominated work-based mentor who together will guide them in the tasks outlined above. As the students will have to collect evidence to demonstrate the attainment of the LOs, the tutor and mentor will pay particular attention to this aspect in the supervision in the preparatory phase and during the actual placement. **Scheduled learning** includes lectures, seminars, tutorials, external visits; work based learning; **Independent learning** includes hours engaged with essential reading, study preparation. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Placement learning**: may include a practice placement, other placement.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	40	140	120	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes -

Coursework: Presentation, reflective journal, critical review.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			0%
Coursework assessment percentage			75%
Practical exam assessment percentage			25%
			100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University UWE and UCY. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways including ForensicNetBase. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Students will be encouraged to identify reading relevant to their chosen work-based activity. Literature searching skills will be supported by library services and additional support given using the library interactive tutorials and subject specific guidance on the module website. Support for identifying appropriate and relevant sources will be provided both by college tutor and the work-based mentor.

The assessment requires the identification of appropriate sources indicating validity and it is expected that the assignment's bibliography reflects the student's range of readings. Guidance will be provided through examples of previous submissions.

Indicative Reading List	**Textbooks:**
	Amos, J-A., (2004) *Be prepared! Getting ready for job interviews.* 2nd Ed. Oxford: How to Books Ltd.
	Cottrell, S., (2010) *Skills for Success*: *Personal Development and Employability*. 2nd Ed. Hampshire: Palgrave Macmillan.
	European Network of Forensic Science Institutes (2014) ENFSI. Available from: http://www.enfsi.eu/
	Government Digital Service (2014) Forensic Science Regulator. Available from: https://www.gov.uk/government/organisations/forensic-science-regulator
	Scientific Working Group for Materials Analysis (2014) SWGMAT. Available from: http://swgmat.org/
	The Forensic Science Society (2014) The Forensic Science Society. Available from: www.forensic-science-society.org.uk
	United Kingdom Accreditation Service (2014) UKAS. Available from: www.ukas.org
	University of the West of England (2014) Careers Services. Available from: http://www1.uwe.ac.uk/students/careersandemployability/careersservices.aspx.

Part 3: Assessment

Assessment Strategy	The assessment contains 3 elements. The controlled component is a presentation based on the work placement. Component B is a reflective journal of the whole process from applying to completing the placement and a critical review of cases considering an aspect of relevant quality management systems e.g. cases where QA has failed and cases have been lost.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		**25**	**75**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Individual presentation on work based experience.	100
Component B **Description of each element**	**Element weighting** (as % of component)

1. Reflective journal of work based experience	85
2. A critical review of case studies on a particular aspect of Quality Assurance.	15

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Individual presentation on work based experience.	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Reflective journal of work based experience	85
2. A critical review of case studies on a particular aspect of Quality Assurance.	15
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	