

ARC4017-B Module Handbook

Introduction to Forensic and Crime Scene Investigation

Semester: University of Bradford / Semester 1

Module Level: FHEQ Level 4

University of Bradford Credits: 20

Module Reading and Resources List:

<https://bradford.rl.talis.com/modules/arc4017-b.html>

This handbook gives you valuable information about your module, including which topics you will be studying, how you will be assessed and what learning materials you will need.

If you have any questions after reading this handbook or at any point during your module, please talk to your Module Tutor. For help and support with your module, visit the 'Module Contacts' section of your Canvas course (our Virtual Learning Environment) or speak to your Personal Academic Tutor.

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Welcome and introduction

welcome to ARC4017-B This module is taught in semester 1 (the lectures are delivered alongside ARC4016-B) and will provide a broad introduction to forensic science

Module aims and outcomes

To introduce

- (1) the scope, methods and limitations of crime scene examination and forensic enquiry in the crime to court process,
- (2) main evidence types in volume, major and serious crimes and
- (3) To provide hands-on experience of laboratory casework and crime scene examination.

Module learning outcomes (LOs)

01. Describe some scenes of crime and forensic laboratory procedures; give a detailed account of the process of criminal investigation from crime scene to court with particular reference to the role of the major participants (police, forensic providers, pathologist, other experts, Crown Prosecution Service); appreciate key concepts such as integrity, continuity, persistence and technical issues.
02. Search simple volume crime scenes, collect and package evidence, prepare laboratory submission forms and identify errors in them, recover contact trace material in practical forensic examination, and write a simple expert report.
03. Recognise important health and safety issues.
04. Write concise case notes and a report.

Module organisation of work and topics

To access the current reading list for this module, click on the reading list link in your Canvas site. You can also find this module on our Reading List database, Talis Aspire:

<https://bradford.rl.talis.com/index.html>

The outline syllabus gives you an indication of which topics you will study. This information may be subject to change, so please keep a record of any module announcements regarding changes from your Module Tutor, from Canvas, or by electronic communication.

To outline the aims of evidence collection from a scene of crime to show commonality and individuality of contact trace evidence; to outline the principles involved in the collection, preservation, examination and interpretation of evidence (e.g. fingerprint and footwear impressions, tool-marks, fibres, glass, body fluids, soil, etc.)

Lectures: Introduction to Forensic Science, Crime Scene to Court Process. Scenes of Crime: The role of crime scene investigators in the preservation, recovery and recording of evidence at the scene of crime and evaluation of crime scene evidence. Overview of Forensic Science in the UK: Police Forces Scientific Support in relation to other Forensic Agencies. Overview of physical evidence including DNA, Toxicology, footwear and tool marks, finger-marks. Introduction to forensic evidence associated with arson, explosions and firearms. Courts and their structure. Giving expert testimony; evidence-in-chief and cross-examination. Admissibility of forensic evidence in Court: differences between UK and USA. Writing of laboratory reports and expert witness statements. Health and safety issues at scenes and in forensic examination.

Practical: Practical crime scene examination of simulated crime scene, handling evidence in the laboratory.

see VLE

Learning and teaching on this module

Teaching will be via lecture topics consisting of blended asynchronous on line and synchronous online for each subject (3 hours equivalent to 2 conventional face to face teaching).

Crime scene and laboratory forensic procedure will be explored on line and culminating in a CW exercise which will be used as basis for the Witness statement

Scheduled module learning (hours)

This module carries hours of study, usually distributed as follows. These may be subject to change in exceptional circumstances due to internal resources or external demands. You will be notified of any changes.

Lectures - 24

Practical Classes or Workshops - 9

Directed Study - 167

Module Assessments

Summative: Examination - Closed Book (weighting 50%)

Examination(1.5Hrs)

Summative: Coursework (weighting 50%)

Coursework - 0-2000 words

Assessment Briefing Information

Assessment 1 - closed book examination (MCQ and short answers)

Assessment 2 - Expert Witness Statement based on practical examination of simulated case material

see VLE

TBC

see VLE

Witness statement feedback via Rubric on Canvas

Additional assignment briefing information is provided for this module in the University's VLE.

Developing good academic practice

Referencing Style

The academic referencing and citation style for this module is NA

Further information can be found in the University's Referencing Style Guide:

<https://www.bradford.ac.uk/library/find-out-about/referencing/>

Study Skills Support

Most students find that they need some assistance, guidance or reassurance at some point during their studies. For help and support with your module, visit the 'Module Contacts' section of your Canvas course or speak to your Personal Academic Tutor. Your well-being is important for effective study, so do not be afraid to contact the Student Life and Wellbeing Services if you need [help](#). There are a range of Student Services at the University who can also support you with your studies, including the Academic Skills Advice Service who provide a range of self-access skills resources, workshops and 1:1 appointments: [Academic Skills Advice - Home \(sharepoint.com\)](#)

For more information about the wide range of support available during your studies, visit the 'Supporting your Studies at Bradford' page on [Canvas](#)

Academic Misconduct

As a student, you are expected to complete all work independently and honestly, using an appropriate academic style. Failure to do so may result in penalties for academic misconduct.

For further information about what academic misconduct means and what your obligations are as a student visit the Student Casework Team website:

<https://www.bradford.ac.uk/academic-misconduct-appeals-and-student-complaints/>

Extenuating circumstances and extension

During your studies, you might face circumstances which impact or extenuate your ability to attend learning sessions, complete assessments or academically perform at your expected level. This might include, for example, serious illness like Covid-19, or personal issues such as bereavement.

It is important that you tell someone at the University as soon as you can about any such issues so you can get the advice and support you need. As soon as an issue arises, let your Module Tutor and your Personal Academic Tutor know. They will then determine how best to support you.

Support before an assessment deadline might include:

- Having additional support sessions to help you with your assignment.
- Involving other services with your permission such as study skills support or counselling.
- Offering you the opportunity to request an extension to the assignment deadline by completing an Extension Form (available from the [Extenuating Circumstances information site](#)).
- Recommending that you submit an Extenuating Circumstances Form, if you are going to be unable to complete a particular assessment even with an extension or additional support: https://evision.brad.ac.uk/urd/sits.urd/run/SIW_LGN

Include evidence of your circumstances, such as a doctor's note, and submit the form well in advance of the date of the assessment you are unable to attend or complete. This will then be reviewed by a Faculty panel and you will receive email updates about the status of your request and whether it has been accepted.

If it is impossible to let anyone know about your circumstances before the assessment date or assignment deadline, let your Module Tutor and Personal Academic Tutor know as soon as you can afterwards. In this scenario, you should also complete an Extenuating Circumstances form online via your e:Vision account. You should submit this online form no later than 7 days after your assessment was due to take place.

More information about extenuating circumstances and extensions

Visit the dedicated University intranet site to find information about what to do when things go wrong and the processes for requesting extensions and submitting Extenuating Circumstances:

<https://unibradfordac.sharepoint.com/sites/student-life-service-intranet/SitePages/extenuating-circumstances.aspx>

How this module is reviewed

Your feedback

You can provide feedback on your modules in a number of diverse ways. Some common forms of feedback at Bradford are:

- Talking to your Module Tutor
- Completing module evaluation surveys
- Talking to the Student Representative for your programme – or becoming one yourself
- Asking your Rep or Tutor to consider something at a Student-Staff Liaison Committee
- Participating in staff/student forums
- Completing University and national student experience surveys

The external examiner

The external examiner is an expert in the discipline or subject area who volunteers to peer review the academic standards and quality of this module and are usually a lecturer or professor involved in teaching at another University. They advocate on your behalf ensure that this module is taught and assessed in ways that are fair and robust compared to the UK higher education sector.

The external examiner(s) for this module:

Patrick Randolph-Quinney

Continuous, annual and periodic review

Student feedback, external expertise and internal University reviewers all regularly contribute to the ongoing development and enhancement of University of Bradford modules and programmes.

All feedback is important to us and we seek to implement any changes that will benefit the programme at the earliest possible opportunity, whether that is within a teaching period, during annual review or at the next full re-certification of the programme.