

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION



1. Programme Code						
2. Programme Title	BSc (Hons) Forensic and Criminal Investigation					
3. Target Award Title	BSc (Hons) Forensic and Criminal Investigation					
4. Exit Award Title(s)	Cert HE Forensic and Criminal Investigation (120 credits) Dip HE Forensic and Criminal Investigation (240 credits) BSc Forensic and Criminal Investigation (360 credits)					
5. Subject area	Policing					
6. School	Investigation, Security & Defence					
7. Programme Team Leader(s)	Sam Scott					
8. Programme Type	Specialist					
9. Delivery Model	DL F/T	X	BL F/T		Apprenticeship	
	DL P/T	X	BL P/T		Other	
Where delivery model identified as 'Other' please provide details						
10. Location of delivery	Online/Virtual Learning Environment					
11. Proposed Start date	October 2026					
12. Reference points	QAA subject benchmark statement: Policing March 2022 QAA FHEQ Level 4, 5, 6 descriptors 2024					
13. Professional, Statutory & Regulatory Bodies (PSRB)	N/A					

14. Programme aims

The BSc (Hons) Forensic and Criminal Investigation aims to develop graduates with the knowledge, skills, and professional awareness required to operate effectively within the civilian areas of policing, forensic investigation, and the wider law enforcement environment. The programme provides an integrated exploration of investigative practice, forensic processes, legal frameworks, and ethical considerations, preparing students for contemporary investigative roles.

The programme specifically aims to:

- Develop a comprehensive understanding of the roles, responsibilities, and collaborative practices of personnel working across policing, forensic investigation, and law enforcement contexts.

- Equip students with the knowledge and applied skills required to interpret crime scenes, support investigative processes, and critically engage with forensic analysis and evidential procedures.
- Foster critical awareness of legislation, policy, professional standards, and health and safety considerations relevant to criminal and forensic investigations.
- Promote ethical, reflective, and socially responsible practice, including awareness of vulnerability, risk, and the impact of investigations on individuals and communities.
- Support the development of digital and professional competencies through immersive and technology-enhanced learning, enabling students to apply investigative concepts within simulated and practice-focused environments.
- Enhance employability by developing transferable skills in communication, analysis, teamwork, and professional reporting aligned to civilian careers within policing, forensics, and the wider law enforcement family.
- Provide opportunities for students to critically explore contemporary investigative challenges, including national and international case studies, interdisciplinary practice, and emerging trends within forensic and investigative fields.

15. Programme Entry Requirements

Please adapt standard/typical entry requirements as necessary.

Standard entry requirements:

- 2 x A-Level passes plus 3 x GCSE passes or equivalent.

Typical non-standard entry requirements:

- A minimum of 2 years of appropriate professional relevant work experience, or equivalent.

Standard English language requirements:

- English Language proficiency equivalent to IELTS 6.0, with no less than 5.5 in each component, if English is not the applicant's first language (or appropriate previous study in English).

16. Learning, teaching and assessment methods and strategies

The programme is designed with Arden University's 'digital first' focus at the forefront, with a diverse array of learning, teaching and assessment strategies, informed by AU's Learning, Teaching and Assessment Strategy (2022)

Learning and Teaching

This programme is delivered on AU's virtual learning platform, iLearn. Each module follows a consistent theme of 9 weeks of study, allowing the student to gain academic knowledge on the module topics. The individual modules consist of academic content on the subject area, case studies, academic journals, and a plethora of formative activities that correlate with

scenes and scenarios within the supplementary virtual crime world. The formative activities, in both iLearn and the immersive reality, contribute, in most modules, to the mid or end point summative assessment. There will be weekly discussion topics on the platform discussion board, allowing the student to engage in debate about the weekly theme. This will be monitored and contributed to by the module tutor. In addition to the discussion boards, there will be a weekly face-to-face seminar hosted on zoom. In these sessions, the class will be discussing elements of the formative tasks or specific topical questions that have been assigned by the module tutor in advance of the session.

The supplementary virtual reality crime world mirrors the academic content of each session, allowing the student to freely flow between iLearn and the interactive scenes. It gives a 'real-life' feel to the online learning and students can navigate, interact, and immerse themselves for a fully digital first learning experience. Participation in the formative tasks within this immersive world will allow the module tutor to monitor student progress on a weekly basis. Incorrectly completing a formative task will not hinder a student navigating or continuing through a module. The data analytics behind the immersive world will allow the module tutor to see any errors that have been made which will then be addressed in either a weekly 1-2-1, group formative feedback session or within a discussion fora.

In addition to the above, there will be several guest speakers and field practitioners infiltrated throughout each of the modules, contributing to course content and engaging the students with vocational knowledge. There will also be a series of webinars for all students on a variety of roles and topics relating to the area of policing, forensics, and the wider law enforcement family.

As part of the course induction, the students will have access to AU's study skills area where they can immerse and familiarise themselves with the required study skills that will aid them throughout their programme. They will also have access to subject specific resources and material that will enhance their learning experience at AU.

As this is a distance learning programme there is more emphasis on independent learning that is supported and directed on a weekly basis by the module tutor. The table below illustrates a weekly breakdown of the study programme for the student.

Contact hours	Activity
1	Tutor-led face to face seminar session
1	Group / 1-2-1 formative feedback session
2	Discussion board interaction
15	Independent study in iLearn and supplementary virtual crime world, personal reading, and research

Assessment

The assessment strategy for this programme is varied throughout and follows a vocational theme with portfolio submissions, police and forensic reports, briefings, and presentations to

note a few. The complete array of assessments is documented in the assessment grid below. There is a heavy reliance throughout the programme on the use of formative assessments. On several of the modules, the student will collate their formative work on a weekly basis to create their summative assessment. There is a variety of written work in the form of reports, journals and essays for the summative assessments and more practical elements such as gathering evidence or photographing a crime scene or buried remains for the formative assessments. Throughout each of these levels of study there is an element of oral work either giving evidence as a witness in the virtual crime world or presenting an incident briefing as part of a group task force. There is also a thread of reflection throughout the levels. This is largely in written format as part of the end point summative assessment.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: <i>(No more than 10 programme learning outcomes are permitted per programme.)</i>		
1. Describe and explain the various roles and responsibilities of operational police officers and civilian staff working within the police, forensic and wider law enforcement family.	Programme Learning Outcomes 1–10 are achieved through a digitally enabled, practice-focused learning approach incorporating immersive virtual crime scene activities, case study analysis, tutor-led seminars, discussion forums, and independent study. Students engage with professional scenarios drawn from policing, forensic investigation, and the wider law enforcement environment, enabling them to develop knowledge, analytical skills, and professional awareness through applied learning and reflective practice.	Assessment methods include vocational reports, case study analysis, presentations, podcasts/blogs/vlogs, reflective work, and portfolio-based submissions. Formative activities within the immersive virtual learning environment support skill development and contribute to summative assessment tasks aligned with professional investigative practice.
2. Describe and explain the operational procedures for both warranted police officers, civilian staff and Crime Scene Investigators when working an active crime scene or involved in a criminal investigation.	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research, collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.

3. Analyse the processes and techniques for testing and analysing forensic evidence and appraise the recording and interpretation of the results	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research, collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.
4. Critically assess the legislation and policies that relate to a criminal and forensic investigation and examine the relevant health and safety guidance for scenes and recovery sites.	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research, collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.
5. Appraise the range of skills that are needed for employment within the civilian area of policing, forensics, and the wider law enforcement family	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research,	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio

	collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.
6. Describe and explain the UK judicial system and the processes involved in giving evidence in court as a witness and formulate statements and reports as an expert witness	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research, collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.
7. Critically examine the techniques, processes and procedures used to recover and identify remains at scene and explore analytical techniques available to predict cause and time of death.	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research, collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.

8. Critically explore the vulnerability and risk of victims and witnesses in the context of a police investigation and address the effects that these incidents have on operational police officers and professional practitioners in the field	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research, collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.
9. Critically analyse a range of policing concepts and theories, both nationally and internationally, and explore a plethora of offences showing how they are investigated in collaboration with other law enforcement agencies	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research, collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.
10. Critically compare and contrast theories, practices and case studies within policing, forensics and the wider law enforcement arena, both nationally and internationally.	See Programme Learning Outcome 1 for overarching learning, teaching and assessment strategies. This outcome is supported through an integrated learning, teaching and assessment strategy combining immersive virtual simulations, technology-enhanced learning, tutor-led seminars, independent research,	Achievement of these outcomes is assessed through a range of vocationally aligned and academic assessment methods including investigative reports, expert witness documentation, presentations, case study analysis, reflective assignments, and portfolio

	collaborative discussion, and problem-based investigative activities. Students apply theoretical knowledge to operational, forensic, and legal contexts, developing analytical, professional, and reflective skills across all levels of study.	work. Continuous formative feedback, peer engagement, and applied tasks within the virtual learning environment support progressive development toward summative assessment.
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18. Graduate Attributes and the means by which they are achieved and demonstrated

The development of Graduate Attributes within this programme is informed by Arden University's Inclusive Curriculum Framework, ensuring that learning, teaching, and assessment approaches promote accessibility, digital engagement, ethical awareness, and inclusive professional practice across diverse policing, forensic, and law enforcement contexts.

Graduate Attribute	The means by which these attributes are achieved
1. Digitally literate	Digital capability is developed through engagement with virtual and simulated investigative environments, digital evidence handling, and production of professional documentation such as statements and expert witness reports. Students utilise blended learning platforms and technology-enhanced investigative activities to support research, analysis, and communication within policing, forensic, and wider law enforcement contexts.
2. Contextually innovative	Students develop contextual awareness and innovation through critical engagement with investigative case studies, forensic processes, and contemporary policing challenges at both national and international levels. Problem-based learning and analytical tasks encourage students to apply theoretical knowledge to evolving investigative scenarios, legislation, and professional practices across policing and forensic environments.

3. Socially intelligent and proactively inclusive	The programme promotes socially responsible practice through exploration of vulnerability, ethical decision-making, and inclusive investigative approaches. Learning activities address communication with victims and witnesses, professional conduct in court, and awareness of the impact of investigations on individuals and communities. Students develop culturally aware and ethically informed approaches to collaborative work within the wider law enforcement family.
4. Professional knowledgeable in their subject area	Professional knowledge is embedded through study of operational policing roles, crime scene procedures, forensic recovery methods, legislation, and health and safety requirements. Students apply investigative techniques, analyse forensic evidence, and develop employability skills relevant to policing, forensic investigation, and law enforcement careers. Engagement with professional standards and reflective practice supports readiness for employment within the sector.

19. Summary of modules and mapped programme learning outcomes

(List modules in order of delivery)

Level	Module Code and Module Title	Module type <i>Compulsory (C) or Optional (O)</i>	Pinned / Paired Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
4	POL4001 Introduction to forensic investigation	C		X	X												X
4	POL4002 Introduction to criminal investigation	C		X	X		X										X
4	POL4003 Police custody	C		X	X		X		X							X	
4	POL4004 Witness: an introduction	C		X	X		X		X							X	
4	POL4005 Criminal Investigation: Procedures and practices	C		X	X		X		X				X				X
4	POL4006 Analysis and Application of forensics	C		X	X	X	X		X					X			X
5	POL5005 Transnational Organised Crime	O						X					X		X		
5	POL5006 Intelligence	O		X	X		X	X	X			X	X		X		

5	POL5007 Community Policing	O		X	X		X					X	X			X	
5	POL5008 Forensic Trace Analysis	C		X	X	X	X			X			X				X
5	POL5009 Forensic Biology	C		X	X	X	X			X			X				X
5	POL5010 Civilian Employability	C		X				X						X		X	
5	POL5011 Death Investigation and the Coroner	C		X				X								X	
6	POL6002 The Professionalisation of the Investigative Interview	O			X		X	X			X					X	
6	POL6003 Law Enforcement: vulnerability and risk	C O		X	X		X		X		X	X	X			X	
6	POL6004 Forensic Anthropology	C		X	X	X	X	X	X	X			X				X
6	POL6005 Environmental Forensics	C		X	X	X	X		X	X			X				X

6	POL6006 Special Investigations Portfolio	C		X	X	X	X	X	X	X	X	X	X		X		
Certificate in Higher Education (CertHE) To be awarded the CertHE, students must complete a total of 120 credits at Level 4.																	
Diploma in Higher Education (DipHE) To be awarded the DipHE, students must complete a total of 120 credits at Level 5.																	
BA or BSc (Hons) degree (Top-up) To be awarded the Top-up degree, students must successfully complete 120 credits at Level 6 including credits from the final project/dissertation																	

