

<b>Module Code:</b>	SCI724
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<b>Module Title:</b>	Professional Practice & Placement
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<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAFS	<u>JACS3</u> code:	F400
		<u>HECoS</u> code:	101276

<b>Faculty</b>	FAST	<b>Module Leader:</b>	Amy Rattenbury
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Scheduled learning and teaching hours	21 hrs
Guided independent study	79 hrs
Placement	100 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MRes Analytical & Forensic Chemistry	✓	<input type="checkbox"/>
MRes Forensic Anthropology & Bioarchaeology	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
N/A

**Office use only**

Initial approval: 07/05/2019

Version no:1

With effect from: 01/09/2019

Date and details of revision:

Version no:

## Module Aims

This module will support students understanding of work in forensic research and practice and its allied industries. Students will be introduced to a range of roles they could progress to upon the completion of the programme, and the codes of conduct, accreditations and certifications associated with these. Students will undertake 100 hours of placement activity in an area appropriate to their studies and career pathway. The main focus will be on personal reflection, professional development and transferable skills.

## Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

### At the end of this module, students will be able to

### Key Skills

At the end of this module, students will be able to		Key Skills	
1	Undertake a minimum of 100 hours of placement work directly related to the specific award pathway.	KS2	KS3
		KS7	KS8
2	Demonstrate the knowledge and skills and professional attitude required to enable high level work in a relevant industry	KS1	KS2
		KS3	KS5
		KS9	
3	Collect and analyse information to support progression into employment and make career focussed decisions in response to current employment issues and trends.	KS3	KS4
		KS5	KS6
		KS8	KS9
4	Evaluate performance and critically reflect on the subject specific and transferable skills and knowledge developed throughout placement	KS1	KS4
		KS8	KS9
5	Design a bespoke employability tool kit linked to a professional progression strategy and post-graduation career plan	KS4	KS5
		KS6	KS7
		KS8	KS9

### Transferable skills and other attributes

- Networking
- Teamwork
- Communication

## Derogations

N/A

## Assessment:

### Indicative Assessment Tasks:

Students will be assessed in two parts:

#### Assessment 1 –

Students should provide evidence of the completion of a minimum of 100 hours of work placement in an industry relevant to their pathway. Examples could include a range of laboratories, public services, museums or educational institutions but must be approved by the personal tutor or module leader in advance. They should keep this as part of an online journal of their placement activity detailing relevant task and goals with a critical reflection of their own performance throughout.

**Assessment 2 –** Students will collate resources which contribute to an employability toolkit and post-graduation career plan. Examples of documents to include are annotated job descriptions, reviews of potential employers, CVs, personal statements, skills assessment, timeline or action plan.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1, 2 & 4	Learning logs/journals	60	2000
2	3 & 5	Portfolio	40	N/A

## Learning and Teaching Strategies:

This module will be delivered in a blended format. The initial background and theory will be presented online through a series of lectures, podcasts, videos, articles and other formats supported by the VLE. This will then be followed by intensive learning whilst on placement where students will have the opportunity to apply their knowledge and practice. Regular meetings with either the module leader or personal tutor are expected (these can be held online or by phone) in order to ensure that students stay on track.

## Placements:

The responsibility of organising a suitable placement lies with the student although support and advice will be given by the programme team who hold substantial connections with various relevant organisations. All placements must be approved by the Module Leader prior to commencement. In exceptional circumstances, where a student has been unable to organise a suitable placement or a placement has fallen through with short notice, a small number of placements will be made available within the University. These will not be available as standard and students should not rely on these placements as an alternative to finding their own.

The work placement will be a minimum of 100 hours and this will ideally be arranged during trimester 1 for commencement in trimester 2 for both full time and part time students. In some

circumstance it may be possible to begin the placement early subject to approval by the Module Leader. It is advised that students plan to undertake all their placement hours within the same organisation so as to gain a robust understanding of the role. However, in certain circumstances, such as where students' research or career interests are better supported by a number of smaller placements, these can be approved by the module leader. Students must identify a supervisor at their placement organisation and provide contact details for this individual so that the module leader can perform the necessary checks and reviews required to assess the module. A guidance document will be provided to the supervisor so that they are aware of the placement requirements and University expectations.

Placements can be paid or voluntary and completed on a full time, part time or ad-hoc basis so long as they allow for adequate time to complete the assessments before the end of trimester 2. For students currently working in a relevant sector it is acceptable for their placement to be completed in the work place although it is expected that the placement hours should show a difference from their standard role. This could be demonstrated by an increase in responsibility, as part of a secondment to a different role or through an advancement in the quality of the work undertaken or produced consistent with the expectation of a Masters level student. There is no restriction on where the placement is to be completed and students are encouraged to investigate a wide range of possibilities including international roles. Where suitable, advice will be given to students on funding initiatives to support placements such as the GoWales and Erasmus+ funding.

#### **Syllabus outline:**

- Forensic Regulation
- Codes of Conduct
- Accreditation and Certification
- PSRB and Memberships
- Employability Skills
- Reflective Practice

#### **Indicative Bibliography:**

##### **Essential reading**

- Bolton, G. & Delderfield, R. (2018) Reflective Practice Writing and Professional Development. 5<sup>th</sup> Edition. London: SAGE Publications Ltd
- Forensic Science Providers Codes of Conduct
- Forensic Science Regulator's Newsletters and Reports

##### **Other indicative reading**

- Houck, M. (2015) Professional Issues in Forensic Science. 1<sup>st</sup> Edition. Oxford: Academic Press
- Professional Body Websites such as:
  - The Chartered Society of Forensic Science
  - The Royal Anthropological Institute /
  - The Chartered Institute for Archaeologists
  - The British Association for Forensic Anthropologists
  - The Royal Society of Chemistry