St John's Curriculum Overview – Year 13

Subject title	BTEC Level 3 National in Forensic and Criminal Investigation
Setting arrangements	Mixed Prior Attainment
Time allowance each fortnight	11 hours

Introduction

BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via further study at a higher level.
This is a two-year, full-time study programme for learners who wish to study another area alongside it. This course is equivalent in size to 1.5 A Levels.
The course comprises 6 units of which 4 are mandatory and 2 are optional and selected by the school.
4 out of the six units taken will be assessed internally at school whilst the remain 2 will be assessed by external examiners:
Unit 1 – 2hr written examination marked externally (Year 1)
Unit 2 – Coursework and Presentation, internally marked (Year 1)
Unit 3 – A closed book task set and supervised by an external assessor (Year 1)
Unit 4 – Coursework and report, internally marked (Year 2)
Unit 9 – Coursework, internally marked (Year 2)
Unit 10 – Coursework, internally marked (Year 2)
This course provides a thorough grounding in the practical and theoretical aspects of Forensic Science. It is designed to lead students into related courses in Higher Education, but can also be your stepping stone into a new career. Within this course students will be able to continue their study of all three Sciences whilst also carrying out and advancing their practical laboratory skills.

Topics, Skills and Assessments covered during the course

	Topics covered	Skills developed	Assessment
Unit 4: Forensic Investigation Procedures in Practice	In this unit, you will develop an understanding of the importance of health and safety, and the need for objectivity and justification in your approach to identifying and analysing forensic evidence. You will investigate a simulated crime scene and demonstrate appropriate forensic procedures in collecting and packaging forensic evidence.	Be able to: Draw conclusions and report on the results of the analysis of forensic evidence Use analytical techniques to examine forensic evidence collected from a simulated crime scene Explore procedures used to preserve, collect and record forensic evidence from a simulated crime scene	Coursework and report, internally marked. This unit will be taught in year 2 of the course. There are 3 learning aim to be met for this unit and each aim A, B, C will be assessed in terms 1/2, 3/4 and 5 respectively.

Unit 9: Environmental Forensics	Environmental forensics (also known as forensic ecology) is used in forensic investigation, especially for using entomological evidence to estimate time of death (TOD). Other scientific disciplines such as botany, ecology and geology are now also being recognised as forms of forensic assistance in solving crimes as diverse as wildlife crime to serious crimes such as murders, where they are used to search for potential body disposal sites and linking suspects to the victim or crime scene.	Be able to: Explain how concepts in taphonomy and entomology contribute to forensic investigation Carry out investigative techniques for taphonomy and entomology that are used to estimate time of death in forensic investigation Carry out techniques used to examine soil, pollen and diatom evidence in forensic investigation	Coursework, internally marked. This unit will be taught in year 2 of the course. There are 3 learning aim to be met for this unit and each aim A, B, C will be assessed in terms 1/2, 3/4 and 5 respectively.
Unit 10: Forensic Fire Investigation	Fire investigation is a specialist branch of forensic science. The analysis of a fire scene requires the investigator to determine the origin of the fire, the cause and how the fire developed. It is one of the more challenging areas of forensic science due to the destruction that occurs and the health and safety implications that are involved. The multi-disciplinary nature of the investigator's job requires them to understand the science behind the behaviour of fire and the chemistry of combustion and extinction.	Be able to: Explain the chemistry behind combustion and methods for extinction and heat transfer. Determine and explain the causes, phases and behaviour of fire Carry out investigative techniques used to process a fire scene and explain the role played by agencies in fire prevention and investigation.	Coursework, internally marked. This unit will be taught in year 2 of the course. There are 3 learning aim to be met for this unit and each aim A, B, C will be assessed in terms 1/2, 3/4 and 5 respectively.

Resources Recommended for Revision and where they are available:

Having only recently been released there are not as many resources currently available for this particular course. However, given the similarity of several units (1,2,3) to those offered on the Applied Science BTEC students may benefit from the following:

BTEC National Applied Science Student Book 1
Publisher: Pearson
Author: Joanne Hartley, Frances Annets, Chris Meunier, Roy Llewellyn, Sue Hocking, Alison Peers, Catherine Parmar
ISBN: 9781292134093

They also have revision guide:
BTEC National Applied Science Revision Guide
Publisher: Pearson
Author: David Brentnall, Ann Fullick, Karlee Lees, Chris Meunier, Carol Usher
ISBN: 9781292150048
…and a workbook:
BTEC National Applied Science Revision Workbook
Publisher: Pearson
Author: Chris Meunier, Carol Usher, Karlee Lees, Ann Fullick, Cliff Curtis
ISBN: 9781292150031

Homework
Given the emphasis on coursework based assessments over written examination students should allow for a proportion of time outside of the classroom in order to study, research, revise their learning, and construct their evidence folders. The teachers of this scheme will help to guide them through this ongoing process. Students should not expect to receive weekly 'homework' prompts, however, the expectation of continuous study outside of lessons will be made clear.

Additional support and help for the course
Students on this course should seek out Mr Lowe as the course lead should they have any questions, queries or need guidance.

Extra-Curricular:
This course offers students an alternative to A-levels which can guide them onto employment or Higher Education. We would always advise students to enhance their portfolio by ensuring they partake in a range of extra-curricular activities both at school and in the wider community. If students have a particular career in mind and would like advice on the sort of extracurricular activities to support this goal, then please speak to your class teacher or visit the careers office within school.