

Good Practice relating to the teaching of hands-on practical skills

Examples of novel ways in which some universities have managed to circumvent the pandemic restrictions to date and maintain requisite practical skills and competence teaching:

- Making use of larger laboratories from the supporting basic sciences , for example chemistry labs, biology labs, etc (as these are usually larger capacity)
- Actual contact time for practical sessions is reduced by allocating time in advance for the students to prepare for the hands-on work in the practical class. For example, health and safety considerations, reading articles and planning an experiment are done at home by the students and shared with the tutors. By doing so, tutors are able to check beforehand if the students are prepared. When students come to the laboratory to perform their experiments they can start right away.
- Increased use of outdoor crime scenes
- Home kits/packs sent to students to cover basic forensic techniques, such as exhibit packaging and mark lifting.
- USB microscopes for home use, allocated to every student.
- Livestreaming of analytical practical classes, enabling students who are self-isolating to observe other students carrying out instrumental analysis in the laboratory. This process also benefits the students in the lab, through explaining what they are doing to the students online.
- Using practical classes to generate data that can later be used for student projects, so that students have participated in the generation of the data.

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