



Course Handbook
BSc (hons) Archaeology and Anthropology
2018-19
Course Leader: Dr James Morris
School of Forensic and Applied Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

This Handbook is an introduction to our BSc (hons) Archaeology and Anthropology degree. It should tell you everything you need to know about how the course works and what you need to do at various stages of your academic career. Although we have tried to make it as thorough as possible there may be occasions when you need more information, the handbook also tells you where to go to find this information. You need to read this handbook now, but you also need to keep it with you for the next three or four years, it is your basic guide to how the Archaeology and Anthropology degree and the School of Forensic and Applied Sciences work.

Archaeologists and Anthropologists both study people and human society. On this course students study the two related subjects as parts of an integrated degree. Archaeology and Anthropology are vibrant, research-active disciplines at UCLan. Students on this course will be able to combine cultural and biological anthropology and archaeology to study human cultures from the present day back to the evolutionary origins of humanity. The subjects are supported by state of the art laboratory facilities, teaching collections and generous fieldwork funding to ensure that teaching on the degree is research-informed, practical and genuinely international in outlook.

We think our archaeology and anthropology degree gives our graduates excellent employment prospects. We have good contacts with local commercial archaeologists and museums; practitioners from outside the University teach on the degree. You will be taught practical skills and procedures relevant to the modern workplace. Almost more importantly, we think they will be great fun: the enthusiasm of staff on this course is second to none, and they have designed modules to be enjoyable and involving as well as educational. Archaeology and anthropology are always something special in terms of study; they generate course camaraderie through field trips and discussion classes, and offer the opportunity to get outside on a regular basis and to travel to different parts of the country and the world. We think you will love doing your archaeology and anthropology degree at UCLan.

We all learn in different ways and you will find that we use a range of learning and teaching methods. We have a strong commitment to providing you with support, through constructive feedback, and through a well-organised academic advisor system. All the courses in the School have a strong element of practical and fieldwork. This will begin during your very first week at UCLan, which is spent on a training excavation, and continues for the next three or four years – allowing you to build up the skills and knowledge you need.

1.1 Rationale, aims and learning outcomes of the course



Rationale

A UCLan archaeology and anthropology degree is designed to give you the best possible grounding in both the practical and academic side of the subjects. Aims and Learning Outcomes have been developed to address both the subject benchmarks for archaeology and anthropology.

Aims

It is important that you and the teaching team are clear about exactly what we are aiming to achieve. This course allows you to develop a knowledge and understanding of the related disciplines of archaeology and anthropology. You will acquire the analytical and interpretive

techniques to study both biological and cultural anthropology. You will study the archaeological remains of selected time periods, and develop the skills to understand the nature and origins of archaeological evidence and how this is acquired and interpreted.

We hope to instil in you a sense of enthusiasm for both disciplines, an appreciation of their application in different contexts and to involve you in an intellectually stimulating and satisfying experience of learning and studying. We will also provide you with a broad and balanced foundation of knowledge and practical skills and an in-depth understanding of specialised areas of archaeology and anthropology.

We will teach you to adapt and apply your academic knowledge and skills to the solution of familiar and unfamiliar theoretical and practical problems in archaeology and anthropology. You will also develop, through an education in archaeology and anthropology, a range of transferable skills, of value in all fields of employment. We will instil a critical awareness of advances at the forefront of both disciplines.

Learning Outcomes

Knowledge and Understanding

Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate

Describe and identify human osteological material in both archaeological and anthropological analysis

Describe and identify the archaeology of selected chronological periods

Explain and interpret different human cultures

Explain and use the means which archaeological and anthropological data are acquired and analysed

Explain the importance of the recovery of primary data through practical experience

Subject Specific Skills

Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation

Observe and describe different classes of primary archaeological and anthropological data, and objectively record their characteristics

Independently carry out practical techniques important in cultural and biological anthropology

Critically interpret anthropological data and write reports

Assemble coherent research/project designs and complete a substantial piece of independent supervised research (the Dissertation)

Thinking Skills

Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological and anthropological problems

Discover and define the significance of material culture and landscapes

Marshal and critically appraise other people's arguments

Produce logical and structured arguments supported by relevant evidence

Evaluate different cultures, and deal with unfamiliar situations

Evaluate one's own and others' opinions critically.

Other skills relevant to employability and personal development

Communicate to different kinds of audience

Effectively apply numeracy and IT skills

Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles

Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV

Retrieve information using paper-based and electronic resources

Collate and evaluate information from a range of sources.

1.2 Course Team

The following members of staff will teach most of the modules on your archaeology and anthropology degree. You will also be assigned one of these people as your academic advisor

Allison Card	Lecturer in Anthropology and Archaeology		
Email ACard1@uclan.ac.uk	Telephone 4333	Room, MB130	
Vicki Cummings	Reader in Archaeology		
Email vcummings1@uclan.ac.uk	Telephone 3499	Room MB107B	
Seren Griffiths	Lecturer in Archaeology		
Email sgriffiths7@uclan.ac.uk	Telephone 4372	Room JBF111	
Jim Morris	Course Leader BSc Archaeology and Anthropology		
Email jmorris9@uclan.ac.uk	Telephone 4150	Room MB107D	
Rick Peterson	Senior Lecturer in Archaeology		
Email rpeterson@uclan.ac.uk	Telephone 3495	Room MB107C	
Patrick Randolph-Quinney	Senior Lecturer in Biological Anthropology		
Email prandolph-quinney@uclan.ac.uk	Telephone 5683	Room MB107C	
David Robinson	Reader in Archaeology		
Email dwrobinson@uclan.ac.uk	Telephone 3756	Room MB107D	
Duncan Sayer	Reader in Archaeology		
Email: dsayer@uclan.ac.uk	Telephone 4175	Room MB134	

1.3 Expertise of staff

All of our staff are research active and we have a strong record of using research to inform our teaching. We provide many opportunities through fieldwork placements and internships for undergraduates to contribute to this research.

Allison Card is currently using morphological and metrical traits from dentition to research identity family units within ancient cemeteries. She is also interested in the application of dental trait analysis for identification of modern populations as well research in forensic taphonomy at TRACES. Her previous taphonomic research has focused on the effects clothing and clothing type have on rate of decomposition and colonisation preferences of insects.

Dr Vicki Cummings' research focuses on the Mesolithic and Neolithic of Britain and Ireland, specifically, monuments (chambered tombs), stone tools and the transition period. She is also interested in hunter-gatherers and the use of ethnographic analogy. She has a wider interest in landscape archaeology and she likes digging holes.

Dr Seren Griffiths' research is on Neolithic Britain and Europe, particularly on chronological modelling and palaeoenvironmental evidence and she also has expertise in remote sensing. Prior to her PhD, she worked as an Environmental Archaeology Supervisor on major infrastructure and urban projects. She has worked on excavations across the UK as a

palaeoenvironmental supervisor or scientific dating specialist, and internationally in Ireland, France, Germany, Iran, Albania, and Spain.

Dr James (Jim) Morris's background is in archaeology, zooarchaeology and professional practice. His primary research interests are in the complex, varied and significant connections between humans and animals, ranging from Neolithic animal burials to monkeys in 19th century London. He is also active in undertaking collaborative projects between the academic and commercial sectors of archaeology.

Dr Rick Peterson's main research interests are in the Neolithic and Early Bronze Age. He works with material culture, especially pottery and is particularly interested in the archaeology of caves and other natural places. At the moment he is researching memory in prehistory by looking at the long-term use of monuments and natural places in the Forest of Bowland.

Dr Patrick Randolph-Quinney is an experienced researcher and fieldworker with interests in the application of biological anthropology across differing historical timescales, from the Middle Pleistocene to present. His areas of interest include: forensic anthropology and archaeology; palaeoanthropology; prehistoric archaeology and bioarchaeology; geometric morphometric methods (GMM); and the application of statistics in the life sciences, forensic sciences, and evolutionary biology.

Dr David Robinson's research interests are the Archaeology of the American West, the Archaeology of the Modern World, Rock-Art, British Prehistory, Indigenous Perception, Perishable Materials, Colonialism and Indigeneity. He is a co-founder of BRAG, the British Rock Art Group, and NAARG, the North American Archaeology Research Group and is currently running a field project looking at caves and rock art in South-Central California.

Dr Duncan Sayer is a historical archaeologist with an interest in Anglo-Saxon society and post-medieval religion. He has published on ethics and burial archaeology, kinship systems, generational time, and mortuary practice. His *Bones Without Barriers* campaign was influential in preventing the destruction of archaeological collections and he directed a major research excavation on the 5th and 6th century cemetery at Oakington.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs, which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Archaeology and anthropology students are part of the School of Forensic and Applied Sciences and should therefore normally use the Foster Building hub.

Foster Building

Forensic and Applied Social Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990 or 01772 891991

email: FosterHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We will normally communicate with you by email. In line with the university policy you will be able to expect a prompt reply to your email. If the particular member of staff you are trying to contact is away, you will get an automated response telling you when they will be back in the University, other members of the archaeology team will always be available to answer urgent queries. We also have the ability to communicate with students by SMS message for urgent information. This will only work if the University is kept informed of your up to date mobile number. All SMS communications will also be sent by email but it is in your best interests to keep all your contact details up to date. Assessment deadlines will be posted on Blackboard and it is your responsibility to check these.

Staff will normally be available for one to one meetings every weekday except Friday between 10.00 and 4.00. You should email the member of staff concerned first to book these meetings.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. Dr Mark Gillings, Reader in Archaeology at the University of Leicester is the external examiner for archaeology and anthropology. You can access the external examiner's report via the Course site on Blackboard. The School will also send a sample of student coursework to the external examiner for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.



2. Structure of the course

2.1 Overall structure

BSc Archaeology and Anthropology is a three-year undergraduate degree course, which is available for full or part-time study. Part time students complete the same modules as full time students but they will study fewer of them in each year. There is a Foundation Entry route to the degree; students taking this route will study for an additional year at the beginning of the course, making the overall length of their full time degree four years.

To complete each year of the degree students will have to pass 120 credits of learning. This will be made up of mostly single (20 credit) and some double (40 credit) modules. The diagram below shows how and when each of the compulsory modules on your degree will be delivered. Note that some modules are delivered in a single semester but that the majority of modules will take place over two semesters.

It is especially important to note that archaeology and anthropology teaching takes place all year round. You will need to allow time during the summer before your second and third years at university to complete fieldwork for the modules, which take place at this time.

Students will have the option to choose between a number of different fieldwork placements, which run at different times in the summer. Most of these will take place on university research excavations but students will also have the opportunity to organise their own placements with external organisations.

Fieldwork placements take place both in the UK and abroad. Recent placements have included excavations in California, The Orkney Islands, Northumberland and Lancashire. As these are a compulsory part of your degree, students will not have to pay anything towards the cost of accommodation and food on all placements. In exceptional circumstances we may need to ask students to contribute to some or all of the cost of travel to very remote locations. If this is the case then there will always be alternative placements available with no cost implications.

Overall Course Structure for BSc Archaeology and Anthropology

	Summer	Sem 1 (Sept-Jan)	Sem 2 (Jan-May)
Year 0 (Foundation Entry students only)		FZC013 Study Skills (30) NTC001 Introduction to Geography (20)	FZC002 Archaeological Project (30) Plus one 20 credit optional module
		FZC004 Key Themes in Archaeology (20)	
Year 1	Muddy Start (optional fieldwork experience)	FZ1204 Study Skills (20)	FZ1201 Archaeology of Britain (20) FZ1202 Introduction to Archaeology (20) FZ1205 Bones, Bodies and Burial (20) FZ1206 Introduction to Cultural Anthropology (20) FZ1054 Introduction to Osteology and Anthropology (20)
Year 2	FZ2201 Archaeological Fieldwork I (20) 4 week fieldwork placement	FZ2202 Research and Study (20) FZ2211 Cultural Anthropology in Theory and Practice (20) FZ2051 Forensic Anthropology (20) Plus two 20 credit optional modules	
Year 3	(optional overseas anthropology fieldwork)	FZ3202 Dissertation (40) FZ3212 Debates in Anthropology (20) Plus three 20 credit optional modules (which may include summer fieldwork module)	

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity

expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Level 4

In the first year we specify the 6 modules you will take. These are known as COMPULSORY modules.

COMPULSORY modules

FZ1201 The Archaeology of Britain (20 credits) *This module introduces students to the archaeological evidence from Britain covering all periods from the first human occupation to the present day.*

FZ1202 Introduction to Archaeology (20 credits) *Starting with a week's fieldwork on a training excavation, this module provides a practical introduction to the skills and methods needed for archaeology*

FZ1204 Study Skills (20 credits) *This module trains students in the academic skills of analysis and writing that are needed to study at university level*

FZ1205 Bones, Bodies and Burial (20 credits) *This module provides an integrated introduction to the study of death and society drawing on biological and cultural anthropology and archaeology.*

FZ1206 Introduction to Cultural Anthropology (20 credits) *Students on this module learn the basic analytical and theoretical principles underlying the global comparative study of human society that underpins the discipline of cultural anthropology.*

FZ1054 Introduction to Osteology and Anthropology (20 credits) *This lab-based module provides students with a comprehensive introduction to human skeletal anatomy*

Level 5

In second year all students take 4 COMPULSORY modules and 2 OPTIONAL modules to bring your total to 6.

Compulsory Modules

FZ2201 Archaeological Fieldwork 1 (20 credits) *Following a four week assessed field placement to allow them to significantly develop their fieldwork skills, students will then produce a written report on their placement.*

FZ2202 Archaeological Research & Study (20 credits) *Students research and write a 4000 word independent study in this module as preparation for the research they will have to carry out for their third year dissertation, it includes training on research methods, data handling and academic writing.*

FZ2051 Forensic Anthropology *Students on this module learn to determine biological profiles for skeletal remains, to understand the signs of trauma and pathology on human bones and learn which of these methods are appropriate in which circumstances.*

FZ2211 Cultural Anthropology in Theory and Practice (20 credits) *This module develops student's knowledge of key themes and interpretive ideas essential to the study of cultural anthropology and provides a broad overview of current thinking in the discipline.*

Optional Modules

Choose two modules from this list (all 20 credits): please note modules run in alternative years, with 2nd and 3rd years taught together, with differing assessment:

FZ2203 Later Bronze Age and Iron Age Britain *This module allows students to investigate the archaeology of the later prehistoric period in Britain in depth.*

FZ2204 Neolithic and Early Bronze Age Britain and Ireland *Students on this module study the archaeology of the region in detail between 4000 and 1800 BC.*

FZ2205 Roman and Post Roman Britain *Students on this module study the archaeological evidence for the impact of the Romans on Britain and the new developments in the Anglo-Saxon period after the end of Roman rule.*

FZ2207 Hunter-Gatherers: Past and Present *This module covers both the cultural anthropology of contemporary Hunter-Gatherer societies and the archaeology of hunting and gathering in the Palaeolithic and Mesolithic periods.*

FZ2208 Themes in Historical Archaeology *Looking at a series of case studies from the medieval to the modern period, this module introduces students to the important contribution that archaeology makes to the study of the relatively recent past.*

FZ2209 Archaeology and Anthropology of the Modern World

NT2013 Environmental Change *Students on this module study natural environmental change, how to reconstruct environmental change, environmental change and human activity and changes in climate over the last 140 000 years.*

Level 6

In third year all students take two COMPULSORY modules, adding up to 60 credits, and take a further 60 credits of OPTIONAL modules.

Compulsory modules

FZ3202 Dissertation (40 credits) *Students research and write a 10 000 word dissertation in this module. Dissertations can be based on fieldwork projects, artefact or lab based analysis or can be based on previously published data.*

FZ3212 Debates in Anthropology (20 credits) *The module will focus on student led seminars, based on current research to give students an intellectual framework for understanding the different ways anthropologists make sense of human social behaviour and cultural and biological diversity.*

Optional Modules

Choose 60 credits worth of modules from this list (all 20 credit modules except where stated) please note modules run in alternative years, with 2nd and 3rd years taught together, with differing assessment:

NT3011 Fieldwork *Following a period of field-based learning students on this module are assessed by producing a field note book and an essay relevant to the area they visited. The fieldtrip for this module will take place in the early summer before your third year.*

FZ3203 Hunter-Gatherers: Past and Present *This module covers both the cultural anthropology of contemporary Hunter-Gatherer societies and the archaeology of hunting and gathering in the Palaeolithic and Mesolithic periods.*

FZ3204 Life and Death in Medieval Britain *Looking at a series of case studies from the medieval to the modern period, this module introduces students to the important contribution that archaeology makes to the study of the relatively recent past.*

FZ3205 – Archaeology and Anthropology of the Modern World *Looking at the archaeology and anthropology from the invention of the printing press to the modern day*

FZ3206 – Introduction to Professional Practise. FZ3206 Introduction to Professional Practice (20 credits) *This module aims to introduce students to the working practices, techniques and legal framework underpinning modern commercial archaeological practice. It will be delivered in collaboration with professional archaeologists and will focus students' fieldwork skills towards being competent professional archaeologists.*

FZ3207 Later Bronze Age and Early Iron Age Britain *This module allows students to investigate the archaeology of the later prehistoric period in Britain in depth.*

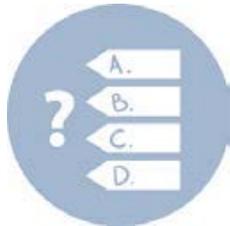
FZ3208 Neolithic and Early Bronze Age Britain and Ireland *Students on this module study the archaeology of the region in detail between 4000 and 1800 BC.*

FZ3209 Roman and Post Roman Britain *Students on this module study the archaeological evidence for the impact of the Romans on Britain and the new developments in the Anglo-Saxon period after the end of Roman rule.*

FZ3051 Forensic Taphonomy *The module will introduce students to decomposition processes in human remains and problems in the analysis of cremated remains. They will learn to record, recover and analyse human remains in a range of situations.*

FZ3054 Human Evolution *This module provides students with a detailed understanding of human biological and cultural evolution over the last five million years. Students will study both fossil remains and archaeological evidence for human behaviour during this period.*

All modules in these lists will be available for study at some point during your programme. Exceptionally, it may sometimes be necessary to run an optional module at third instead of second year level, or vice versa, if this become necessary you will be informed about the change at the progression meeting in the year *before* the module is due to be delivered.



2.3 Course requirements

To complete your degree and graduate with BSc (hons) Archaeology and Anthropology you must pass modules of 360 credits value over the three years. This equates to six standard 20 credit modules per year. To qualify for an honours degree you must have at least 100 credits from third year level modules and at least 220 credits at second or third year level.

Full time students will not normally be permitted to proceed to the next year of their study until they have completed 120 credits of study in their current year.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. You will also have regular opportunities to discuss your modules and your programme of study with your academic advisor during the course of the year.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

A 20 credit module is the standard size. This is equivalent to approximately 200 learning hours and will usually have two pieces of assessment on it. Lecture and seminar based modules which take place in semester 1 and 2 will typically involve one or two hours of teaching per week. This will leave you with around four or five hours per week *per module* to keep up with the guided reading from the taught sessions and to work towards your written assignments. More practical modules in semester 1 and 2 are likely to have more teaching time devoted to lab and field practicals and will consequently leave you with less time for further study. Modules based on fieldwork placements over the summer will have at least 160 hours of teaching on them.

We believe firmly in the value of developing personal skills in our undergraduates, rather than emphasising the accumulation of information. Consequently, while we do provide many different kinds of learning experience, we expect you to take substantial responsibility for your education. You need to be engaged in your work and enthusiastic about it. Personal study, using the books, periodicals and other resources in our libraries and in the School, will be a substantial part of your work programme. To be successful, you need to be motivated, and to make a personal commitment to the subject.

You also need to understand that archaeology and anthropology teaching takes place throughout the year. You will need to set aside time during each summer for work on archaeological excavations, museum placements or your third year fieldtrip. This can be undertaken in short blocks or a single placement but you must be prepared to make the commitment of time necessary.



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Foster Course Administration Service Hub on
fzattendance@uclan.ac.uk

International students must also be aware of their responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Students can check their own attendance record through myUCLan
https://my.uclan.ac.uk/BANP/twbkwbis.P_GenMenu?name=bmenu.P_MainMnu&msg=WELCOME

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your time will be evenly divided between fieldwork, practical exercises and more formal lectures. We will help you develop your skills in archaeology and anthropology and focus on the particular areas of the subject that interest you. Lectures normally last for an hour and practical sessions for two or three hours. Most modules will also hold seminars; giving you the opportunity to discuss particular sites or subjects in detail. In lectures, seminars and practicals we will be expecting contributions from you. We will expect you to have followed up reading from previous sessions and to be prepared to make relevant comments in discussions and to get involved.

Excavation and other kinds of fieldwork are an integral part of the degree. They are a central part of how we teach you at UCLan. The practical emphasis starts at the beginning of the degree; before we go anywhere near a lecture theatre your first week is spent on one of the University's training excavations learning how to dig.

During the rest of the degree you will spend a further four weeks on placement – working on real excavations, helping to do cutting edge research.

3.2 Study skills

Your academic and study skills will be supported throughout your study on the degree, both through specific modules teaching the specific skills required at each level of the degree but also through the one to one feedback sessions which will accompany the return of all coursework. There are also a variety of central services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.3.2 Electronic Resources

Course and module materials are not provided in ‘hard copy’ format, however, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and materials and other relevant information and resources are made available in electronic form via BlackBoard. This is the brand name for the on-line Virtual Learning Environment (VLE) that the University uses to support and enhance teaching and learning.

All students can access the BlackBoard spaces for the course and modules that they are registered for. Once logged into your BlackBoard area you can access material from the course and all of the modules you are studying without having to log in to each module separately.

3.4 Personal development planning

While you are at university, you will learn many things. You already expect to learn lots of facts and techniques to do with archaeology and anthropology, but you will also learn other things that you might not be aware of. You will learn how to study, how to work with other people, how to manage your time to meet deadlines, and so on. If you are to be an employable graduate it is vital that you can list the skills employers value in your CV. Employers are looking for skills such as:

- Self-organisation
- Team work
- Good written communication
- Good oral communication
- Problem solving

So, we have introduced a system that aims to:

- Help you to identify the skills you should be developing,
- Help you to identify the ones you are weak in, and
- To take action to improve those skills.

This approach can broadly be described as Personal Development Planning and can be defined as:

A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.

The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more rounded detail.

In Archaeology you will also be asked to keep a record of all your training. In a practical subject like this; employers will expect you to have a clear grasp of which techniques you have learnt, which you are expert in and which you need to do further work. They will also want to know what sites and periods you have been working on. You should use it to reflect on how your skills are developing and where they need work and to compile a CV of your skills and experience when you are applying for work.

There are three main elements to supporting PDP in Archaeology and Anthropology. The first is the Structured Learning Environment, this might be a lecture, a seminar, or – and this is central to our whole approach to PDP – an excavation, field survey or other practical exercise. The Structured Learning Environment is the place where you and your lecturers are face to face and where you encounter data and evidence that build up into your knowledge of the subject.

The second important element is Feedback, responses from your lecturers and other students that let you know how successful you have been at learning and developing. The final very important element is Reflection. This is the process of you thinking through and understanding how and why you have developed and learned as you did. What you have done well at and what needs further work.

Each of these three elements is supported at every level of the degree as shown below.

Level	Structured Learning Environment	Feedback	Reflection
1 ↓	Academic knowledge of the subject	Assessment and in seminars	End of semester CV review; Module Evaluation Questionnaires (MEQs)
	Excavation and basic technical training, C & IT skills	On site and by assessment	Student excavation reports; MEQs
	Interpersonal and teamwork skills	On site and through Academic Advisor (AA) system	AA meetings; end of semester CV review
2 ↓	Academic knowledge of the subject	Assessment and in seminars	End of semester CV review; MEQs
	Excavation and advanced technical training	On site and by assessment	Student excavation reports; MEQs
	Interpersonal and teamwork skills	On site and through AA system	AA meetings; end of semester CV review
	Independent research skills	Study supervisor meetings; assessment	Independent study report; end of semester CV review
	Academic knowledge of the subject	Assessment and in seminars	End of semester CV review; MEQs

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Excavation and specialised technical training	On site and by assessment	Student excavation reports; MEQs
Interpersonal and teamwork skills	On site and through AA system	PT meetings; end of semester CV review
Independent research and critical evaluation skills	Study supervisor meetings; assessment	Dissertation; end of semester CV review



3.5 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

Your future is important to us, so to make sure that you achieve your full potential whilst at University and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at University:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the University’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan. It’s your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

We have a very good record for graduate employability, last year 100% of our graduates were in employment or further study six months after finishing their degree. Former students have succeeded in a wide range of careers, including professional archaeology, conference organisation, teaching, as officers in the armed forces and management, showing that employers value the range of transferable skills that come from studying a practical subject such as archaeology and anthropology.

4. Student Support

Any problems you may choose to discuss with a member of staff, academic or otherwise, will be treated in strict confidence and will not be divulged to anyone without your permission (including parents). It is highly unlikely that you will have a problem we have not encountered before.

The important thing is not to sit on a problem and hope it will go away. However, who you should ask for advice depends on the nature of the problem:

- **Learning/teaching in a module.** Each module has a Module Tutor – a member of staff responsible for that module. The Module Tutor will be your first port of call for questions about the learning/teaching within the module.
- **Which options to take – Electives – structure of your course – progression (moving from year to year).** These are questions for your academic advisor. He or she will meet with you at the start of the course and will remain your academic advisor throughout your time on the course.
- **Welfare, money, housing, health, personal problems.** The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, UCLan Cards and the 'i' shop.
- **Administrative questions.** The Campus Admin Hub for the Faculty of Science and Technology is at the entrance to Foster Building. They can help you with your academic records and other administrative matters.



4.1 Academic Advisors

You will be assigned an academic advisor who will assist with academic related problems. You will find out more about them and their role in induction week.

They are responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University, and to offer whatever help and assistance they can to make your time at the University a satisfying and stimulating experience. Their job is not to have all the answers but they will be able to direct you to the person or place where they can be found. Your academic advisor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times it may be necessary for them to challenge you over your progress, performance or attendance, but it is not their role to constantly monitor you in these areas as may have happened at school or college.

You will meet your academic advisor during induction week and time has been allocated on the induction timetable to enable you to do this. You should meet with your academic advisor regularly. You should have at least four meetings in Year 1, with at least three of these being 'one to one' meetings. There should be at least three contacts in Year 2, one of which should be 'one to one' and two during Year 3. These meetings will be held in scheduled weeks during semester one and semester two. You will be informed when these weeks are and it is your responsibility to arrange to meet your academic advisor during this period. You should do this by emailing them to book an appointment. You are also free to arrange to meet your advisor at any other time during the year when you need their support.

Both you and your advisor should keep appropriate records of these meetings and this may form part of your Personal Development Process.

If you need to get advice in an emergency or when your academic advisor is not available then you can go and see your retention tutor or course leader, or go to the Course Administration Service Hub in Foster Building and staff there will endeavour to find a member of staff who can deal with your enquiry.

Explain the role of the Academic Advisor for this course. How does the relationship work? How often will Academic Advisors arrange to meet with students and for what purpose? How should students prepare effectively for these meetings?

4.2 Students with disabilities

We work hard to support all our students and to make an education in archaeology and anthropology available to everyone. There may be times when we have to vary the nature and type of practical assessments for students with particular disabilities but we will always try to ensure that all students are being fairly assessed on the same learning outcomes.

Dr Arati Iyengar is the lead for students with disabilities within the School of Forensic and Applied Sciences. If you consider that you have a disability that may affect your ability to carry out your studies then you should contact her on aiyengar@uclan.ac.uk or contact disability services directly https://www.uclan.ac.uk/students/health/disability_services.php to make sure that the university is properly aware of the support that you need.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The Course Team recognise the main purpose of assessment as:

- the diagnosis of strengths and weaknesses of individual students
- encouragement to students to be involved in determining their own performance
- evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award

Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on the appropriateness of your study skills in meeting the learning objectives. It also assists the academic staff by providing information as to the appropriateness of the learning environment in facilitating student learning. Formative assessment includes assessment strategies that encourage the student and tutor to build on the student's strengths and to plan remedial help to correct identified weaknesses.

Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

The nature of formative assessment varies between modules. In some there are short answer on-line tests or essays, while in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you have assimilated facts, sometimes we need to assess your understanding, and at other times your application of the facts. Often we need to test all of these learning outcomes at once. In addition, we need to assess skills, such as your ability to communicate your ideas.

The assessment methods and what we are trying to assess by the particular method are shown below:

In Class Tests	Short answer questions are usually looking for how well you have learned factual information. Essay questions are looking for your understanding and critical analysis skills.
Presentations	Your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.
Essays	Essays assess your understanding of the subject and ability to do research, as well as your written communication and critical analysis skills.
Projects	These assess the application of the information that you have gained, and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module booklets.

5.2 Notification of assignments and examination arrangements

The course team, through the retention tutors, try to spread the assessment load. Nevertheless, it is important that you plan your work carefully in order to meet assessment deadlines. You may have more than one deadline at the same time, and you are expected to manage your time sufficiently well to meet all deadlines whilst continuing with your attendance at classes.

All deadlines will be communicated in the module booklets and through Blackboard. It is your responsibility to check these and plan your workload accordingly. Blackboard will also contain a detailed assignment brief for each assessment explaining what is required and what learning outcomes are being assessed and how.

Normally all work should be submitted anonymously through Blackboard and Turnitin. Information about the requirements for individual assessments and their respective deadlines for submission/examination arrangements will be provided in the assignment brief or in the module booklet that will be posted on Blackboard.

5.3 Referencing

All academic writing must be referenced. If you use other people's ideas without referencing them you are plagiarising their work. You should use the Harvard system of referencing within your text. This will take the form: surname, year of publication, page number, and is enclosed within brackets. For example (Bradley 1998, 277). At the end of your essay you should provide an alphabetical list of all the works you cite using the following formats:

For books:

Hendry, J. 1999. *An introduction to social anthropology: other people's worlds*. London: MacMillan.

For papers in journals:

Tilley, C. 1996. The powers of rocks: topography and monument construction on Bodmin Moor. *World Archaeology* 28, 161-76.

For papers in on-line journals:

Pettitt, P. 2003. Discovery, nature and preliminary thoughts about Britain's first cave art. *Capra 5* – available at – <http://www.shef.ac.uk/~capra/5/pettitt.html> – viewed 27/04/04.

For papers in edited volumes:

Zihlman, A. 1985. *Australopithecus afarensis*: two sexes or two species? In Tobias, P.V. (ed.) *Hominid Evolution, Past, Present, and Future*. Alan R. Liss, New York, 213-220.

5.4 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Recent changes to the degree as a result of this feedback process include the shift from formal examinations at the end of modules to in-class tests throughout the year. We have also changed the start time of most of our morning lectures to 10 am to make things easier for students travelling from outside Preston.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be asking that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

Other feedback mechanisms exist, such as the SSLCs, which are mentioned below, and staff are encouraged to get module feedback either through feedback sessions or MFQs (Module Feedback Questionnaires).

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

The minutes of the last SSLC meeting will be posted on the course space on BlackBoard.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution	University of Central Lancashire
3. University School/Centre	School of Forensic and Applied Sciences
4. External Accreditation	N/A
5. Title of Final Award	BSc (Hons) Archaeology and Anthropology
6. Modes of Attendance offered	Full Time
7. UCAS Code	4P49
8. Relevant Subject Benchmarking Group(s)	Archaeology Anthropology
9. Other external influences	N/A
10. Date of production/revision of this form	Septmeber 2017
11. Aims of the Programme	
This programme offers the student an opportunity to develop a knowledge and understanding of the related disciplines of archaeology and anthropology. Students will acquire the analytical and interpretive techniques to study both biological and social anthropology. They will study the archaeological remains of selected time periods, and develop the skills to understand the nature and origins of archaeological evidence and how this is acquired and interpreted.	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate</p> <p>A2. Describe and identify human osteological material in both archaeological and anthropological analysis</p> <p>A3. Describe and identify the archaeology of selected chronological periods</p> <p>A4. Explain and interpret different human cultures</p> <p>A5. Explain and use the means which archaeological and anthropological data are acquired and analysed</p> <p>A6. Explain the importance of the recovery of primary data through practical experience</p>
Teaching and Learning Methods
<p>(A1-A5) Acquisition of core knowledge mainly through lectures supplemented by seminars, directed reading and independent study, but augmented by a wide variety of field experiences and where appropriate, laboratory work.</p> <p>(A5-A6) A period of excavation will allow students to train in practical skills and concepts of archaeological fieldwork.</p>
Assessment methods
<p>(A1-A6) Assessment will be through coursework (essays, field reports, oral presentations, the dissertation) and examinations.</p>
B. Subject-specific skills
<p>B1. Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation</p> <p>B2. Observe and describe different classes of primary archaeological and anthropological data, and objectively record their characteristics</p> <p>B3. Independently carry out practical techniques important in cultural and biological anthropology</p> <p>B4. Critically interpret anthropological data and write reports</p> <p>B5. Assemble coherent research/project designs and complete a substantial piece of independent supervised research (the Dissertation)</p>
Teaching and Learning Methods
<p>(B1) will be achieved through excavations and preparatory lectures on technique and safety assessment. Lectures, seminars and laboratory practical work will support (B2). The dissertation, and associated module on research skills, will support (B3-B5).</p>
Assessment methods
<p>Assessment will be through coursework (essays, a project reporting excavation experience and results, short reports, computer practicals), examinations and the written dissertation.</p>
C. Thinking Skills
<p>C1. Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological and anthropological problems</p> <p>C2. Discover and define the significance of material culture and landscapes</p> <p>C3. Marshal and critically appraise other people's arguments</p> <p>C4. Produce logical and structured arguments supported by relevant evidence</p> <p>C5. Evaluate different cultures, and deal with unfamiliar situations</p> <p>C6. Evaluate one's own and others' opinions critically,</p>

Teaching and Learning Methods

(C1-C6) Lectures and seminars, field visits, talks by external professionals, field study and laboratory work form the major methods of teaching and learning, plus in-class discussion and individual meetings with dissertation tutors (C2-C6).

Assessment methods

Assessment will be through coursework (essays, computer-based reports, individual and group projects, field reports, in-class tests, student initiated reports, oral presentations), the dissertation and examinations.

D. Other skills relevant to employability and personal development

- D1. Communicate to different kinds of audience
- D2. Effectively apply numeracy and IT skills
- D3. Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles
- D4. Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV
- D5. Retrieve information using paper-based and electronic resources
- D6. Collate and evaluate information from a range of sources.

Teaching and Learning Methods

Personal Development will take place at all levels of the programme and through the wide range of activities on the degree. Most of these skills are introduced in year one Study Skills, and are further developed through end of year reflective review and discussion with personal tutors, through group work and seminars. All learners will use information technology throughout the course and will be involved in communicating findings of individual and group work (D.1, D.2, D.3,D.4). The development of a critical approach to interpretation and learning is progressive and culminates in the production of a dissertation (D.1, D.2, D.5, D.6).

Assessment methods

Assessment is primarily through coursework exercises, some of which include an element of reflection, group assignments, posters, oral presentations on project work and on dissertations, and in the assessment of the dissertation. Formative assessment makes an important contribution to the development of these skills.

13. Programme Structures*

Level	Module Code	Module Title	Credit rating
Level 6	FZ3202	Archaeology and Anthropology Dissertation	40
	FZ3212	Debates in Anthropology	20
		plus 60 optional credits from:	
	FZ3051	Forensic Taphonomy	40
	FZ3054	Human Evolution	20
	FZ3203	Hunter Gatherers: Past and Present	20
	FZ3204	Life and Death in Medieval Britain	20
	FZ3205	Archaeology and anthropology of the Modern World	20
	FZ3206	Introduction to Professional Practise	20
	FZ3207	Late Bronze Age and Iron Age Britain	20
	FZ3208	Neolithic and Early Bronze Age Britain and Ireland	20
FZ3209	Roman and Post Roman Britain	20	
NT3011	Fieldwork	20	

14. Awards and Credits*

Bachelor Honours Degree
Requires 360 credits at Level 4 or above including a minimum of 220 at Level 5 and 100 at Level 6

Bachelor Degree
Requires 320 credits at Level 4 or above including a minimum of 180 at Level 5 or above and 60 at Level 6

Level 5	FZ2201	Archaeological Fieldwork I	20	HE Diploma Requires 240 credits at Level 4 or above including a minimum of 100 at Level 5 or above
	FZ2202	Research and Study	20	
	FZ2051	Forensic Anthropology	20	
	FZ2211	Cultural Anthropology in Theory and Practice	20	
		plus 40 optional credits from:		
	NT2013	Environmental Change	20	
	FZ2204	Neolithic and Early Bronze Age Britain and Ireland	20	
	FZ2203	Late Bronze Age and Iron Age Britain	20	
	FZ2205	Roman and Post Roman Britain	20	
FZ2207	Hunter Gatherers: Past and Present	20		
FZ2208	Life and Death in Medieval Britain	20		
FZ2209	Archaeology and Anthropology of the Modern World	20		
Level 4	FZ1201	The Archaeology of Britain	20	HE Certificate Requires 120 credits at Level 4 or above
	FZ1202	Introduction to Archaeology	20	
	FZ1206	Introduction to Cultural Anthropology	20	
	FZ1204	Study Skills for Archaeology and Anthropology	20	
	FZ1205	Bones, Bodies and Burial	20	
	FZ1054	Introduction to Osteology and Anthropology	20	

15. Personal Development Planning

This is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development.

PDP is delivered and monitored through skills modules and the personal tutor system. Students are provided with a PDP handbook in electronic format and are introduced to the idea by their personal tutor (PT). Their PT will then guide them throughout their time at university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.

Each student sees their PT six times a year (seven in first year) for a small group tutorial where the PT and other students will discuss a particular skill or employability issue. Typically the student will have prepared a document or done a task in preparation for the meeting. Topics targeted at meetings include time management and vocabulary developing at Level 4, ranging up to psychometric testing and help with job applications at Level 6. These tutorials help students to identify and develop their skills and also encourage a culture of confidence between tutee and PT, so that if any specific problems arise with a student the PT will be in a position to assist.

The PT topics are constantly reviewed and updated in response to current practice in the workplace and to feedback from PTs and tutees. PTs insist on seeing a completed PDP before writing references.

There are three main elements to PDP in Archaeology and Anthropology.

- 1) The Structured Learning Environment: the lecture; seminar; lab session; excavation; field survey or other practical exercise.
- 2) Feedback: supported through one to one direct contact during fieldwork; assessment and assessment meetings on formally submitted work; meetings with personal tutor – in particular the review of the student's developing CV undertaken at the end of every semester.
- 3) Reflection: supported through assessed reflective reports on fieldwork; module evaluation questionnaires; facilitated by personal tutor meetings and end of semester CV reviews.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

Applicants will normally be required to have, one of:

BBC at A2, ND with DMM, IB- 24P. Pass Access Course with Merits in 30 Level 3 Credits.

In addition applicants will be required to have five GCSE passes at Grade C or equivalent including Maths and English.

Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no subscore lower than 5.5

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If candidates have not studied recently they may be required to undertake an Access programme. APL/APEL will be assessed through standard University procedures.

Please consult the UCLAN admissions department for the most up to date requirements.

17. Key sources of information about the programme

- University web site (www.uclan.ac.uk)
- UCAS web site (www.ucas.ac.uk)
- School website (www.uclan.ac.uk/forensic)
- Course Leader
- Admissions tutor

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																						
				Knowledge and understanding						Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development					
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Level 6	FZ3202	Archaeology and Anthropology Dissertat	COMP	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
	FZ3212	Debates in Anthropology	COMP		X		X	X					X		X	X	X	X	X	X	X		X			X
	FZ3051	Forensic Taphonomy	O			X		X	X	X	X		X		X	X	X	X		X	X	X	X	X	X	X
	FZ3054	Human Evolution	O	X	X	X		X	X	X	X		X		X		X	X		X	X	X	X	X	X	X
	FZ3203	Hunter Gatherers: Past and Present	O	X	X	X		X			X		X		X	X	X	X	X	X	X		X	X	X	X
	FZ3204	Life and Death in Medieval Britain	O	X	X						X				X	X	X	X	X	X	X			X	X	X
	FZ3205	Archaeology and anthropology of the Mo	O	X	X	X	X				X		X		X	X	X	X	X	X	X		X		X	X
	FZ3206	Introdcuton to Professional Practise	O			X		X	X	X	X						X			X	X	X	X	X	X	X
	FZ3207	Late Bronze Age and Iron Age Britain	O	X	X						X				X	X	X	X	X	X	X		X	X	X	
	FZ3208	Neolithic and Early Bronze Age Britain	O	X	X						X				X	X	X	X	X	X	X			X	X	
	FZ3209	Roman and Post-Roman Britain	O	X	X						X				X	X	X	X	X	X	X			X	X	
NT3011	Fieldwork	O				X	X	X	X	X	X			X	X	X	X	X	X	X		X	X			
Level 5	FZ2201	Archaeological Fieldwork I	COMP	X	X	X		X	X	X	X				X	X		X				X	X	X	X	
	FZ2202	Research and Study	COMP	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
	FZ2203	Late Bronze Age and Iron Age Britain	O	X	X						X				X	X	X	X	X	X	X		X	X	X	
	FZ2204	Neolithic and Early Bronze Age Britain	O	X	X						X				X	X	X	X	X	X	X			X	X	
	FZ2205	Roman and Post Roman Britain	O	X	X						X				X	X	X	X	X	X	X			X	X	
	FZ2211	Cultural Anthropology in theory and prac	COMP			X	X	X		X	X		X		X	X	X	X	X	X	X			X	X	X
	FZ2207	Hunter Gatherers: Past and Present	O	X	X	X		X			X		X		X	X	X	X	X	X	X		X	X	X	X
	FZ2208	Life and Death in Medieval Britain	O	X	X						X				X	X	X	X	X	X	X			X	X	X
	FZ2209	Archaeology and anthropology of the	O	X	X	X	X				X		X		X	X	X	X	X	X	X		X		X	X
	FZ2051	Forensic Anthropology	COMP			X		X	X	X	X		X		X		X	X	X	X	X	X	X	X	X	X
	NT2013	Environmental Change	O	X	X	X			X		X				X		X	X		X	X	X		X	X	X
Level 4	FZ1201	The Archaeology of Britain	COMP	X	X	X	X				X				X		X	X	X	X						
	FZ1202	Introduction to Archaeology	COMP	X	X	X	X	X	X	X			X		X		X				X	X	X	X		
	FZ1206	Introduction to Cultural Anthropology	COMP				X	X	X	X		X		X	X	X	X	X	X	X	X			X	X	
	FZ1204	Study Skills for Archaeology and Anthro	COMP			X		X	X			X	X	X			X			X	X	X	X	X	X	

FZ1054	Introduction to Osteology and Anthro	COMP	X	X	X	X	X	X	X	X		X		X	X	X	X	X		X	X	X	X		
FZ1205	Bones, Bodies and Burial	COMP	X		X	X	X	X		X		X		X	X	X	X	X	X	X	X	X		X	X

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbook

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Cert HE Archaeology and Anthropology

- A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate
- A2. Describe and identify human osteological material in both archaeological and anthropological analysis
- A3. Describe and identify the archaeology of selected chronological periods
- A4. Explain and interpret different human cultures
- A5. Explain and use the means which archaeological and anthropological data are acquired and analysed
- A6. Explain the importance of the recovery of primary data through practical experience

- B1. Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation
- B2. Observe and describe different classes of primary archaeological and anthropological data, and objectively record their characteristics
- B3. Independently carry out practical techniques important in cultural and biological anthropology
- B4. Critically interpret anthropological data and write reports

- C1. Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological and anthropological problems
- C2. Discover and define the significance of material culture and landscapes
- C3. Marshal and critically appraise other people's arguments
- C4. Produce logical and structured arguments supported by relevant evidence
- C5. Evaluate different cultures, and deal with unfamiliar situations
- C6. Evaluate one's own and others' opinions critically

- D1. Communicate to different kinds of audience
- D2. Effectively apply numeracy and IT skills
- D3. Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles
- D4. Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV
- D5. Retrieve information using paper-based and electronic resources
- D6. Collate and evaluate information from a range of sources.

Learning outcomes for the award of: Dip HE Archaeology and Anthropology

- A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate
- A2. Describe and identify human osteological material in both archaeological and anthropological analysis
- A3. Describe and identify the archaeology of selected chronological periods
- A4. Explain and interpret different human cultures
- A5. Explain and use the means which archaeological and anthropological data are acquired and analysed
- A6. Explain the importance of the recovery of primary data through practical experience

- B1. Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation
- B2. Observe and describe different classes of primary archaeological and anthropological data, and objectively record their characteristics
- B3. Independently carry out practical techniques important in cultural and biological anthropology
- B4. Critically interpret anthropological data and write reports

- C1. Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological and anthropological problems
- C2. Discover and define the significance of material culture and landscapes
- C3. Marshal and critically appraise other people's arguments
- C4. Produce logical and structured arguments supported by relevant evidence
- C5. Evaluate different cultures, and deal with unfamiliar situations
- C6. Evaluate one's own and others' opinions critically

- D1. Communicate to different kinds of audience
- D2. Effectively apply numeracy and IT skills
- D3. Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles

- D4. Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV
- D5. Retrieve information using paper-based and electronic resources
- D6. Collate and evaluate information from a range of sources.

Learning outcomes for the award of: Bachelor Degree Archaeology and Anthropology

- A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate
- A2. Describe and identify human osteological material in both archaeological and anthropological analysis
- A3. Describe and identify the archaeology of selected chronological periods
- A4. Explain and interpret different human cultures
- A5. Explain and use the means which archaeological and anthropological data are acquired and analysed
- A6. Explain the importance of the recovery of primary data through practical experience

- B1. Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation
- B2. Observe and describe different classes of primary archaeological and anthropological data, and objectively record their characteristics
- B3. Independently carry out practical techniques important in cultural and biological anthropology
- B4. Critically interpret anthropological data and write reports

- C1. Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological and anthropological problems
- C2. Discover and define the significance of material culture and landscapes
- C3. Marshal and critically appraise other people's arguments
- C4. Produce logical and structured arguments supported by relevant evidence
- C5. Evaluate different cultures, and deal with unfamiliar situations
- C6. Evaluate one's own and others' opinions critically

- D1. Communicate to different kinds of audience
- D2. Effectively apply numeracy and IT skills
- D3. Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles
- D4. Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV
- D5. Retrieve information using paper-based and electronic resources
- D6. Collate and evaluate information from a range of sources.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire Preston Campus
3. University School/Centre	Applied and Forensic Sciences
4. External Accreditation	N/A
5. Title of Final Award	BSc (Hons) Applied Investigation (Foundation Entry): Non-award bearing programme: first stage of four-year degree course
6. Modes of Attendance offered	Full time
7. UCAS Code	TBC
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	N/A
10. Date of production/revision of this form	May 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> • To inspire and motivate by providing an interesting, enjoyable and stimulating introduction to investigations • To support and encourage the appropriate application of a range of basic skills and concepts to learn independently • To develop confidence and competence to apply a range of skills to subject related topics. • To introduce learners to a range of generic study skills related to learning formally and independently in higher education • To enable students to develop general knowledge, skills and experience to support their contribution to investigations and life-long learning • To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development. • To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their progress into study at level 4 and beyond. 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Describe the nature of applied investigations and their opportunities and challenges A2. Describe and apply strategies for effective learning within an investigative process A3. Identify personal strengths and weaknesses as learners A4. Describe and apply basic investigation skills A5. Evaluate their personal strengths and weaknesses as learners
Teaching and Learning Methods
Lectures and seminars, directed study of textbooks and online resources, tutorials, self-directed study, class discussions and workshops.
Assessment methods
Presentations, reflective journal, PDP portfolio and tasks, examinations, assessed seminars, essay and essay plan, personal statement, research project and online testing.
B. Subject-specific skills
B1. Prepare reports that reflect the nature and scope of one or more subjects in the area of investigations. B2. Engage with the challenges of an investigation in one or more contexts, sufficient to progress to study at level 4 studies in that discipline area. B3. Analyse results and interpret data and information
Teaching and Learning Methods
Lectures and seminars, directed study of textbooks and online resources, tutorials, self-directed study, class discussions and workshops.
Assessment methods
Presentations, reflective journal, PDP portfolio and tasks, examinations, assessed seminars, essay and essay plan, personal statement, research project and online testing.
C. Thinking Skills
C1. Engage with a variety of primary and secondary sources. C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students C3. Conduct independent learning and research, including identification and evaluation of relevant primary and secondary source materials C4. Formulate and test selected concepts and hypotheses
Teaching and Learning Methods
Lectures and seminars, directed study of textbooks and online resources, tutorials, self-directed study, class discussions and workshops.
Assessment methods
Presentations, reflective journal, PDP portfolio and tasks, examinations, assessed seminars, essay and essay plan, personal statement, research project and online testing.
D. Other skills relevant to employability and personal development
D1. Demonstrate the attributes required to embark on degree level study D2. Work independently, or with limited guidance, where appropriate. D3. Communicate results accurately and reliably in writing, with structured and coherent arguments D4. Plan and conduct research, carry out independent analysis and present results. D5. Demonstrate basic skills of independent learning and research, including the ability to identify and evaluate relevant primary and secondary source materials
Teaching and Learning Methods
Lectures and seminars, directed study of textbooks and online resources, tutorials, self-directed study, class discussions and workshops.
Assessment methods
Presentations, reflective journal, PDP portfolio and tasks, examinations, assessed seminars, essay and essay plan, personal statement, research project and online testing.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 3	FZC013	Study Skills	30 (Comp)	<p>Successful completion of the BSc (Hons) Applied Investigation (Foundation Entry) requires completion of 120 credits at Level 3.</p> <p>Successful completion of the year permits progression on to Year 1 of the following honours degree programmes:</p> <p>BSc (Hons) Policing and Criminal Investigation (requires completion of LWC017, FZC071 ,FZC012, FZC001)</p> <p>BSc (Hons) Forensic Science and Criminal Investigation (requires completion of LWC017, FZC071 ,FZC012 FZC001)</p> <p>BSc (Hons) Fire and Leadership Studies (requires completion of LWC017 FZC071 FVC011, FZC001)</p> <p>BSc (Hons) Archaeology (requires completion of FZC071, FZC004, FZC002 and HYC101 or NTC001)</p> <p>Students who exit after the Foundation year will receive a transcript of their modules and grades</p>
	LWC017	Key Issues in Law and Criminology	30 (O)	
	FZC071	Introduction to Forensic Science	20 (O)	
	FZC001	Investigation Project	30 (O)	
	FZC012	Professional Policing	20(O)	
	FZC004	Intro to Eng. Analysis	20(O)	
	NTC001	Introduction to Geography and Environmental Management	20(O)	
	FZC002	Archaeological Project	30(O)	
	FVC011	Key Themes in Archaeology	20(O)	
HYC101	Introduction to History	20(O)		
15. Personal Development Planning				
<p>PDP is delivered and monitored through skills modules and the personal tutor system. Students are provided with a PDP handbook in electronic format and are introduced to the idea by their personal tutor (PT). Their PT will then guide them throughout their time at university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.</p> <p>Each student sees their PT six times a year for a small group tutorial where the PT and other students will discuss a particular skill or employability issue. Typically the student will have prepared a document or done a task in preparation for the meeting.</p> <p>These tutorials help students to identify and develop their skills and also encourage a culture of confidence between tutee and PT, so that if any specific problems arise with a student the PT will be in a position to assist.</p> <p>The PT topics are constantly reviewed and updated in response to current practice in the workplace and to feedback from PTs and tutees. PTs insist on seeing a completed PDP before writing references.</p>				
16. Admissions criteria				
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have</p>				

been made after these documents were published and you should consult the University's website for the most up to date information.
Students will be informed of their personal minimum entry criteria in their offer letter.

Entry to this programme requires DDD at A2 or equivalent and GCSE Maths and English at Grade C or above.

International Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no subscore lower than 5.5.

17. Key sources of information about the programme

University web site (www.uclan.ac.uk)

UCAS web site (www.ucas.ac.uk)

School website (www.uclan.ac.uk/forensic)

Course Leader Bernard Sheridan

Admissions tutor Bernard Sheridan

18. Curriculum Skills Map																				
	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding					Subject-specific Skills			Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
LEVEL 3	FZC013	Study Skills	COMP			✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZC071	Introduction to Forensic Science	O	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			
	LWC017	Key Issues in Law and Criminology	O	✓	✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	NTC001	Intro to Geography and Environmental Management	O	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZC001	Investigation Project	O	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZC002	Archaeology Project	O	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	FZC004	Key Themes in Archaeology	O	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	FZC012	Professional Policing	O	✓	✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	FVC011	Introduction to Engineering Analysis	O	✓			✓		✓							✓	✓			
	HYC101	Intro to History	O				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbook