



STUDENT HANDBOOK

MSc Forensic Anthropology

2016/17

Course Leader: Peter Cross

School of Forensic and Applied Sciences

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If there is any conflict between the regulations mentioned in this booklet and the UCLan [Academic Regulations](#) then the latter represent the definitive information.

UNIVERSITY OF CENTRAL LANCASHIRE

Mission and Values

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Charter here](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to:

- Experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- Contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

Students with Disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

The School has a named lead for students with disabilities - Arati Iyengar. Arati's contact details can be found at the beginning of this book and you can contact her direct for further advice/support.

Student Check List

You must read this handbook and check off the Induction Week tasks once they are completed. Check off items on the lower list once you understand and acknowledge your responsibilities. If you have any queries please see your academic advisor.

In Induction Week I have:

Confirmed that I have enrolled with the university.

My student number is:

Registered to use the library and computer system.

Read this course handbook.

Let the course leader (if I wish to) know of any disability which may affect my studies to ensure I receive appropriate support.

I understand that I am responsible for:

Making sure my programme of study is the correct one to take me to my target award.

Notifying the University immediately if I change my local or home address.

Notifying the School Office (01772 891990/1991, fosterhub@uclan.ac.uk) of any absence and providing a medical note.

Reading and following health and safety regulations.

Making certain that I know, and keep to, assessment deadlines.

Handing in assignments in accordance with the guidelines in the Student Guide to Assessment i.e. through Blackboard and Turnitin unless advised otherwise.

I must maintain contact with my academic advisor who is:

Name:	Peter Cross
Email:	PACross1@uclan.ac.uk
Room Number:	MB 134
Telephone Number:	01772-894153

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Welcome from the Head of School

The School of Forensic and Applied Sciences at the University of Central Lancashire provides undergraduate education in the areas of Forensic Science, Police and Criminal Investigation. It offers six main areas of specialist education within these programmes: forensic investigation crime scene investigation, laboratory analysis and evidence interpretation, forensic biology, forensic anthropology, forensic chemistry, policing. It has invested significantly in staff and physical resources in these six areas since its establishment (initially as the Centre for Forensic Science) in September 2000. In the time since its inception, it has successfully established itself as the largest provider of higher education in this field in the UK and now hosts some 1,500 undergraduate students and over 90 academic members of staff. Its specialist facilities, laboratories and equipment resources are arguably the best of any UK University.

The School has expanded its educational provision to the taught postgraduate arena through the validation and delivery of one-year MSc programmes in areas of particular staff expertise. The areas currently offered include Criminal Investigation, DNA Profiling, Document Analysis and Forensic Anthropology to name but a few. I am pleased to welcome you to the start of your studies on these courses and also to the School. We are proud of our staff, courses and our students and I hope that, as well as benefiting from your postgraduate education, you will enjoy your time with us in the School.

This booklet contains, in addition to academic information, details of formal routes by which you can make your views of your educational provision known to us, but we also welcome more informal feedback and communication from our students. Please be assured that I and the other staff of the School will do our best to be available to you and responsive to your needs. As you come to know us over the next few weeks and months, I hope you will find us and the School provide a friendly and supportive environment for you and your studies. Welcome.

Head of School of Forensic and Applied Sciences

1. Introduction

1.1 The School of Forensic and Applied Sciences

The School of Forensic and Applied Sciences has the role of enhancing knowledge, understanding and application of forensic science, policing and criminal investigation by teaching, research and scholarship. The School has strong links with several Forensic Service Providers, the Royal Preston Hospital and various Crime Scene Investigation Departments and Constabularies in the North West of England and elsewhere in the UK.

Liaison with forensic science practitioners has been central to the development of the School and there has been significant input by practicing forensic scientists into our course design, development and delivery. Links such as these ensure that you will have the opportunity to develop a unique insight into forensic science and that the quality and relevance of our courses is maintained.

1.1.1 Career Opportunities

All our courses have been designed to ensure that you have the relevant knowledge and skills base to be well placed to secure employment and pursue a career in your chosen field. However, 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.

1.1.2 Communication

The University expects you to use your UCLan email address and check daily for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Staff aim to reply to emails within one working day.

1.1.3 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. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. You can access the external examiners report via the Course site on Blackboard. The School will also send a sample of student coursework to the external examiner(s) 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.

Dr Nicolas Marquez-Grant - Lecturer in Forensic Anthropology
Cranfield Forensic Institute
Cranfield Defence and Security

1.1.4 Course Team

The course team is responsible for the academic delivery of the programme. The members of the course team are:

Peter Cross	MSc Forensic Anthropology Course Leader	pacross1@uclan.ac.uk
<p>Peter joined the School in May 2008. Peter's BSc is in Biological Sciences, previously working in the area of veterinary public health. He has an MSc in Forensic Anthropology from UCLAN and is currently pursuing his doctorate by publication in forensic anthropology/taphonomy. Peter is a British Association of Forensic Anthropology accredited forensic anthropologist (Cert FA-II) and undertakes casework for local police forces. He has worked as a forensic anthropologist in Guatemala and the US. Peter is also a member of UK-DVI. In addition to acting as MSc Course Leader, Peter also is module tutor for some of MSc modules, as well as for second year undergraduate forensic anthropology. Peter is primary supervisor for MSc forensic anthropology research. He established and manages the Taphonomic Research in Anthropology: Centre for Experimental Studies (TRACES) facility. Ext. 4153</p>		
Rachel Cuncliffe	Associate Lecturer, Forensic Anthropology	recunliffe@uclan.ac.uk
<p>Rachel joined the Forensic Anthropology team in October 2004 by way of an MSc in Anthropology and 10 years research experience in genetic mapping and genotyping with a BSc in Molecular Biology from University of London. Rachel primarily teaches the first year of anthropology for the BSc programme, radiography for the MSc course and curates the School's skeletal collections. Her interests lie in using her DNA experience in Forensic Anthropology and in taphonomic research. Ext. 3755</p>		
Colin Moffat	Senior Lecturer, Forensic Entomology and Statistics	cmoffatt@uclan.ac.uk
<p>Colin is an applied biologist with research interests associated with insects' (especially Diptera) role in mammalian decomposition. He has an interest in statistical methods, which he teaches at all levels of graduate and post-graduate degrees. Ext.3497</p> <p>Colin is currently on secondment and has been replaced by Vivian Heaton</p>		
Vivian Heaton	Lecturer Forensic Biology	vheaton2@uclan.ac.uk
<p>Vivian has an MSc in Forensic Anthropology and completed her PhD in Forensic Entomology. She is a Lecturer in Forensic Biology. Vivian is responsible for teaching statistics and forensic entomology to MSc students.</p>		

Mick Wysocki	Principal Lecturer, Forensic Anthropology	mpwysocki@uclan.ac.uk
<p>Mick comes to forensic anthropology from a background in bioarchaeology of the British Neolithic. His research focuses on taphonomy and funerary archaeology and he specialises in the interpretation of cremation and commingling. Mick's primary responsibility is teaching the third year BSc forensic taphonomy. He lectures on both the developmental anatomy module and the taphonomy module for the MScs. Ext.4389</p>		

Allison Card	Associate Lecturer	acard1@uclan.ac.uk
<p>Allison has an MSc in Forensic Anthropology and is a British Association of Forensic Anthropology accredited forensic anthropologist (Cert FA-III). Allison contributes to both undergraduate and postgraduate archaeology and forensic anthropology programs. Ext.4333</p>		

Isobel Colclough	Lecturer, Forensic Science	icolclough@uclan.ac.uk
<p>Isobel joined the School of Forensic and Applied Sciences in 2009 after 11 years as a Crime Scene Investigator and Senior Crime Scene Investigator with Greater Manchester Police. As a former Senior CSI, she was responsible for a divisional Crime Scene Investigation Unit on busy, inner-city divisions and one of 12 operational Crime Scene Managers covering Major Incidents in the Greater Manchester area. She was also a senior member of the Forensic Services Branch Training Team, training Police Officers and CSIs in aspects of Crime Scene Management and the identification, preservation, recording, recovery, packaging and storage of evidence from scenes of incidents. Ext 4171</p>		

Arati Iyengar	School Disability Lead	aiyengar@uclan.ac.uk MB130
<p>Arati has a diverse background in molecular genetics ranging from genetic engineering and human leukaemia to population/conservation genetics. Having obtained a PhD from the University of Southampton in 1994, she has carried out post-doctoral research projects at the University of Southampton and Royal Bournemouth hospital in the UK and at the Max Planck Institute of Evolutionary Anthropology in Germany. She was appointed as a lecturer within this School in November 2005. Her current research focus is in the field of animal population/conservation genetics, but she is also beginning to research within the area of animal/wildlife forensic science. Ext. 3925</p>		

1.1.5 Technical Support

These are the individuals who ensure that laboratory classes run smoothly and that all equipment and facilities are maintained to a high standard. They are

extremely helpful and do not hesitate to request their assistance. For the MSc Forensic Anthropology, technical support can best be provided by Rachel Cunliffe (recunliffe@uclan.ac.uk).

1.1.6 Administrative Support

Campus Admin Services provide academic administration support for students and staff and are located at Foster Hub and is open from 8:45am until 5:15pm Monday to Thursday and until 4:00pm Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

The hub telephone number is: 01772891190 / 891991

The hub email contact is FosterHub@uclan.ac.uk

2. Philosophy/Rationale of the MSc Programmes

2.1 Aims of the Programmes

The programme has been designed to provide an in-depth study of the topic and develop critical and analytical skills involving the principles, practices and techniques of that specialist topic. The aims of the programmes are to:

- provide an in-depth study of a particular topic, e.g. Forensic Anthropology, develop the critical and analytical skills involving the principles, practices and techniques of that specialist topic.
- develop competence in research methods and presentation of information.
- develop skills in solving problems either independently or as a team member to a level commensurate to the master's level.

2.2 Learning Outcomes of the Programme

The programme provides opportunity for learners to achieve the following outcomes:

Knowledge and Understanding

- Analyse a problem involving the specific aspects of the specialist topic studied and be able to design and implement a suitable solution.
- Present forensic information and be aware of the role of the expert witness.
- Apply data handling skills, effectively plan a project and use documentation skills in an appropriate manner.
- Design, plan and implement solutions to problems in the specialist topic and be capable of analysing the effectiveness of such solutions.
- Develop and write a research project within guidelines and be able to assess the success of such a project.
- Apply the skills developed on the course to a relevant individual project.
- Synthesise solutions to problems involving several aspects of the specialist topic either independently and/or as a team member.

Subject Specific Skills

- Implement specialist topic solutions to problems.
- Effectively communicate specialised topic solutions with both experts and non-experts.
- Research information from literature/manuals/internet.
- Evaluate different potential solutions to a problem.

Thinking Skills

- Evaluate technical and non-technical information
- Plan and conduct a practical research project.
- Communicate results
- Assimilate ideas quickly.

Other skills relevant to employability and personal development

- Work to deadlines.
- Work in a team.
- Work independently under minimum supervision.
- Generate original ideas.
- Synthesise knowledge.

It is often useful to know which learning outcomes will be covered in the different modules: the tables in Appendices A, B and C plot the different learning outcomes against each module.

3. Programme Organisation

3.1 Programme Structure

3.1.1 Module

The level of a module is determined by a number of factors, examples of which are: the skills and knowledge required for you to benefit from the module, the intellectual demands it makes and the degree of specialisation involved. The level used in the programme is:

Level 7: Display mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject specific and cognitive skills to enable decision-making in complex and unpredictable situations, the generation of new ideas and support the achievement of desired outcomes.

3.1.2 Marks

Each student registered for a course module will be awarded a percentage mark. The following table indicates the percentage marks that are awarded. In certain instances a grade descriptor is used for fail marks or for modules that have not been completed.

Grade/Percentage	Description	Comments
70-100	Distinction	Well above average performance
60-69	Merit	Above average performance
50-59	Pass	Average performance
F	Fail	Where aggregate mark is 50% or above, but a core element is failed
R<50	Fail	Reassessment recommended
I		Incomplete with good cause

It is possible for an examination board to “compensate” one module if it was failed by a small margin. This power is not usually exercised but would mean that a module or half-module did not count against you in getting an award. Some modules are specified on programmes as core and as such **CANNOT** be compensated. In this programme the dissertation is “core” and cannot be compensated by an exam board. It is particularly rare to compensate higher level modules.

3.2 Course Structure

3.2.1. Full Time Programme

The course is a three-part full time programme which lasts for 45 weeks. The first two semesters are approximately 15 weeks long and correspond to the two University semesters and the third semester of 16 weeks is over the summer period.

There are two intermediate exit points designed into the course. A student who successfully completes three modules may be eligible for a Postgraduate Certificate (PgCert). This is dependent on passing the modules required for the exit award as shown in the programme specification which can be found in the appendix at the back of this handbook.

A student who successfully completes six modules is eligible for a Postgraduate Diploma (PgDip).

Semester 1 contains one module that is common to all our MSc courses (Research Methods), part of which continues into semester 2, plus two Specialist Topic modules relevant to your chosen course. Semester 2 consists of two further Specialist Topic modules and includes an Expert Witness module common to other MSc courses. The Research Project takes place in Semester 3 and is worth three modules.

3.2.2 Course Delivery

Most of the modules that you will study in Semesters 1 and 2 of the MSc Programme will consist of lectures and practical sessions/tutorials. Typically, as a full time student you are expected to study for 12 hours per week per module which may be broken down into lectures, practical classes, seminars, tutorials and independent study (in the library, laboratory or at home). This amounts to a minimum of 36 hours per week. **Any lesser commitment than this is unlikely to produce a good degree.**

You should bear this in mind if you are going to undertake part-time employment. Your first commitment must be to the course: if you are a **full-time** student it means just that.

Semester 3 of the course is the Research Project when you will be expected to spend approximately 15 weeks undertaking a project either at the University or on the premises of another suitable establishment. This will be followed by a two week period during which you will complete your report and prepare for your presentation. Whilst conducting your project, you will be expected to normally work on your project for at least 35 hours per week.

The amount of time spent in private study will vary from student to student and will depend on your academic ability. The recommended time should therefore in practice be taken as a minimum value.

3.2.3 Accreditation of Prior Learning

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader and gain advice from the APL unit to find out whether you can make a claim for [accreditation of prior learning](#) for part of your course.

3.2.4 Part Time Students

Part-time students typically take four modules each year. An individual programme will be worked out for each student to fit in with their needs and the pre-requisite requirements of any of the modules. MSc Forensic Anthropology is not offered in the part-time mode.

3.2.5 Course Leader

Peter Cross is acting course leader for the programme and his contact details are listed in section 1.1.4. The responsibility of the Course Leader is to ensure the smooth running of each course on a day-to-day basis.

3.2.6 Academic advisor

You will be assigned an Academic advisor during induction week for the duration of your course and you will be able to find details of who your academic advisor is and where to find them on the MSc Forensic Anthropology notice board outside MB 134.

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 and to a lesser extent during your undergraduate studies. Your Academic advisor should be your first point of contact for advice on a wide range of academic, personal, administrative and practical issues.

This source of support is an important feature of the course and we would encourage you to see your Academic advisor as a friend and helper. Alternatively, where problems are related to a particular module, you are encouraged to approach the module tutor.

You should meet your academic advisor during induction week and during this meeting you should make arrangements about the process by which future regular contact will be maintained. This is usually through e-mail and you should check your **UNIVERSITY** e-mail account regularly, ideally daily.

In addition there will be appointment sheets by staff offices so that you can also arrange meetings by booking an appointment in person. You should meet with your academic advisor regularly, at least twice in semester 1 and once in semesters 2 and 3.

Both you and your tutors should keep appropriate records of 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 course leader or go to the School Office (JBF201) and staff there will endeavour to find a member of staff who can deal with your enquiry.

If you have good reason for wishing to change your academic advisor, then this can be arranged by contacting the Student Experience Co-ordinator, Michael Wysocki e-mail: mpwysocki@uclan.ac.uk Ext 4389. Room JBF009.

4. Programme Content

4.1 Common Modules

There are three modules in common to all MSc courses: Research Methods (FZ4001) in Semester 1, Expert Witness in the Legal Process (FZ4002) in Semester 2 and MSc Research Project (FZ4003) in Semester 3.

The content of the modules are outlined below.

FZ4001 Research Methods

Scientists are required to have a wide range of skills beyond the expertise in their specialist subject. This module provides the necessary skills in technical documentation, project management, data analysis and retrieval etc. that are required.

FZ4002 Expert Witness in the Legal Process

Communication skills are vital for a forensic scientist to pass on important information. Nowhere is this more important than when acting in the capacity of an expert witness. This module provides background and training in these important areas.

FZ4003 Research Project

You will spend 16 weeks undertaking a project which uses and enhances many of the skills learnt on the course. The majority of students will undertake their project at the University but the opportunity will exist for students to do their project at other relevant institutions.

Following the conclusion of the work, you will complete a report on the project as well as give a presentation of your findings.

4.2 Specialist Topics

The content of these specialist modules is as follows:

4.2.1 MSc in Forensic Anthropology

Semester 1	Semester 2	Semester 3
FZ4001 Research Methods	FZ4307 Forensic Taphonomy	FZ 4003 Research Project
FZ4305 Developmental Anatomy	FZ4002 Expert Witness in the Legal Process	
FZ4306 Forensic Anthropology: Methods and Context	FZ4308 CSI and the Anthropologist	

FZ4305 Developmental Anatomy

This module covers human embryology and developmental anatomy through to the adult form. The focus is primarily musculo-skeletal but associated soft tissue structures, particularly of the skull, will be emphasised.

FZ4306 Forensic Anthropology: Methods and Context

This module is concerned with methods of identification in the forensic context, utilising lab-based techniques of the estimation of age, sex, stature and race and the identification of trauma and pathology. Issues in both domestic and international contexts of forensic work will be addressed.

FZ4307 Forensic Taphonomy

This module is concerned with the process and sequence of human decomposition as well as the burial and surface dispersal of human remains. The module will cover current issues in taphonomic research and practical application including both domestic and international examples of mass disasters and mass graves.

FZ4308 Crime Scene Investigation and the Anthropologist

This module is scenario-based and introduces the role of the anthropologist in crime scene investigation in both domestic and international contexts. The module will cover evidence discovery and collection, photographic techniques, site planning, search strategies, human remains recovery and cooperation with other members of the team.

5. Programme Regulations

5.1 Progression

The Programme is delivered over three semesters: Semester 1 - Specialist Topics 1 and 2 and Research Methods; Semester 2 - Specialist Topics 3 and 4, Expert Witness and project preparation and the continuation of Research Methods; Semester 3 - MSc Research Project.

The arrangement of these parts is shown in the diagrams above. A module board takes place at the end of each semester and an assessment board takes place at the end of the year.

5.2 Award of MSc

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.

To be eligible for the award of MSc you must normally:

- (i) Pass a total of nine modules (FZ4003 is a triple module) with an overall APM of 50% or better.
- (ii) Obtain a percentage mark of 50% or better in the MSc Research Project module.

The award will be an MSc in Forensic Anthropology.

The APM is calculated using a rather complicated formula as stated in academic regulations.

$$\text{APM} = \frac{m_1 l_1 c_1 + m_2 l_2 c_2 + \dots + m_n l_n c_n}{l_1 c_1 + l_2 c_2 + \dots + l_n c_n}$$

Put simply, the APM calculation takes into account the mark you got in a module (m), the size or credit of the module (c) and also the level of the module (l).

Your APM is calculated using all nine modules you studied.

Candidates who are considered by the Board of Examiners to have shown exceptional levels of performance may be awarded an **MSc with Distinction**. Normally this would require:

- (i) Pass a total of nine modules with an overall APM of 70% or better.
- (ii) Obtain a percentage mark of 70% or better in the MSc Research Project module.

If the above is not achieved, the award of an **MSc with Merit** may be considered by the Board of Examiners. Normally this would require:

- (i) Pass a total of nine modules with an overall APM of 60% or better
- (ii) Obtain a percentage mark of 60% or better in the MSc Research Project module.

5.3 Exit Awards

5.3.1 Postgraduate Diploma (PgDip)

In the event of failing to pass all modules after a reassessment you will be eligible for the award of a Postgraduate Diploma in Forensic Anthropology as long as you have achieved 120 credits.

5.3.2 Postgraduate Certificate (PgCert)

A Postgraduate Certificate in Forensic Anthropology may be awarded for only completing 60 credits.

5.4 Reassessment

Candidates who fail any of the modules are normally entitled to one reassessment. The conditions for passing a module are explained in the *Assessment Strategy* of each of the modules.

The grade allocated to a passed reassessed module will not exceed a percentage mark of 50%.

The timing of the reassessment will be determined by the Progress Review or Examination Boards.

5.5 Appeals

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

The dates for the publication of results can be found on the [academic calendar](#).

5.6 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

In particular, your MSc course is a practical course and you will be required to carry out practical work in laboratories and in the field. Laboratories are hazardous areas unless all safety regulations are known and implemented. Work at TRACES requires a specific health and safety briefing and policies with which you must comply. You have also been required to show proof of vaccination for tetanus and Hepatitis B with regard to visits to the dissecting room, mortuary, crematory and funeral home. Specific details of the School safety policies are given to you in separate safety documentation. In particular you should note the requirement that **laboratory coats and safety glasses (for specified activities) should be worn at all times in the laboratory**. Safety glasses are not required when the laboratory is used only for data handling exercises. **Waterproof trousers and safety wellington boots must be worn for all visits to and work at TRACES.**

5.7 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

5.8 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Legal Services, Strategic Development Service, University of Central Lancashire, Preston, PR1 2HE

6. Teaching, Learning and Assessment Strategies

The programme is designed to produce graduates with both general and specific skills pertinent to the area studied. The course is assessed by both coursework and examination to ensure that your knowledge and abilities are fully evaluated.

The course will be delivered by lectures, tutorials and practical sessions. The practical sessions will be dependent upon the particular programme being followed and specialist laboratories will be used when appropriate. Some specialist equipment may only be available in certain rooms and in some cases you will have 24 hours/day, 7 days/week access to these facilities providing current Health and Safety regulations for the activities are satisfied. Other rooms may only be open during normal university working hours, i.e. Monday to Friday, 0800-1700.

Semester 1 of the course consists of the Research Methods module which is common to all programmes and two modules in your Specialist Topic. The different student backgrounds will necessitate a general introduction to postgraduate study. The varied nature of the three modules in semester 1 of the course will overcome many of the problems that may arise. You will find that the pace of delivery and demands of practical sessions will increase as you progress through the modules in semester 1.

The shared Expert Witness in the Legal Process module in semester 2 will help provide you with a background to forensic science work and hence continue to ensure that you feel part of the School. In the other Specialist Topic modules you will move on to more advanced concepts. The learning skills developed in semester 1 will permit you to start working in an independent manner which will be encouraged by structuring these topics so that you are working in this style as soon as possible.

Similarly the CSI and the Anthropologist module will enable the concepts that have already been learnt and those that are currently being introduced to be put into practice. The module tutor and lecturers will provide guidance to the group initially. This contribution will be reduced as the module progresses and you will be expected to reach independent decisions and function as professionals.

The culmination of the course is in semester 3 where you will be working independently on a project and you will adhere to a schedule which you yourself have drawn up as a research project proposal in the second part of the course (one of the assessments for the Research Methods module). The nature of the work and the interaction with other researchers that is needed to complete the project will all contribute to the experience.

The assessment strategies of the course have been developed so that you are assessed in the way that is the most appropriate to the area of study.

Therefore some modules are assessed by coursework only whilst others have formal examinations where this is the best way to assess your knowledge and understanding of the subject area and your ability to apply it.

6.1 Assessment of Non-Project Work

The course is assessed by both coursework and examination. To ensure that you do not have an excessive amount of assessment at any one time, the coursework assessment will take place uniformly throughout the course.

Semester 1 of the course is designed to ensure that you have the basic skills needed to obtain an MSc. It is important that you develop a range of skills that will be of benefit when you gain employment after the course. The main skills that you are developing will be in the areas of presentations, report writing and experimental problem solving.

You will prepare reports during the Research Methods and Expert Witness in the Legal Process modules and again in both the Forensic Anthropology and Forensic taphonomy modules.

Report writing will take several different forms to ensure that you develop different techniques according to the nature of the task being undertaken. These consist of the conventional report, articles of prescribed length, etc. In addition there will be problem-solving tasks that will involve literature searches, use of the Internet and case studies.

Most modules will be assessed by coursework assignments, although the Developmental Anatomy module also has an examination. Each assignment will be substantial and will be based upon work undertaken in laboratory and/or tutorial sessions. Modules assessed by coursework only will have additional assignments that may take the form of a mini project. A schedule of assignments will be drawn up ensuring that there is no more than one assignment in a particular week. The deadline for handing in of assignments will be rigorously adhered to as would be expected in a working environment.

The CSI and the Anthropologist module is assessed based on (1) both your individual and group performance in the field and (2) the project report which is an overall group effort, containing within it a witness statement produced by each student.

The MSc Research Project is conducted in three main stages. The first part involves preparing a project proposal in the second semester (as part of the FZ4001 Research Methods module). The second part involves assessment of your progress during the project itself which will be conducted by review of a notebook or an interim viva. The final part is the assessment of a dissertation in the form of a publishable quality paper (10,000-word maximum), which is double clean marked by the university tutors. You will also be assessed on the content and quality of your lab book.

You may also be asked to prepare a presentation of your work before the submission of the final dissertation. This may take the form of a poster presentation or an oral presentation and will allow the course team to provide you with feedback on the project.

The aims of the continuous assessment of non-project work are to:

1. Assist in the teaching/learning process,
2. Provide a measure of the extent to which you are benefiting from the course and the course is achieving its own aims.

The objectives of the assessment are that:

1. You are provided with feedback on your level of competence with the material assessed,
2. You are advised of strategies which could be used to improve future performance,
3. Staff are alerted to individual and collective problems of students with the course.

You will be assessed continuously by a variety of techniques. These involve assignments, presentations and examinations.

N.B. Plagiarism of work (i.e. presenting other people's work as your own) is considered as cheating and so is a serious offence as stated in Section G.10 of the academic regulations.

6.1.1 Assignments

The assignments for non-project work take on two different forms. In Semester 1 where some students may be returning to an academic environment after many years out of the system, the emphasis of the assignments will be in the development of a range of study skills. This results in assignments which are solving problems, producing simple design studies, writing laboratory reports and the presentation of case studies.

The impetus from the study skills gained from Semester 1 is consolidated in Semester 2 where more challenging synthesis of material is expected. You are now involved in more Level 7 Specialist Topics and here you will have to balance your time in completing laboratory experiments and assignments with the necessity of ensuring that the group project progress continues unabated.

6.1.2 Presentations

A feature of many of the modules is that you have to give a presentation on your work. This is a skill with which you may be unfamiliar so it is essential to develop it from an early stage in the course. Presentations form an important part of the content of Research Methods and your specialist modules, and there will be further opportunity to develop the skills especially in the Expert Witness in the Legal Process module.

The presentation may be marked by peer group assessment and the course tutors will moderate these marks. Criteria for this assessment may cover the following areas:

- A Structure of presentation
- B Quality of communication
- C Use of A.V. aids and resources
- D Effectiveness in handling questions

6.1.3 Examinations

Some of the specialised skills modules studied will have an end of module examination as well as coursework assessment. The examination component is included where it is felt that this type of assessment is suitable for evaluation of your knowledge.

Examinations will typically be of three hours duration and will consist of a combination of short, directive answer and essay type questions. Examinations will be held during central exam weeks at the end of Semesters one and two.

6.1.4 Assessment Weighting

The weighting of assessments is varied according to the module content. Details for each module can be found in the individual module descriptions, in module booklets and in assessment briefs.

6.2 Assessment of Project Work

Half of the CSI and the Anthropologist module consists of a group project which will involve the entire cohort working together on a field project that has a specific application. Each student will have either a technical or administrative role to play and will share aims and objectives with other members of the group towards a common end. The group project requires the integration of a range of technical, intellectual and interpersonal skills at a postgraduate level and as such it has been graded at level 7. You will be expected to treat the project as a case study which culminates in the presentation of results in a courtroom scenario. Thus, this module utilises and develops the skills covered in the modules in semester 1 of the course.

The course culminates in semester 3 with the MSc Research Project which gives you the opportunity to apply what you have learnt on the course to a specialist research topic. You will conduct the work over a 15 week period and during a further two weeks at the University you will complete a report. You may be asked to give a presentation at a seminar. The seminar will be attended by the supervisors, fellow students and School staff.

6.3 Assessment Arrangements for Students with a Disability

If you have a disability that may affect your studies, please either contact the Disability Advisory Service – disability@uclan.ac.uk – or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk.

6.4 Submission of Assessments

All work should be submitted 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.

All work should be submitted with a completed assessed work cover sheet with the declaration signed (this also applied to electronic submissions). These assessed work cover sheets can be obtained on the module and course pages on Blackboard.

Once the work has a FULLY completed and signed cover sheet attached, it should be submitted through the assignment drop-box on Blackboard.

6.5 Deadlines for Assessments

In the workplace you will be faced with many deadlines. Assessment deadlines will help you to develop a personal ethos, which will enable you to cope with tight work schedules. We expect work to be handed in on time.

A deadline is set at a particular time on a particular day and work submitted after this time without an extension granted by your course leader will be penalised.

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.

- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

Days Late	Penalty
1-5	Maximum Mark 50%
> 5	0 %

If you have problems that prevent you meeting a deadline for submission, it is imperative that you contact your course leader, before the deadline expires. The contact details for your course leader can be found at the front of this booklet.

This regulation is not intended to be draconian. However, since in most cases work will be returned to students with specimen answers and feedback, it would delay the return of coursework to the rest of the group if this regulation were not adhered to. Rather than disadvantage the majority of students for the sake of the few, **this regulation will be strictly implemented.**

Assignments must be submitted no later than the date on your assignment instructions/ brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester testes you must report this at the earliest possible opportunity to your academic advisor.

6.6 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an [extension request form](#), with any supporting evidence, to your School office. Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

6.7 Extenuating Circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note.

The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see [Academic Regulations](#)).

Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

6.8 Feedback

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

6.9 Cheating, Plagiarism, Collusion and Re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. Work submitted without such a declaration will not be marked. The use of work produced for another purpose by you, working alone or with others, must be acknowledged.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
 - Being in possession of notes, 'crib notes', or texts books during an examination other than an examination where the rubric permits such usage;
 - Copying from another candidate's script or work;
 - Communicating during the examination with another candidate;
 - Having prior access to the examination questions unless permitted to do so by the rubric of the examination;
 - Substitution of examination materials;
 - Unfair use of a pocket calculator;
 - Impersonation;
 - Use of a communication device during the examination;
 - Or any deliberate attempt to deceive.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.

Brief quotations from the published or unpublished works of another person, suitably attributed, are acceptable. You must always use your own words except when using properly referenced quotations. Plagiarism amounts to dishonesty, which is wholly unacceptable.

- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Normally you will be required to submit your assignment through Blackboard and Turnitin, and its contents will automatically be scanned against a variety of resources to check the original source of the material.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.

You can find more about the various forms of plagiarism and how to avoid it in the following publications:

Bone, Alison, *Plagiarism: a guide for law lecturers*, UK Centre for Legal Education, 28th October 2003 (www.ukcle.ac.uk/resources/plagiarism.html).

Smith, Jean et al, *How to avoid plagiarism* (www.northwestern.edu/uacc/plagiar.html).

Extract from University of Brighton Student Guide, *All my own work? Plagiarism and how to avoid it*, UK Centre for Legal Education, 12th July 2003 (<http://www.ukcle.ac.uk/resources/trns/plagiarism/guide.html>).

Writing Tutorial Services, *Plagiarism: What It is and How to Recognize and Avoid It*, Indiana University, Bloomington, IN, USA (<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>).

In addition that the fact will be included in any reference given to a potential employer and may well adversely affect the chances of employment.

Confidential Material

Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments

Referencing

Any academic writing completed on the course is expected to comply with the referencing system known as Harvard. It is designed to help the author to achieve consistency and to make life easier for the reader and you will receive full tuition on this important aspect of academic writing during your course.

6.10 Attendance

You are required to attend all timetabled learning activities for each module.

Students should report non-attendance to the hub email – FosterHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891990 or 01772 891991.

Exceptional requests for leave must be made to the Programme Coordinator or nominee (usually the Course Leader). You should contact the School Office as above and your request will be forwarded to the appropriate person.

For International Students 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.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. Some practical sessions may involve assessed work, so if you miss the practical without good reason you will attract a score of 0% in that assessment. In the event of absence due to illness, a medical certificate must be produced.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance at classes will be monitored using SAM, and you can check your attendance record through myUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

6.11 Study Skills

All of the courses within the school have a study skills module to assist with the development of your academic and employability skills. There are a variety of other services that support schools and these include:-

[WISER](#)
[LIS](#)

6.12 Assessment and Progression

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.

6.13 Reassessment

If you fail a module you may be offered reassessment for a maximum of 50%. However, these students, along with those who do not seek reassessment or who fail reassessment may be considered for the awards of PgCert or PgDip.

6.14 Assessment Criteria

Several different types of assessment are used in the course including reports, log book/diaries, problem solving, oral presentations, dissertations etc. In each case there are a number of common elements. The criteria listed in the following pages are the main ones used for marking. Different assessment types will contain different balances of criteria.

Classification	Methods	Problem-solving	Conceptual understanding
Outstanding/ Excellent/Very Good 70-100%	Error-free Application of methods to a range of easy and hard problems	Thorough grasp of complex problems, possible solutions and their limitations	Thorough grasp of the underlying concepts
Good (above average) 60-69%	Some errors in complex problems	Thorough grasp of problems but incomplete understanding of limitations of solutions	A grasp of most of the underlying concepts
Average 55-59%	Able to apply methods to a range of	Able to solve some complex problems, with	A superficial understanding of the concepts with indications of the

	problems, some non-standard	some indication of limitations	students limitations
Satisfactory (below average) 50-54%	Able to apply methods to a range of simple problems	Able to produce simple solutions to easy problems	Limited conceptual understanding
Bare minimal pass 50%	Able to apply methods to some simple problems; often with errors	An understanding of simple problems, with some idea of appropriate solutions	An understanding of only very simple concepts with conceptual gaps and misunderstandings
Fail <50%	Failure to apply methods to simple problems, or many errors	Failure to understand the nature of the problem	No grasp of even the simplest concepts

Classification	Work done	Motivation	Group work
Outstanding/ Excellent/ Very Good 70-100%	Considerable work done, excellent experimental technique and achievement	Highly self motivated and high level of initiative	Well organised task management with clear delineation of roles within the group
Good (above average) 60-69%	Clear evidence of work done, good experimental technique and significant achievement	Self motivated but requiring some staff help occasionally	Organised task management with some delineation of roles within the group
Average 55-59%	Reasonable amount of work done, adequate experimental technique and achievement	Student requires a moderate level of staff involvement to sustain the work	Task management is subdivided within the group but not very clearly
Satisfactory (below average) 50-54%	Some evidence of work done, poor experimental technique and some identifiable achievement even if not the original aim	Student shows little self motivation or initiative and requires a lot of staff involvement	Task management is poorly subdivided within the group and there is some confusion over roles
Bare minimal pass 50%	Small amount of work done with a small but identifiable achievement; experimental technique is very poor	Student shows little motivation and requires considerable staff involvement	Task management is ineffectively subdivided within the group and there is confusion about job allocation
Fail <50%	Inadequate work and achievement; inadequate experimental technique	No motivation and lack of positive input into the project	No attempt to work as a group

Classification	Relevance	Knowledge	Analysis
Outstanding/ Excellent/ Very Good 70-100%	Directly relevant to the title; able to address the implications, assumptions and nuances of the title	Makes effective use of excellent knowledge and thorough understanding of the relevant material	A very good analysis of the evidence, arguments or results, giving clear illuminating conclusions
Good (above average) 60-69%	Directly relevant to the title	A substantial knowledge and understanding of the relevant material	Good analysis, clear and orderly
Average 55-59%	Some attempt to address the title, may drift away from the title in the less focussed passages	Adequate knowledge of a fair range of the relevant material with intermittent evidence of understanding	Some analytical treatment but may be prone to description or lacking in analytical purpose
Satisfactory (below average) 50-54%	Some significant degree of irrelevance to the title is common	Basic understanding of a limited range of material	Largely descriptive with little evidence of analytical skill
Bare minimal pass 50%	Relevance to the title may be intermittent; the topic may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Mainly descriptive with little analytical content
Fail <50%	Outright irrelevance to the title	Lack of basic knowledge necessary for an understanding of the topic	Inadequate description and no analysis

Classification	Structure	Originality	Presentation
Outstanding/ Excellent/ Very Good 70-100%	Coherently and logically structured, making use of appropriate standard formats	Distinctive work showing independent thought and critical judgement	Very well presented on good English and correct spelling and syntax; creative use of IT and inclusion of bibliography and clear instructive diagrams
Good (above average) 60-69%	Generally coherent and logical structure	May contain some distinctive or independent work and some evidence of critical judgement	Well written, with good style, spelling and syntax, acceptable use of IT, diagrams and bibliography
Average 55-59%	Some attempt at using a logical structure and/or standard format	Sound work but showing no distinctive elements; conforming to standard patterns of approach	Competently written with only minor errors of spelling and syntax. Acceptable use of IT, diagrams and bibliography
Satisfactory (below average) 50-54%	A basic argument may be evident, but tends to lack clarity	Largely derivative showing little originality of approach	Rather poorly written with numerous lapses of spelling and syntax; poor diagrams, use of IT and bibliography
Bare minimal pass 50%	Little evidence of a logical structure	Mostly derivative	Poorly presented with numerous lapses of spelling, syntax and poor diagrams
Fail <50%	No evidence of clear and logical structure	No originality shown	Garbled and negligently presented

7. Personal Development Planning

While you are studying for your MSc, you will learn many new concepts, analyse them, evaluate them and apply them. You already expect to learn lots of facts and techniques to do with your subject specialism, but you will also learn other things of which you might not be aware. You will learn how to study more independently than you may have done previously, how to work with other people, how to manage your time to meet deadlines, and so on. If you are to be an employable individual 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

In order to help you in this area, the school has 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
- 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.

8. Facilities

8.1 Laboratory and Computing Facilities

Besides the normal lecture and seminar rooms that are found within the University, the MSc programmes use specialist laboratory facilities. The laboratories are located on the first, second and third floors of Maudland building. These laboratories house the specialist equipment required by the courses and will be supplemented by access to the Faculty of Science and Technology's Analytical Unit.

In addition, you will be using the TRACES facility during the second semester as part of the Forensic Taphonomy module.

Computing Facilities are available in the general computing suites found within the building and throughout campus.

8.2 Learning Resources

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.

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.

You can expect that, on the Course page, you will be able to access:

1. Course Handbook
2. Student Guide to Assessment
3. Timetables
4. Minutes of SSLC Meetings
5. External Examiners Report

You can expect that, on each module space, you will be able to access:

1. Module Description
2. Module Booklet
3. Assignment briefs (including a marking scheme), if not included in the module booklet
4. Generic feedback on coursework assignments
5. Handouts for tutorials and practicals
6. Lecture notes (no later than 48 hours **after** the date of the lecture).
7. A past exam paper (if there is an exam in the module)
8. Generic feedback on the examination paper

The following sources of information are relevant to this MSc programme

8.2.1 Current Journals

There are a number of current journals in the library or available online through subscription. Some you may find useful are:

International Journal of Legal Medicine
Journal of the Forensic Science Society
Journal of Forensic Sciences
International Journal of Osteoarchaeology
Forensic Science International
American Journal of Physical Anthropology
Science and Justice

8.2.2 Books

Relevant texts can be found at the library. For more detailed listings, refer to the subject guides that are available from the helpdesk in the library or on the LIS web pages.

8.2.3 Electronic Resources

The Electronic Information Services web page lists information and access details for all the electronic information services available. This is available on the LLRS web pages. Useful resources include:

BIOMED

Gives access to a number of nursing, health and medical databases. You require your username and password to access this.

Biosis

Is the online equivalent of the printed indexes Biological Abstracts and Biological Abstracts/RRM (Reports/Reviews, Meetings). It provides access to bibliographic information from thousands of life sciences journals, meetings and reviews from over 90 countries. Its subject coverage ranges from microbiology, ecology and agriculture to pharmacology, biochemistry and toxicology.

EBSCO

Provides access to over 550 full-text journals to which the LLRS subscribes, covering many subject areas. It also contains the abstracts and indexes of over 4000 journals.

Embase

Is a biomedical and pharmacological database which indexes over 3,800 biomedical journals from 70 countries. Subject coverage includes forensic science, drug research, pharmacology, toxicology, human medicine (clinical and experimental), health policy and management, substance dependence and abuse and psychiatry. It is accessed as part of the ScienceDirect database.

Index to Theses

Is an index with abstracts of theses accepted for higher degrees by the Universities of Great Britain and Ireland from 1970 onwards.

ingentaJournals

A multi-disciplinary database of full-text articles available via the BIDS host.

ScienceDirect

A database of over 1000 full-text journals published by Elsevier which cover a wide range of subjects.

Web of Knowledge is the access route to the:

Science Citation Index (SCI) – ISI . This is the electronic version of the respected Science citation Index and Current Contents series dating from 1981. It contains bibliographic references of articles, reports and papers from over 4,4,00 journals in the field of natural, physical and bio-medical science and technology.

ISI Proceedings, previously named Index to scientific and technical proceedings (ISTP), the ISI Proceedings indexes the published literature of the most significant conferences, symposia, colloquia, workshops and conventions held in the areas of science, engineering, technology and medicine. It includes proceedings published in or as books, series, reports, journals, or as sets of preprints where they are the only publications from a conference. ISI Proceedings contains records of nearly 2 million papers. The database provides references to the published proceedings of over 4,200 conferences per year. Proceedings are multidisciplinary, covering diverse subjects from 1982 onwards. Access is via Athens username and passwords, details of which are available from the library helpdesk.

Ideal is an electronic journals archive containing over 170 Academic press journals. Access is available on campus. Tables of contents of journals can be browsed as well as the possibility to search and read abstracts and download the full text of articles.

The School has also subscribed to an online collection of specialist texts covering many areas of forensic science, called FORENSICnetBASE. This collection, operated by CRC press, can be accessed on line from any PC on campus through the University network, and students can use the site's search engine to locate, access and download material from a range of 80 current editions of specialist textbooks. It is particularly suitable for forensic science students due to the specialist nature and wide range of forensic texts produced by these publishers.

9. Frequently Asked Questions

9.1 The Course Team

How much work do I have to do?

The answer to that question is 'a lot depends on you'. As a rough guide a single module completed in one semester will require about 12 hours per week. This consists of between 2 and 6 hours contact time with staff in lectures, tutorials or practical sessions and the rest in private study.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Which staff can help me?

If you have a problem with your assignments or understanding lectures/practical sessions you should initially contact the module tutor. If you are still unhappy then speak to a course leader.

How can I contact staff?

Staff can be contacted by visiting their office or by leaving messages using either email or through the School Office (JBF201), which is on the first second of JB Firth Building. This handbook contains staff numbers as well as email addresses.

How will staff contact me?

Staff will contact you either at lectures or practical sessions or via email. You should endeavour to check your University e-mail account once a day. In extreme circumstances the course leader will contact you via the telephone numbers that you will have entered into your Personal Record form.

9.2 Facilities Outside the School

What other facilities does the University offer?

The University has a well-equipped library containing books, journals and newspapers as well as a large number of computer terminals connected to the University network. There are also several restaurants scattered around the campus. The Student's Union organises numerous social events and its building on Fylde Road contains bars and meeting rooms.

The University has a gym in the Sir Tom Finney Sports Centre and extensive sports facilities on the outskirts of Preston.

9.3 Learning and Workload

How much time should I spend on my studies?

Always a difficult subject and one that is very dependent upon the individual. Sometimes assignments can be completed quickly, at other times they appear interminable. Many assignments on the course have a prescribed number of hours allocated to them through the practical schedule. Spend at least that amount of time on the assignment plus up to 50% more. Make sure that this does not encroach into work for other modules. Time management is of paramount importance. If you feel that the workload is becoming unmanageable seek help from the module tutor or course leader at the earliest opportunity.

What support can I expect from my tutors?

Whenever you have a problem with the content of a module, seek help from the module tutor. He/she will offer advice, additional references and also practical help if appropriate. The purpose of the help will be to enable you to make progress as quickly as possible. The tutor will not do the assignment or practical for you.

May I work with other students?

At various times during the course you will work in groups or in pairs. At other times we actively encourage you to seek help from fellow students. Help and advice can be educationally beneficial to you as it should stimulate your own thought processes. You must not allow other students to do your work for you. Your assignments must be your own individual work and you will sign a declaration to that effect each time you hand in an assignment.

How do I know how well I have to do in each assignment?

You will receive your marked assessment back and it will have an assessment sheet attached indicating the good and bad features of your answer. In many cases the tutor will discuss the work with you and you will have the opportunity to make your own comments. The percentage mark that you achieve will be indicative of the standard of your work. Remember that tutors have experience of students from previous years and this establishes a benchmark by which future students are assessed. To achieve 100% will require work of an exceptional nature and is most probably beyond the capabilities of mere mortals!

What is the APM?

This is the Average Percentage Mark used to calculate your overall performance on the course. It is determined from your marks in the individual modules as described in section 5.3.

What if my work is affected by extenuating circumstances?

See section 7.7.

What happens if I am referred?

A referral occurs as a result of failing a module. Provided you have made a reasonable attempt of the assignments or mini-project in the module, the Progress review or Examination Board will offer you the opportunity to resubmit the assignments or mini-project. The maximum mark for the referred module is 50%.

9.4 Problems

What happens if I am ill or absent?

You are required to attend all timetabled learning activities for each module. Notification of illness or absence must be made to the School Office on 01772 891990/1991 or by email to fosterhub@uclan.ac.uk.

Exceptional requests for leave must be made to the Programme Coordinator or nominee (usually the Course Leader). You should contact the School Office as above and your request will be forwarded to the appropriate person.

For International Students 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.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. Some practical sessions may involve assessed work, so if you miss the practical without good reason you will attract a score of 0% in that assessment. In the event of absence due to illness, a medical certificate must be produced.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance at classes will be monitored using SAM, and you can check your attendance record through myUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

What if I am having problems?

Do not allow problems to fester, seek help as soon as possible from the course leader. He/she will deal with the problem if at all possible but otherwise he/she will make arrangements for you to see a University counsellor as soon as possible.

Who do I ask for Help/Guidance/Advice?

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 – it will not! As to whom you should ask, that 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.
- **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, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).
- **Administrative questions.** The School Office is in Room JBF201. They can help you with your academic records and other administrative matters.
- **How can I get help if I find the workload too great?** Again discuss the problem with the module tutor and/or course leader. They will help you to prioritise your work and ensure that the workload for all students has not become unreasonable at that time.

9.5 Technical Support

How do I get help with faulty equipment?

Report the matter to the laboratory technician who will either rectify the fault or arrange for the equipment to be replaced. If a technician is unavailable at that time, a fault label should be attached to the equipment and a Faulty Equipment Form should be filled in identifying the cause and nature of the fault. The labels and forms may be found in a rack situated in each laboratory.

9.6 Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

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.

10. Student Voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

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 requesting 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)

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

The SEA and 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 requesting that you complete the National Student Survey (during semester 2 for students in their final year of study).

10.1 Course Representatives and School President

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.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

10.2 Student Staff Liaison Committee (SSLC) Meetings

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.

Meetings will be facilitated using guidelines and a record of the meeting will be provided 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, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

Any other issues raised by students or staff

10.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the

complaints procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#)

Appendix A: Programme Specification

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	Forensic and Investigative Sciences
4. External Accreditation	None
5. Title of Final Award	MSc Forensic Anthropology
6. Modes of Attendance offered	Full-time, part-time daytime only
7. UCAS Code	
8. Relevant Subject Benchmarking Group(s)	QAA Masters Degree Characteristics
9. Other external influences	Forensic Science Society
10. Date of production/revision of this form	June 2012 Updated September 2013
11. Aims of the Programme	
<ul style="list-style-type: none"> To provide an in-depth study of Forensic Anthropology 	
<ul style="list-style-type: none"> To develop the critical and analytical skills involving the principles, practices and techniques of Forensic Anthropology 	
<ul style="list-style-type: none"> To develop competence in research methods and presentation of information. 	
<ul style="list-style-type: none"> To develop skills in solving problems both independently and as a team member to a level commensurate to the master's level 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Analyse a complex problem involving the specific aspects of Forensic Anthropology and be able to design and implement a suitable solution.
- A2. Present forensic information and be aware of the role of the expert witness.
- A3. Apply data handling skills, effectively plan a project and use documentation skills in an appropriate manner.
- A4. Design, plan and implement solutions to complex problems in Forensic Anthropology and be capable of analysing the effectiveness of such solutions.
- A5. Develop and write a research project within guidelines and be able to assess the success of such a project.
- A6. Apply the skills developed on the course to a relevant individual project.
- A7. Synthesise solutions to problems involving several aspects of Forensic Anthropology either independently and/or as a team member.

Teaching and Learning Methods

Lectures, seminars, structured laboratory classes, directed reading, presentations and demonstrations

Assessment methods

Preparation of case notes, essays, reports, practical reports, group and individual presentations and end of module seen and unseen examinations.

B. Subject-specific skills

- B1. Implement Forensic Anthropology solutions to complex problems.
- B2. Effectively communicate Forensic Anthropology solutions with both experts and non-experts.
- B3. Research information from literature/manuals/internet.
- B4. Critically evaluate different potential solutions to a problem.

Teaching and Learning Methods

Lectures, seminars, structured laboratory classes, directed reading, group and individual projects and presentations.

Assessment methods

Preparation of case notes, moot court exercises, practical reports, and group and individual presentations.

C. Thinking Skills

- C1. Critically evaluate technical and non-technical information
- C2. Plan and conduct a practical research project.
- C3. Communicate results
- C4. Assimilate ideas quickly.

Teaching and Learning Methods

Skills developed through lectures, data interpretation, case studies, practical work, research projects, presentations, problem solving.

Assessment methods

Preparation of case notes, essays, reports, practical reports, group and individual presentations.

D. Other skills relevant to employability and personal development

- D1. Work to deadlines.
- D2. Work in a team.
- D3. Work independently under minimum supervision.
- D4. Generate original ideas.
- D5. Synthesise knowledge.

Teaching and Learning Methods				
Skills developed through lectures, data interpretation, case studies, practical work, research projects, presentations, problem solving.				
Assessment methods				
Preparation of case notes, essays, reports, practical reports, group and individual presentations.				
13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	FZ4001	Research Methods	20	Masters Degree in Forensic Anthropology Requires 180 credits at Level 7 MSc with Distinction APM and Research Project \geq 70% MSc with Merit APM and Research Project \geq 60% Postgraduate Diploma in Forensic Anthropology Requires 120 credits at Level 7 Postgraduate Certificate in Forensic Anthropology Requires 60 credits at Level 7
	FZ4002	The Expert Witness in the Legal Process	20	
	FZ4003	Research Project	60	
	FZ4305	Developmental Anatomy	20	
	FZ4306	Forensic Anthropology	20	
	FZ4307	Forensic Taphonomy	20	
	FZ4308	CSI and the Anthropologist	20	
15. Personal Development Planning				
PDP is delivered and monitored through project modules and the academic advisor system. Students are provided with a PDP handbook and an introductory lecture on it during induction week.				
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 been made after these documents were published and you should consult the University's website for the most up to date information.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p> <p>Applicants will normally be required to have:</p> <p>2:1 UK degree or equivalent in biomedical science, biology, forensics science, anthropology, archaeology and/or other related fields (USA need GPA 3.3).</p> <p>Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6.5.</p> <p>Please consult the UCLAN admissions department for the most up to date requirements.</p>				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> University website (www.uclan.ac.uk) School website (www.uclan.ac.uk/forensic) Course Leader 				

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	A7	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	
LEVEL 4	FZ4001	Research Methods	COMP		✓	✓							✓		✓		✓		✓					
	FZ4002	The Expert Witness in the Legal Process	COMP				✓				✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
	FZ4003	Research Project	C				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	FZ4305	Developmental Anatomy	COMP	✓	✓	✓					✓	✓	✓	✓	✓		✓		✓					✓
	FZ4306	Forensic Anthropology	COMP	✓	✓	✓					✓	✓	✓	✓	✓		✓		✓					✓
	FZ4307	Forensic Taphonomy	COMP				✓	✓			✓	✓	✓	✓	✓		✓		✓					✓
	FZ4308	CSI and the Anthropologist	COMP	✓	✓		✓	✓		✓		✓		✓	✓		✓		✓	✓				

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