



Course Handbook  
MSc Forensic Anthropology  
Academic Year 2017/18  
Dr Patrick Randolph-Quinney  
School of Forensic and Applied Sciences



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

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## 1. Welcome to the course

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 and Fire. 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 and fire. 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, Fire Investigation 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.

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.

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.

*Dr Carol Cox*

*Head of School of Forensic and Applied Sciences*

## 1.1 Rationale, aims and learning outcomes of the course



The Forensic Anthropology programme has been designed to provide an in-depth study of the topic and to allow you to develop critical and analytical skills involving the principles, practices and techniques of anthropology in a medico-legal context. The aims of the programme are to:

- provide an in-depth study of Forensic Anthropology.
- To develop the critical and analytical skills involving the principles, practices and techniques of Forensic Anthropology.
- To develop competence in research methods and presentation of information.
- To develop skills in solving problems both independently and as a team member to a level commensurate to the master's level.

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

### **Knowledge and Understanding**

- Analyse a complex problem in forensic anthropology and be able to design and implement suitable solutions.
- 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 forensic anthropology 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 forensic anthropology either independently and/or as a team member.

### **Subject Specific Skills**

- Implement Forensic Anthropology solutions to complex problems.
- Effectively communicate specialised topic solutions with both experts and non-experts.
- Research information from the available scientific and casework literature.
- Evaluate different potential solutions to a human identification problem.

### **Thinking Skills**

- Critical 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.

### 1.2 Course Team

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

Patrick Randolph-Quinney (course leader)  
Peter Cross  
Rachel Cunliffe  
Isobel Colclough

### 1.3 Expertise of staff

Dr Patrick Randolph-Quinney	Course Leader Senior Lecturer in Biological and Forensic Anthropology	<a href="mailto:prandolph-quinney@uclan.ac.uk">prandolph-quinney@uclan.ac.uk</a>
Pat joined the School in May 2016. His BSc is in Archaeological Sciences (Bradford), and PhD in Biological Anthropology (Liverpool). Pat is primary supervisor for MSc forensic anthropology research. He established the Human Identification Unit at the University of the Witwatersrand, and is an experienced forensic anthropologist and archaeologist. He has conducted casework in both areas with a number of UK Police Forces, and the Scottish Fire Service. He has a background in human rights work, and was co-coordinator of the African Fieldschool for Forensic Science and Human Rights in conjunction with the Argentine Forensic Team, and has conducted evidential body recovery in Chad as part of the African Extraordinary Chambers. His forensic research interests are in human identification using statistical shape analysis, taphonomy and the burial environment, peri-mortem processes (especially blunt and ballistic trauma), and forensic cremain analysis. Ext. 5683		
Peter Cross	Lecturer in Forensic Anthropology	<a href="mailto:pacross1@uclan.ac.uk">pacross1@uclan.ac.uk</a>
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. Peter is module leader for the Taphonomy module, as well as for second year undergraduate forensic anthropology. Peter is an active supervisor for MSc forensic anthropology research. He established and manages the Taphonomic Research Facility (formerly TRACES). Ext. 4153		

Rachel Cuncliffe	Associate Lecturer, Forensic Anthropology	<a href="mailto:recunliffe@uclan.ac.uk">recunliffe@uclan.ac.uk</a>
<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>		
Isobel Colclough	Lecturer, Forensic Science	<a href="mailto:icolclough@uclan.ac.uk">icolclough@uclan.ac.uk</a>
<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>		

#### 1.4 Academic Advisor

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



#### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the Foster Hub which opens from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### Foster Building

Forensic and Applied Sciences  
Pharmacy and Biomedical Sciences  
Psychology  
Physical Sciences (Mathematics/Chemistry/Physics)  
telephone: 01772 891990/891991  
email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

## 1.6 Communication



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

The course and module leaders will communicate any news or changes in timetable, course news etc. with you face-to-face during lectures and labs, as well as via the relevant pages of Blackboard and via email. It is imperative you check these platforms regularly.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. 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. Current external examiner: Dr Nicolas Marquez-Grant, Lecturer in Forensic Anthropology Cranfield Forensic Institute, Cranfield Defence and Security.



## 2. Structure of the course

### 2.1 Overall structure

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.

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	

## 2.2 Modules available

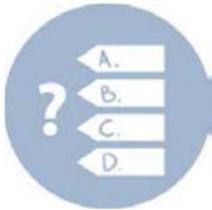
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. There are three modules in common to all MSc courses: Research Methods (FZ4001) in 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 is 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.
- **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.

## 2.3 Course requirements



The course is a three-part full time programme which lasts for 45 weeks. The first two semesters are approximately 12 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).

## 2.4 Progression Information

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

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.

## 2.5 Study Time

### 2.5.1 Weekly timetable

See your specific module handbooks or your personalised online timetable.

### 2.5.2 Expected hours of study

A standard module size is 20 credits which equates to 200 notional learning hours.

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.

### 2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the course leader Dr Patrick Randolph-Quinney ([prandolph-quinney@uclan.ac.uk](mailto:prandolph-quinney@uclan.ac.uk)) and individual module leader.

You are required to attend all timetabled learning activities for each module. Notification of illness or absence must be made to Foster Hub on 01772 895687 or by email to [fzattendance@uclan.ac.uk](mailto:fzattendance@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 STARFISH, and you can check your attendance record through myUCLan and STARFISH.

Each time you are asked to enter your details on STARFISH 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.

### **3. Approaches to teaching and learning**

#### **3.1 Learning and teaching methods**

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.

### 3.2 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 <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

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

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

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

### **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*

### **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.

### 3.3.2 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:

**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.

**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.

**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 4,400 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.

### 3.4 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.

## 4. Student Support

Your first port of call for student support should be the course leader, followed by the module leader and/or your academic advisor.



### 4.1 Academic Advisors

You will be assigned a Personal Tutor during induction week for the duration of your course and you will be able to find details of who your personal tutor 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 personal tutor 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 Personal Tutor 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 Personal Tutor 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 personal tutor 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 personal tutor 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 personal tutor 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.

## 4.2 Students with disabilities

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](mailto:disability@uclan.ac.uk).

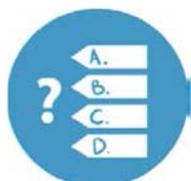
Arati Iyengar	School Disability Lead	<a href="mailto:aiyengar@uclan.ac.uk">aiyengar@uclan.ac.uk</a> MB130
Arati has a diverse background in molecular genetics ranging from genetic engineering and human leukaemia to population/conservation genetics. Having obtained a PhD from the University of Southampton 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		

## 4.3 Students' Union One Stop Shop

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

## 5. Assessment

### 5.1 Assessment Strategy



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, which, wherever possible, allows for both a formative as well as summative component.

Therefore, some modules are assessed by coursework only whilst others have formal in-class tests where this is the best way to assess your knowledge and understanding of the subject area and your ability to apply it. Please see the individual module handbooks for details of all assessment strategies.

### 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 in-course test (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:

- Assist in the teaching/learning process,
- 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:

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

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.

## **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.

## **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.

## **In-course tests**

Some of the specialised skills modules studied will have an end of module in-course formal test (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. In-course tests will typically be of three hours' duration and will consist of a combination of short, directive answer and essay type questions. These will be held during central exam weeks at the end of Semesters one and two.

## **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.

## **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.

### 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.

<b>Classification</b>	<b>Methods</b>	<b>Problem-solving</b>	<b>Conceptual understanding</b>
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 problems, some non-standard	Able to solve some complex problems, with some indication of limitations	A superficial understanding of the concepts with indications of the 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

<b>Classification</b>	<b>Work done</b>	<b>Motivation</b>	<b>Group work</b>
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

<b>Classification</b>	<b>Relevance</b>	<b>Knowledge</b>	<b>Analysis</b>
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

<b>Classification</b>	<b>Structure</b>	<b>Originality</b>	<b>Presentation</b>
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

## **5.2 Notification of assignments and examination arrangements**

You will be notified of the requirements for individual assessments and their respective deadlines for submission/test arrangements within module information packs and Blackboard. Each module pack will detail the specific submission requirements for that module assessment.

Normally 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 or through one of the letter boxes in JBF203.

### **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.

<b>Days Late</b>	<b>Penalty</b>
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.**

### **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](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](#)).

### **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 students 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:

[http://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extensions.php](http://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.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

Further information about the submission process is available at:

[http://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extensions.php](http://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.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](#)).

### **5.3 Referencing**

See the module handbooks for details of referencing systems to be used.

### **5.4 Confidential material**

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.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

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

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](#) by emailing: [suadvice@uclan.ac.uk](mailto: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](http://www.ukcle.ac.uk/resources/plagiarism.html)).

Smith, Jean et al, *How to avoid plagiarism* ([www.northwestern.edu/uacc/plagiar.html](http://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.**

## 6. Classification of Awards

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

### 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:

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

**The award will be an MSc in Forensic Anthropology.**

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:

- Pass a total of nine modules with an overall APM of 70% or better.
- 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:

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

### **Exit Awards**

- **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.
- **Postgraduate Certificate (PgCert)**. A Postgraduate Certificate in Forensic Anthropology may be awarded for only completing 60 credits.

### **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.

### **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](mailto:suadvice@uclan.ac.uk) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

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



### **7. Student Feedback**

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 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).

### **Course Representatives**

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 in 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](mailto:coursereps@uclan.ac.uk)

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

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

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

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

### **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](#).

## 8. Appendices

### 8.1 Programme Specification(s)

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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#### 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*

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston Campus
<b>3. University School/Centre</b>	Forensic and Investigative Sciences
<b>4. External Accreditation</b>	None
<b>5. Title of Final Award</b>	MSc Forensic Anthropology
<b>6. Modes of Attendance offered</b>	Full-time, part-time daytime only
<b>7. UCAS Code</b>	
<b>8. Relevant Subject Benchmarking Group(s)</b>	QAA Masters Degree Characteristics
<b>9. Other external influences</b>	Chartered Society for Forensic Science
<b>10. Date of production/revision of this form</b>	June 2012 Updated September 2013
<b>11. Aims of the Programme</b>	
	<ul style="list-style-type: none"><li>• To provide an in-depth study of Forensic Anthropology</li><li>• To develop the critical and analytical skills involving the principles, practices and techniques of Forensic Anthropology</li><li>• To develop competence in research methods and presentation of information.</li><li>• To develop skills in solving problems both independently and as a team member to a level commensurate to the master's level</li></ul>

## **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.

<b>Assessment methods</b>
Preparation of case notes, essays, reports, practical reports, group and individual presentations.
<b>D. Other skills relevant to employability and personal development</b>
D1. Work to deadlines. D2. Work in a team. D3. Work independently under minimum supervision. D4. Generate original ideas. D5. Synthesise knowledge. D6.

<b>Teaching and Learning Methods</b>				
Skills developed through lectures, data interpretation, case studies, practical work, research projects, presentations, problem solving.				
<b>Assessment methods</b>				
Preparation of case notes, essays, reports, practical reports, group and individual presentations.				
<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 7	FZ4001	Research Methods	20	<b>Masters Degree in Forensic Anthropology</b>  Requires 180 credits at Level 7
	FZ4002	Expert Witness	20	
	FZ4003	Research Project		
	FZ4305	Developmental Anatomy	60	MSc with Distinction APM and Research Project $\geq$ 70%
	FZ4306	Forensic Anthropology	20	MSc with Merit APM and Research Project $\geq$ 60%
	FZ4307	Forensic Taphonomy	20	
	FZ4308	CSI and the Anthropologist	20	<b>Postgraduate Diploma in Forensic Anthropology</b>  Requires 120 credits at Level 7
			20	
				<b>Postgraduate Certificate in Forensic Anthropology</b>  Requires 60 credits at Level 7

### **15. Personal Development Planning**

PDP is delivered and monitored through project modules and the personal tutor system. Students are provided with a PDP handbook and an introductory lecture on it during induction week.

### **16. Admissions criteria**

Applicants will normally be required to have:

2:1 UK degree or equivalent in biomedical science, biology, forensics science, anthropology, archaeology and/or other related fields (USA need GPA 3.3).

Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6.5.

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

### **17. Key sources of information about the programme**

- University website ([www.uclan.ac.uk](http://www.uclan.ac.uk))
- School website ([www.uclan.ac.uk/forensic](http://www.uclan.ac.uk/forensic))
- Course Leader Dr Patrick Randolph-Quinney ([prandolph-quinney@uclan.ac.uk](mailto:prandolph-quinney@uclan.ac.uk))

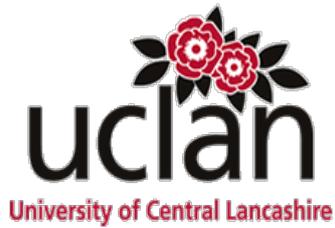
## 18. Curriculum Skills Map

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	
<b>LEVEL 4</b>	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 Handbooks



## University Student Handbook



**2017/18**

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

*This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.*

### **UCLan Mission statement**

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.

### **UCLan 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 Student Charter](#)

### **Supporting Diversity at UCLan**

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including 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.

## **Contents page**

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

## 1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

### 1.1 Communication

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

### 1.2 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. External Examiner reports will be made available to you electronically. 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. Details of the External Examiner associated with your course can be found in your Course Handbook.

### 1.3 Expected hours of 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. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

### 1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the [Complaints Procedure](#)

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

### 1.5 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 purposes 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 see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email [DPFOIA@uclan.ac.uk](mailto:DPFOIA@uclan.ac.uk).



## 2. Learning resources

### 2.1 Learning Information Services (LIS)

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

You can find the link to the Library Opening Hours here:

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

### 2.2 Electronic Resources

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

## 3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. 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](#)

It's your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE

01772 895858

[careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)

[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

#### 4. Student support, guidance and conduct



##### 4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

[http://www.uclan.ac.uk/students/study/library/the\\_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

##### 4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

##### 4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)



##### 4.4 Health and Safety

As a student of the University you share responsibility 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.

##### 4.5 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 towards all members of

the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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. Students' Union

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

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 the Students' Union does and is encompassed by its 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 Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' 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 the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at [www.uclansu.co.uk](http://www.uclansu.co.uk)

## 6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is

not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



## 7. Assessment

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 have been expressly agreed by the University to allow you to defer your assessment.

### 7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and 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 tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

### 7.2 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. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at:

[https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extensions.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.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](#)).



### 7.3 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, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

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 in which they apply. All evidence 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](#)

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](#)).



#### 7.4 Late submissions

If you submit work late without authorisation, 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.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

#### 7.5 Feedback Following Assessments

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.

For courses (except distance learning):

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. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



## 7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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](#).
- 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.
- 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.

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 as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (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](#) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

## 7.7 Appeals against assessment board decisions

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 (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

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](mailto:suadvice@uclan.ac.uk) for support and guidance.



## 8. 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 at levels 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.

### 8.1 Course Representatives and School Presidents

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, to voice their opinions and to share positive practice with the course team, primarily at 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](mailto:coursereps@uclan.ac.uk).

School Presidents 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 your School President is or more about the role visit the [Students' Union website](#) or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk)



### **8.2 Student Staff Liaison Committee Meetings (SSLC)**

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan

against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

### **8.3 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 University's 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 University's [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan.