

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Forensic Anthropology

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	FL4P
<b>JACS Code</b>	L600
<b>Programme Duration</b>	Full-Time: 3 Years, Sandwich Thick: 4 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Anthropology (2015); Biosciences (2015); Earth sciences, environmental sciences and environmental studies (2014)
<b>Programme accredited by</b>	Chartered Society of Forensic Sciences
<b>Description of accreditation</b>	<a href="http://www.charteredofsocietofforensicsciences.org/Accreditation/Accredited">http://www.charteredofsocietofforensicsciences.org/Accreditation/Accredited</a>
<b>Validated target and alternative exit awards</b>	<p>Bachelor of Science with Honours in Forensic Anthropology</p> <p>Bachelor of Science with Honours (SW) in Forensic Anthropology</p> <p>Diploma of Higher Education in Forensic Anthropology</p> <p>Diploma in Higher Education (SW) in Forensic Anthropology</p> <p>Certificate of Higher Education in Forensic Anthropology</p>
<b>Programme Leader</b>	Constantine Eliopoulos

### Educational aims of the programme

The generic aims that apply to all the School's natural science programmes are to:

offer a variety of programmes and learning opportunities in the biosciences, within an integrated modular system that matches students' interests and needs;

give a high quality and varied learning experience to students from a range of backgrounds and educational experiences;

provide a supportive and stimulating environment for student-centred learning, encouraging students to take responsibility at an appropriate level and to develop their full potential;

integrate theory and practice through diverse learning environments in the classroom, laboratory and field;

produce graduates with the appropriate subject knowledge and key skills to pursue a career within the subject area, in general employment or further study.

encourage students to engage with the development of employability skills by completing a self-awareness statement. Forensic Anthropology is a field within biological anthropology which is principally concerned with the description and identification of human remains for medico-legal purposes.

In addition to the aims for the main target award, the sandwich programme aims to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment.

#### Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

*A student who is eligible for this award will be able to:*

Apply a broad knowledge base of human anatomy and biology to a range of real and theoretical forensic

applications.

Evaluate the burial contexts of human remains and use this to determine the natural and anthropogenic processes involved in creating them.

Operate in a range of science contexts, and take responsibility for their contributions and outputs.

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

*A student who is eligible for this award will be able to:*

Generate information using primary observations of human osteology, using this to form responses to the problem presented.

Analyse and evaluate information pertaining to human remains and their ecological and geological contexts.

Accept responsibility for group and personal work.

A student who successfully completes a placement year will be eligible for the Sandwich award and will, in addition to the above, be able to demonstrate the professional and personal skills necessary for effective employment within a professional environment.

## **Target award Learning Outcomes - Bachelor of Science with Honours**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Understand the aims of Forensic Anthropology, which uses the techniques of biological anthropology to describe and identify human remains.
2. Understand the biological and physical factors which make humans uniquely individual.
3. Understand the medico-legal parameters and techniques for the recovery and identification of human remains.
4. Understand the reconstruction of aspects of human identity and life history from the skeleton.
5. Understand the physical settings and contexts in which human remains are found.
6. Understand the legal and scientific requirements of an expert witness report
7. Understand human skeletal biology and anatomy.
8. Analyse, synthesis, and summarise information.
9. Apply knowledge and understanding to problem solving and hypothesis testing.
10. Recognise the implications of professional ethics and standards and apply them.
11. Evaluate the significance of data, draw appropriate conclusions and place them in a medico-legal/scientific context.
12. Use appropriate resources (e.g. IT, Library) to find and organise information.
13. Recognise and apply safe working practice in the laboratory and the field.
14. Employ a range of methods for the collection, analysis and presentation of information.
15. Plan, design and execute a piece of research and produce a concise and precise final report correctly referenced throughout.
16. Communicate effectively in written, verbal and visual forms.
17. Use the internet, databases, spreadsheets and word processing packages.
18. Apply statistical and numerical analysis to data.
19. Operate as an effective member of a team.
20. Develop the ability to manage time and tasks appropriately.

## **Teaching, Learning and Assessment**

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

The acquisition of knowledge is promoted via formal taught sessions, primarily lectures supported by practical and fieldwork sessions. Various levels of understanding are facilitated through seminars, tutorials, field projects, group work and independent study.

Knowledge is assessed via examination (mainly short answer questions) and some coursework. Higher levels of understanding are assessed by examination (essay/interpretative questions) and coursework elements such as field reports and seminar presentations with question & answer sessions.

Cognitive skills are developed in many taught sessions, with an increasing emphasis as students progress from level 4 through level 6. Such skills are especially developed during level 6 modules, especially the research project module. The application of thinking skills in a work environment can be developed in the Work Based Learning (WBL) module

Essay/interpretative exam questions are used to assess students ability for critical thinking. Coursework elements such as field/laboratory reports and in particular the honours project/work-based learning module allows students to demonstrate the full range of their cognitive skills.

Practical skills are taught during practical classes (a component of most modules) and fieldwork. Core principles and minimum standards required for field and laboratory work are introduced at level 4, and further developed at level 5. Students develop these skills independently at level 6 when completing the research project. If the WBL module is chosen these skills will be developed in an applied work place setting.

Practical skills are assessed by submission of practical files, and field/laboratory reports. The research project/WBL portfolio and other level 6 reports allow students to demonstrate the full range of skills they have acquired.

As well as having the opportunity to develop transferable skills in all academic modules, key skills are specifically taught in specially designed modules at level 4 and level 5. Teaching in these modules is in small tutorial groups and via seminars, computer sessions, role play and workshops.

Key skills are assessed through coursework at all levels in all modules and specifically in the modules mentioned above. Benchmark requirements for scientific writing, oral presentation, poster presentation and field reports are provided in the key skills folder distributed to all students. These form the basis for assessing student skills in coursework assignments.

## Programme structure - programme rules and modules

In level 6, in the first semester students must pick one from the following: Forensic Anthropological Genetics (6311NATSCI), Advanced Forensic Methods (6101FSBMOL) and Work Based Learning (6300NATSCI). In the second semester students must pick one of the following: Forensic Bioscience (6214NATSCI), Geoforensics (6305NATSCI) and Expert Witness (6103FSBMOL).

### Study Abroad

Students will be offered the opportunity of study abroad at Level 5. Students can choose either Option A or Option B unless they undertake the Sandwich Year, in which case Option B is not available.

Option A: replacement of 60 credits of Level 5 with appropriate study abroad.

The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module [5354NATSCI] will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

Option B: additional study year abroad following Level 5

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module [5353NATSCI]. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

### Sandwich Year

The placement year will follow Level 5 and students will be enrolled on a 480 credit honours sandwich programme and take the module 5315NATSCI (Sandwich Year-Forensic Anthropology). The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6310NATSCI PALAEOPATHOLOGY (20 credits) 6312NATSCI ADVANCED FORENSIC ANTHROPOLOGY (20 credits) 6313NATSCI RESEARCH PROJECT	6101FSBMOL ADVANCED FORENSIC METHODS (20 credits) 6103FSBMOL EXPERT WITNESS (20 credits) 6214NATSCI FORENSIC BIOSCIENCE (20 credits)	80 core credits at level 6 40 option credits at level 6

- FORENSIC ANTHROPOLOGY (40 credits)	6300NATSCI WORK-BASED LEARNING (20 credits) 6305NATSCI GEOFORENSICS (20 credits) 6311NATSCI FORENSIC ANTHROPOLOGICAL GENETICS (20 credits)	
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5105FSBMOL FORENSIC METHODS (20 credits) 5310NATSCI HUMAN OSTEOLOGY (20 credits) 5312NATSCI EXCAVATION AND ANALYTICAL TECHNIQUES (20 credits) 5313NATSCI FORENSIC HUMAN IDENTIFICATION (20 credits) 5314NATSCI HUMAN ANATOMY AND GENETICS (20 credits)	5102FSBMOL TRACE EVIDENCE ANALYSIS (20 credits) 5311NATSCI WORLD ARCHAEOLOGY (20 credits)	100 core credits at level 5 20 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4102FSBMOL CRIME SCENE INVESTIGATION (20 credits) 4104FSBMOL FORENSIC SCIENCE (20 credits) 4206NATSCI GENETICS AND EVOLUTION (20 credits) 4308NATSCI FORENSIC FIELD SKILLS (20 credits) 4310NATSCI INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY (20 credits) 4311NATSCI INTRODUCTION TO ARCHAEOLOGY (20 credits)		120 core credits at level 4 0 option credits at level 4

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Work-related learning opportunities are available through the routes of employer seminars, guest lectures / workshops, employer-driven assignments and contact during fieldwork. The Work-based Learning placement (135 hrs) and the Sandwich placement (12 months) offer the opportunity for students to gain work experience with a relevant professional organisation. The School has a good record of providing relevant vocational training for students. Students are supported by the Professional Training Tutor who is responsible for advertising placements and promoting vocational training to students. Appropriate Work-based Learning or Sandwich placements (home or abroad) include working with e.g. forensic units, archaeological excavations and units, hospitals and museums.

## Criteria for admission

### A/AS Level

Applicants should have (or expect to obtain) at least 3 A2 Levels or equivalent, at least one of which should be in an appropriate science or social science subject, including but not limited to Biology. We normally set a target of 112 UCAS Tariff points including 32 points in a relevant science at A2. Our minimum points tariff is 104 points and our maximum offer is 120 points; this will depend on subjects being studied. Our offers may be grade

specific e.g. we usually expect at least 32 points in an appropriate science or social science subject.

### **BTEC National Diploma**

Applicants should be studying an appropriate Diploma and have (or expect to obtain) a pass with at least 3 merit grades at Level 3 in appropriate units.

### **AVCE**

AVCE applicants should normally have (or expect to obtain) 260 points in an appropriate discipline (normally science).

### **Irish Leaving Certificate**

Applicants must have passed (or expect to pass) their Irish Higher exams with at least grade BBC in 3 subjects, 2 of which must be sciences (Psychology and Geography may be considered a science for this purpose).

### **Scottish Higher**

Applicants must have passed (or expect to pass) their exams with at least grade BBC in 3 subjects, 2 of which must be sciences (Psychology or Geography may be considered a science for this purpose).

### **International Baccalaureate**

Applicants must have (or expect to obtain) the full award including grade 5 in one appropriate science.

### **Access**

Access applicants should have (or expect to obtain) a pass in an appropriate QAA-approved Access course.

### **Higher national diploma**

Second year entry can potentially be arranged for candidates who have a HND or HNC with merits in the key relevant units or for those who have passed the first year of a degree programme in a closely related subject elsewhere.

### **Other**

All applicants must have GCSE Maths and English with minimum grade C, or equivalent.

### **Mature entry**

We welcome applications from highly motivated mature applicants with relevant experience but without the necessary formal qualifications. To qualify as a mature student you have to be at least 21 years of age by the 31st December of the year of entry.

### **Overseas qualifications**

Applicants should have acquired passes in appropriate examinations in their country of origin and provide evidence of English language ability equivalent to 6.0 IELTS.

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### ***Please note:***

*This 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. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*