

# PROGRAMME SPECIFICATION

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## Bachelor of Science with Honours in Biological Anthropology

<b>Awarding institution</b>	LJMU
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	SBA1
<b>JACS Code</b>	
<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 (Oct 2019); Biosciences (Oct 2019); Earth sciences, environmental sciences and environmental studies (Oct 2019), Archaeology (Dec 2014), Geography (Dec 2019).
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Biological Anthropology  Bachelor of Science with Honours (SW) in Biological Anthropology  Diploma of Higher Education in Biological Anthropology  Diploma in Higher Education (SW) in Biological Anthropology  Certificate of Higher Education in Biological Anthropology
<b>Programme Leader</b>	Richard Jennings

## Educational aims of the programme

The Biological Anthropology programme aims to provide:

A comprehensive course that explores our origins, evolution, and genetic and biological variation through the examination of the recent, archaeological, and palaeoanthropological records, plus an in-depth study of our primate relatives.

The opportunity to specialise in particular branches of biological anthropology at and near the frontiers of research, and develop the technical capacity to advance those frontiers.

The ability to develop scientific aptitudes such as critical thinking, problem solving and logical argument through the progressive development of key skills such as comparison, understanding, recognition, and statistical analysis, over the course of the programme.

In addition to the above scientific and highly transferable skills, opportunities for the enhancement of employment prospects through the development of practical skills in fieldwork and laboratory settings.

A high quality and varied learning experience to students from a range of backgrounds and educational experiences that encourages them to take responsibility at an appropriate level and to develop their full potential.

The concept of continuous improvement, lifelong learning, and contribution to the wider community through personal development and scholarly activity.

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 and a range of appropriate analytical techniques to the study human biological variation and evolution.

Examine the major groups of living primates from a broad range of scientific perspectives and determine key similarities and differences between humans and other primate species.

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:*

Analyse and evaluate information pertaining to the human evolutionary record and its environmental context.

Critically analyse biological variation and adaptation among contemporary human and non-human primates.

Take responsibility for their own personal and professional learning and development.

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. Evaluate, utilise and present essential facts, concepts, principles and theories of biological anthropology encompassing the study of human biological variation, primatology, palaeoanthropology, archaeology, genetics, evolution, and ecology.
2. Demonstrate understanding of the physical, behavioural, ecological and genetic aspects of the major primate groups.
3. Demonstrate awareness of the palaeoanthropological record and of key stages of human and other primate evolution.
4. Understand human biology, anatomy, and aspects of human life history derived from the study of skeletal remains.
5. Evaluate the biological and physical factors commonly put forward to explain human uniqueness among primates.
6. Understand the physical settings and contexts in which fossil, archaeological and palaeoenvironmental remains are found.
7. Understand and critically evaluate primate conservation management practices.
8. Understand about the evolutionary origins of human health and disease.
9. Analyse, critically appraise, report and explain current research in the field of biological anthropology.
10. Evaluate past human responses to environmental change.
11. Apply knowledge and understanding to problem solving and hypothesis testing.
12. Use appropriate resources (e.g. IT, Library) to find and organise information.
13. Demonstrate awareness of the methodologies used in data acquisition, analysis and interpretation.
14. Employ a range of methods for the collection, analysis and interpretation of information.
15. Undertake fieldwork and/or laboratory investigations in a responsible, safe and ethical manner.
16. Evaluate the significance of data using statistical techniques and draw appropriate conclusions.
17. Communicate scientific information effectively in written, verbal, and visual forms.
18. Use the internet, databases, spreadsheets and word processing packages.
19. Operate as an effective member of a team.
20. Develop the ability to manage time and tasks appropriately.
21. Identify and work towards targets for personal, academic, professional and career development.

## **Teaching, Learning and Assessment**

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

#### Teaching and Learning:

The programme will be delivered through lectures, practical sessions including both PC based and laboratory based sessions, paper based practical sessions, workshops (discussion forums), group and individual project work, tutorials and field classes. The latter will include day-trips to zoos, animal sanctuaries, safari parks, museums and archaeological sites, residential field classes, and fieldwork experience in the UK and abroad. It is estimated that approximately 50% of learning activity will be non-lecture-based, providing students with an active and hands-on approach to learning about Biological Anthropology through practice. The programme will be structured so that there is a transition from the introduction of methods and topics in L4 to increasing applicability in L5 and complex problem solving in L6. Specifically throughout L5, students develop the ability to employ methods and skills strategically to test hypotheses and solve problems. Throughout L6 students will develop and demonstrate the ability to analyse (with increasingly complex data sets and hypotheses to test), synthesise, critically evaluate and apply solutions to real world practical problems relevant to environmental situations/management/conservation.

#### Assessments:

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 cognitive 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 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. Key skills are assessed through coursework at all levels in all modules. 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

Students will be required to complete 17 modules totalling 360 credits in three years of study. All of the modules will be delivered in the School of Biological and Environmental Sciences. The modules will be 20-credit semester-long, except the final year Dissertation module which will be 40-credit yearlong (shared with other BES programmes). Of these 17 modules, it is proposed that students complete 12 core modules, spread over three years of study, and five out of a selection of seven optional modules. One can be taken at L5 and two at L6.

#### Module options:

In Level 5, the students will choose in Semester 1 between Human Anatomy and Genetics (5314NATSCI) and World Archaeology (5311NATSCI)

In Level 6, the students will choose in Semester 1 between Palaeopathology (6310NATSCI), Environmental Change (6307NATSCI) and Work Based Learning (6300NATSCI) and in Semester 2 between Environmental Modelling and GIS (6306NATSCI) and Advanced Forensic Anthropology (6312NATSCI).

#### 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
6201NATSCI RESEARCH PROJECT (40 credits) 6221NATSCI PRIMATE CONSERVATION (20 credits) 6317NATSCI CURRENT TOPICS IN BIOLOGICAL ANTHROPOLOGY (20 credits)	6300NATSCI WORK-BASED LEARNING (20 credits) 6306NATSCI ENVIRONMENTAL MODELLING AND GIS (20 credits) 6307NATSCI ENVIRONMENTAL CHANGE (20 credits) 6310NATSCI PALAEOPATHOLOGY (20 credits) 6312NATSCI ADVANCED FORENSIC ANTHROPOLOGY (20 credits)	80 core credits at level 6 40 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5224NATSCI PRIMATE ADAPTATION AND BEHAVIOUR (20 credits) 5302NATSCI GIS AND EMPLOYABILITY (20 credits) 5310NATSCI HUMAN OSTEOLOGY (20 credits) 5312NATSCI EXCAVATION AND ANALYTICAL TECHNIQUES (20 credits) 5316NATSCI PALAEOANTHROPOLOGY (20 credits)	5311NATSCI WORLD ARCHAEOLOGY (20 credits) 5314NATSCI HUMAN ANATOMY AND GENETICS (20 credits)	100 core credits at level 5 20 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4206NATSCI GENETICS AND EVOLUTION (20 credits) 4212NATSCI PRIMATE SOCIAL SYSTEMS (20 credits) 4310NATSCI INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY (20 credits) 4311NATSCI INTRODUCTION TO ARCHAEOLOGY (20 credits) 4314NATSCI HUMAN VARIATION, ADAPTATION, AND ECOLOGY (20 credits) 4400NATSCI CLIMATE AND HUMAN EVOLUTION (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., zoos, conservation centres, archaeological excavations and units, environmental consultancies, museums, and forensic science companies.

## 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.*