1. KentVision Code and title of the module

ANTB5690 Palaeopathology

## Division and School/Department or partner institution which will be responsible for management of the module

School of Anthropology and Conservation, Division of Human and Social Sciences

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn term

## Prerequisite and co-requisite modules and/or any module restrictions

ANTB6280 Human Skeletal Biology

## The course(s) of study to which the module contributes

BSc Anthropology

BSc Human Biology and Behaviour

BSc Biological Anthropology

(including year abroad and year in professional practice cognates)

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

On successfully completing the module students will be able to:

8.1 Understand the relationship between human skeletal growth and developmental disturbances.

8.2 Understand the causes and manifestations of skeletal disease and trauma.

8.3 Identify, diagnose, and interpret human skeletal disease and trauma.

8.4 Understand the research themes in human palaeopathology.

8.5 Understand how the study of human palaeopathology can inform aspects of life in the past including growth, activity, diet, health, social interaction, and conflict.

8.6 Critically evaluate new research in human palaeopathology.

## The intended generic learning outcomes.On successfully completing the module students will be able to:

9.1 Demonstrate critical thinking.

9.2 Demonstrate developed writing skills, such as clarity and correct referencing of sources.

9.3 Demonstrate developed reading skills.

9.4 Demonstrate time management and preparation.

9.5 Organise information in a clear way.

9.6 Demonstrate development of basic laboratory skills

## A synopsis of the curriculum

Some diseases leave a characteristic signature on the human skeleton after death, which can be retained in the burial environment. Palaeopathology is the study of these diseases in human skeletons from an archaeological context to infer aspects of life in the past, such as childhood growth, as well as adult diet, activity, health, social interaction (caring, contact), and conflict.

The purpose of this module is to provide theoretical knowledge about the causes and manifestations of skeletal disease, and practical experience identifying and diagnosing palaeopathology. The relationship between skeletal growth and developmental disturbances are considered. Disease, activity, and diet are discussed. Skeletal responses to specific and non-specific infections, as well as neoplastic and traumatic events, are explored.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

## Assessment methods

* 1. Main assessment methods

Practical Assessment (30%)

Palaeopathology Report (70%)\*

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module

14.2 Reassessment methods

 Like for like.

## Map of module learning outcomes (sections 9 & 10) to learning and teaching methods (section 13) and methods of assessment (section 14)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9. 6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| Lab practical | **x** | **x** | **x** |  | **x** |  |  | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Practical Assessment | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  | **x** | **x** | **x** |
| Palaeopathology report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

 Canterbury.

## Internationalisation

Students will be exposed to a variety of human skeletal remains from within different cultures and sub-cultures from around the world to understand how the study of disease in human skeletons can be used to infer aspects of life in the past.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 17/08/17 | Minor | September 2017 | Template Updated + 13 | No |
| 21/04/22 | Minor | September 2022 | 13, 14 | No |