## KentVision Code and title of the module

ANTB5410 Human Evolution: The Fossil and Archaeological Record

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

Human and Social Sciences/School of Anthropology and Conservation

## 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 or Spring

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

None

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

* BSc Biological Anthropology and associated programmes
* BSc Human Biology and Behaviour and associated programmes
* BSc Anthropology and associated programmes

Also available as an elective module

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

8.1 competently assess evidence and articulate theories concerning the biological and cultural evolution of humans

8.2 critically evaluate arguments and data in the field of palaeoanthropology

8.3 summarise the key stages in the pattern of human anatomical and cultural evolution

8.4 understand how palaeoanthropologists reconstruct hominin behaviour

8.5 critically evaluate scientific papers in paleoanthropology

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

9.1 demonstrate highly transferable critical reasoning and evaluation skills

9.2 demonstrate high quality communication skills

9.3 demonstrate enhanced interpersonal skills such as the ability to discuss critically and debate topics with peers

9.4 demonstrate improved learning and study skills as a result of independent scholarly research into particular topics*.*

## A synopsis of the curriculum

Hominins – the array of species of which ours is the only living representative – provide the clues to our own origins. In this module, the methods and evidence used to reconstruct their biology and behaviour are discussed. This module will provide students with an advanced knowledge of human evolution, as well as techniques used in the examination of behaviour and cognition in fossil hominins. Emphasis is placed on the study of both the fossil and archaeological evidence for human evolution. By the end of the module, students will be able to assess the importance of an evolutionary perspective to the human sciences.

## 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

Private Study: 110

Contact Hours: 40

Total: 150

## Assessment methods

* 1. Main assessment methods

Poster (40%)

Poster presentation (20%)

Practical assessment – Lab (45 minutes) (40%)

* 1. Reassessment methods

Reassessment Instrument: Like for like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

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

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | X | X | X | X | X | X | X |  | X |
| Lectures | X | X | X | X | X |  |  | X |  |
| Laboratory | 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Poster | X | X | X | X | X | X | X | X | X |
| Presentation | X | X |  | X | X | X | X | X | X |
| Practical Assessment | 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

This module exposes students to research findings that have contributed fossil and archaeological evidence for human evolution from across different regions of the globe. The reading list is comprised of research produced by prominent international research groups, including international collaborative efforts. These two elements are central to the internationalisation dimension of this module.

**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 CLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 18/11/16 | Minor | September 2017 | 5 | No |
| 16/11/22 | Major | September 2023 | 1, 6, 7, 8, 9, 11, 13, 14 |  |