1. **Title of the module**
   Forensic Taphonomy

2. **School or partner institution which will be responsible for management of the module**
   School of Anthropology and Conservation

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 7

4. **The number of credits and the ECTS value which the module represents**
   15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Spring

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   Forensic Osteology and Field Recovery Methods

8. **The intended subject specific learning outcomes.**
   **On successfully completing the module:**
   8.1 students will have a systematic knowledge of how environmental conditions affect human decomposition.
   8.2 students will have a systematic knowledge of how to calculate post-mortem interval (PMI).
   8.3 students will have a systematic knowledge of how cultural and social traditions can affect taphonomic processes.

9. **The intended generic learning outcomes.**
   **On successfully completing the module students will:**
   9.1. be able to critically evaluate and problem solve.
   9.2. be able to organise and present of information in a clear and concise manor.
   9.3. have advanced development of laboratory and practical skills.
   9.4. further develop communication both orally and in writing.

These learning outcomes will allow students to continue to develop and build upon intellectual and subject-specific skills (including reasoning and reflection, information structuring, analysis and synthesis), as well as key transferable skills, including communication and independent learning (producing written documents), problem solving, and self-motivation.

10. **A synopsis of the curriculum**
    This module is fundamental to this MSc where students learn various stages of postmortem decay to human remains, focusing largely on environmental effects—including decomposition in soil and interaction with plants, insects, and other animals. Other topics covered are; PMI methods (time elapsed since death), biotaphonomy, and geotaphonomy.
11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**


12. **Learning and Teaching methods**

Study hours: 150 overall, in term time 1 hour a week in lecture, 1 hour a week in practical format and 10.6 private study hours per week. All learning outcomes will be addressed through presentation of relevant material in a mixture of seminar class and lab-based practicals. Seminars will achieve the learning outcomes of knowledge of methods in forensic taphonomy, identification of human remains, time management, critical thinking, and critically examining original research papers. Lab practicals and seminars will achieve the learning outcomes of practically applying knowledge.

Assigned readings support material delivered in the weekly seminars and/or lab practicals, develop critical analysis of research and methods, time management and preparation for seminars and/or lab practicals and assessed course work.

13. **Assessment methods.**

3000 word essay 60%
Lab notebook 20%
Poster Presentation 20%

3000 word essay will assess the students understanding of how environmental conditions affect human decomposition, how to calculate post-mortem interval (PMI), how cultural and social traditions can affect taphonomic processes.

The Lab Notebook will be divided into the main themes of the module. Students will be expected to produce a compilation of notes, observations and worksheets from the practical sessions, which will be included in the notebook. Practicals will be largely hands on, and therefore the lab notebook will show the work and personal observations by the student did during the lab.

Student will present a poster on an assigned topic.
14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

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<thead>
<tr>
<th>Module learning outcome</th>
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<th>8.3</th>
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15. The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus where module will be delivered:
Canterbury

17. Internationalisation
All methods taught in this module were developed in USA or Europe. We have guest lectures from Interpol that will talk about different international aspects of forensic taphonomy methods, and how some this will vary between different legal systems and temporal environments.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution
No

19. University School responsible for the programme
SAC
Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

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<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
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