1. **Title of the module**

PSCI5020 (PS502) - Forensic Archaeology

1. **School or partner institution which will be responsible for management of the module**

Physical Sciences

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

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

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

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Forensic Science, Forensic Science with a Year in Industry

This is available as a wild module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate knowledge of the principle areas of forensic archaeology including dating, detection and osteology. (FS Programme learning outcome 1)
	2. Demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to forensic archaeology. (FS Programme learning outcome 8)
	3. Apply such knowledge and understanding to the solution of problems. (FS Programme learning outcome 5)
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Use problem-solving skills, relating to qualitative and quantitative information. (FS Programme learning outcome 22)
	2. Apply numeracy and computational skills. (FS Programme learning outcome 23)
3. **A synopsis of the curriculum**

Dating: Radioactive decay and detection of radiation, radiocarbon dating and related methods, accelerator mass spectrometry, uranium series dating, potassium-argon dating, radioactive tracers, isotope dilution, neutron activation, stable isotope techniques with forensic applications, electron spin resonance spectroscopy, thermoluminescence dating and thermal history.

Detection: Magnetometry, metal detectors, resistivity surveys, ground penetrating radar, aerial photography, and remote sensing.

Osteology: The study of human osteology is fundamental to the discipline of forensic anthropology. This series of lectures begins by examining the structure, growth, and function of bones and teeth. Methods of skeletal analysis in forensic anthropology are then examined, including age, sex, stature, trauma, disease, and race. Applications in biological anthropology will also be reviewed.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Zumdahl, Chemical Principles
* Byers, S. 2005. Introduction to Forensic Anthropology. London: Pearson/Allyn and Bacon
* White, T.D. 2000. Human Osteology. San Diego, California, London: Academic Press Inc.
* J. Hunter & M. Cox, 2005. Forensic Archaeology. Routledge, London, 2005 - chapter 3
* E.W. Killam. 2004. The Detection of Human Remains. Charles Thomas, Springfield - chapters 5-8
* T.L. Dupras, J.J. Schultz, S.M. Wheeler & L.J. Williams. 2006. Forensic Recovery of Human Remains
* Taylor and Francis, Boca Raton - chapter 4
* Clark. 1990. Seeing Beneath the Soil. Batsford, London
* White, T.D., Black, M.T., Folkens, P.A. 2011. Human Osteology. San Diego, California, London: Academic Press Inc.
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Assignment 1 (5 hours, 5%)

Assignment 2 (5 hours, 5%)

Assignment 3 (5 hours, 5%)

Assignment 4 (5 hours, 5%)

Exam (2 hours, 70%)

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **X** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |
| Assignments | **x** | **x** | **x** | **x** | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Forensic archaeology is an international subject with physical laws discovered and techniques developed and refined by scientists across the globe. Mastery of the subject-specific learning outcomes will equip students to apply the theories and techniques of this module in a wide range of international contexts. The module team is drawn from the School of Physical Sciences and the School of Anthropology & Conservation, which includes many members of staff with international experience of teaching and research collaboration. In compiling the reading list, consideration has been given to the range of texts that are available internationally and a selection of texts has been identified to complement the delivery of the material. The support SPS provides to its students is also internationally attuned given our international student body.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018