

Programme Specification

Programme title: Human Osteology and Palaeopathology

Academic Year:	2018-19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Master of Science Postgraduate Diploma Postgraduate Certificate
Programme accredited by (if appropriate):	N/A
Programme duration:	1 year full-time; minimum 2 years part-time
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	January 2017

Introduction

The MSc Human Osteology and Palaeopathology emphasises the study of archaeological human remains within their funerary context. It builds upon the School of Archaeology and Forensic Sciences' extensive research expertise in biological anthropology, funerary archaeology, molecular archaeology and archaeological biogeochemistry.

Archaeology engages the entire human past in all its temporal and spatial dimensions. It is fundamental to our understanding of how we evolved and our communities developed, and how we study, preserve and interpret our past. At Bradford, our distinctive approach emphasises the integration of the natural and physical sciences in this enquiry. In accordance with the University's mission, 'Making knowledge work', the School of Archaeology and Forensic Sciences aims to provide excellence in a comprehensive range

of archaeological topics, with emphasis on both teaching ('Excellent' in the last Subject Review) and research (ranked 7th place nationally for 4* research and 3rd place nationally for research impact, REF 2014), believing in the two activities to be mutually dependent.

The programme can be used either as vocational training or as a foundation from which to commence further research. The programme is offered on a full-time basis or part-time over up to 5 years. Individual modules are available to candidates wishing to enhance their specialist knowledge in a particular area. Students can choose to undertake a substantial individual research dissertation or they can alternatively select a non-dissertation route which includes a substantial research and writing assignment that requires advanced level academic writing skills and a population level analysis that meets the requirements of the National Planning Policy Framework (NPPF), Management of Projects in the Historic Environment (MoRPHE) and associated professional standards (by ClfA, and BBAO).

Among the distinctive features of this programme is access to a world renowned collection of reference material and hands-on experience in the School's laboratories and the Faculty's Integrated Learning Centre for Life Sciences. The Human Remains teaching team won a Vice Chancellor's Teaching Award in 2014 and we have excellent PTES results (90% student satisfaction, MSc HOP, 2015).

Programme Aims

The programme is intended to:

- A1. Provide graduates in archaeology, anthropology, biosciences and related subjects with advanced practical and theoretical instruction in the analysis and interpretation of human remains within their archaeological and/or forensic context, through the integration of biological and contextual evidence.
- A2. Provide a flexible programme of study that reflects areas of staff expertise.
- A3. Encourage development of independent learning skills, by providing a supportive, structured environment.
- A4. Develop high-level subject knowledge and understanding, and provide training in discipline skills to enable graduates to pursue further research or careers in biological anthropology.
- A5. Develop critical and analytical problem solving skills and personal transferable skills to prepare students for careers in non-cognate fields.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1. Demonstrate a critical awareness of the theory and practice in the osteological analysis of skeletonised human remains by appreciating the relevant underlying anatomical, biomechanical and taphonomic principles
- LO2. Use appropriate methods and techniques within human osteology and palaeopathology and interpret the generated data
- LO3. Understand and apply methods and techniques in the wider context of the discipline
- LO4. Possess advanced laboratory skills in the identification, description and recording of human remains
- LO5. Critically evaluate professional literature in a chosen area and related disciplines
- LO6. Communicate conclusions in writing and orally to specialist and non-specialist audiences, working effectively in groups, manage and appraise their own learning and research
- LO7. Manage their time effectively when undertaking complex and extended tasks
- LO8. Confidently use information technology to critically review, synthesise and carry forward professional research in a specialised area
- LO9. Identify individual learning needs and carry out an achievable learning plan to meet them

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO10. Confidently identify faunal remains
- LO11. Possess advanced laboratory skills in the analysis and interpretation of pathological conditions
- LO12. Confidently interrogate clinical data when investigating palaeopathology

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

- LO13. Design and complete a substantial work of independent study

Curriculum

The programme is offered full-time (1 year) and part-time (up to 5 years). It comprises modules that contain a blend of hands-on practical applications

and the relevant underpinning theoretical aspects in the analysis of archaeological human and animal remains in Semester One (Musculo-skeletal and Comparative Anatomy, Analysis of Human Remains), complemented by Professional Development, which allows students to develop an individual learning plan and programme of study (10+10 linked module). A significant element of Semester Two is the 30 credit module on pathological alterations in human remains (Palaeopathology). Optional modules provide opportunities for students to acquaint themselves with a wide range of analytical approaches to the study of human remains (Archaeometry) or an appreciation of the mortuary evidence through time (Grave Concerns). The second half of Professional Development prepares students for their research project, including planning of research (dissertation route) or prepares them for the non-dissertation route where they compile a professional briefing document. This module encompasses research/project design, time keeping, ethics, and health and safety. The final element of the programme is a c. 15,000-word dissertation or an extensive, population-level skeletal report (c. 8000 words) plus an extended research essay (Osteology Research Paper).

It is expected that students who successfully complete the dissertation route will be fully prepared to undertake research at MPhil or PhD level; non-dissertation-route graduates would meet all aspects of the CIFA competency matrix for human osteology and are particularly well prepared for a career in commercial osteoarchaeology.

Postgraduate Certificate

Module Code	Module Title	Type	Credits	Level	Study period
ARC7008-B	Analysis of Human Remains	Core	20	7	1
ARC7041-B	Professional Development	Core	20	7	1 & 2
ARC7036-B	Grave Concerns: Investigating the Archaeology of Death and Burial	Option	20	7	2
ARC7035-B	Archaeometry	Option	20	7	2

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes (LO1-9).

Postgraduate Diploma

Modules above, plus:

Module Code	Module Title	Type	Credits	Level	Study period
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ARC7037-C	Musculo-skeletal and Comparative Anatomy	Core	30	7	1
ARC7029-C	Palaeopathology	Core	30	7	2

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes (LO1-12).

Master of Science – Dissertation Route

Modules above, plus:

Module Code	Module Title	Type	Credits	Level	Study period
ARC7034-E	Dissertation	Option	60	7	S

Master of Science – without dissertation route

Modules above (excluding dissertation), plus:

Module Code	Module Title	Type	Credits	Level	Study period
ARC7042-B	Osteology Research Paper	Option	20	7	S
ARC7043-D	Advanced Skeletal Report	Option	40	7	S

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes (LO1-13).

The curriculum may change, subject to the University's programme approval, monitoring and review procedures.

Learning and Teaching Strategies

The teaching and learning strategy takes into consideration the learning outcomes, the nature of the subject, and the need for students to take responsibility for their own learning as part of this advanced taught programme.

The thematic modules are delivered in a combination of formal lectures, student-led intensive seminars/tutorials and extensive practical instruction. Coursework (e.g. laboratory reports, critiques, worksheets) is geared towards demonstrating relevant knowledge, understanding and professional skills in principal approaches to the analysis and interpretation of archaeological human remains and the application of scientific methods or archaeological

theory. Communication skills are tested in both written and oral form in several modules.

The degree progresses through a spiral curriculum, with each teaching / assessment block developing and building on prior learning. The module in 'Professional Development' starts by guiding students to identify their own learning needs and the resources to address them, and goes on to prepare students for their research project, including planning of research, research design, time management, ethics, and health and safety.

For those students who choose to complete the programme through the research project (dissertation route); the semester two component of Professional Development prepares students for their research project. The final element of this programme route is a dissertation (approx. 15,000 words).

For those students who choose to complete the programme through the non- dissertation route; the semester two component of Professional Development provides the opportunity to practice independent source-based research, for example by writing a professional quality briefing document. During the summer students to complete an osteological assessment and full skeletal report in the Advanced Skeletal Report module, following the National Planning Policy Framework (NPPF), Management of Projects in the Historic Environment (MoRPHE) and associated professional standards (e.g. by ClfA and BABAO). The time-bound nature of the module replicates the pressures of a challenging commercial environment. In addition, they complete an extended research essay on a topic of their choice (Osteology Research Paper).

Assessment Strategy

The assessment strategy is designed to support the learning outcomes of each specific module. It uses a wide range of assessment methods, including coursework (critiques, laboratory reports, research design, professional briefs, essays), exams (practical tests), and oral presentations (group and individual). Assessment elements are regularly structured in a way that allows MSc candidates to benefit from formative learning and formative assessment towards summative assessment.

Written assessment will consist of summative skeletal reports and formative assessment of skills acquisition via in-class student presentations/discussion on bone identification. Formative assessments are embedded in the first semester modules Analysis of Human remains and Musculoskeletal and Comparative Anatomy, to help students transition from undergraduate to postgraduate learning.

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

A first degree in a relevant discipline, normally with an upper second-class degree, or equivalent is required for UK students. Other relevant qualifications and past experience will also be considered for admission to the programme. Admission will be judged on an individual basis for overseas students, at an equivalent level to UK entry requirements. For North American students, normally a GPA of at least 3.0 on a scale of 4.0 is required, or an equivalent. Applicants with a lower second-class degree, or equivalent (e.g. 2.5 GPA in N America), with demonstrable relevant experience will also be considered. Applicants whose first language is not English must have IELTS at 6.0, with no sub-test less than 5.0, or the equivalent. Those who do not meet the IELTS requirement can take a University of Bradford pre-sessional English course. Admissions are made on the basis of demonstrated ability, qualifications, experience, references, and, occasionally, interviews. A completed application form, references, official transcripts, or a list of modules and grades/marks stamped by the applicant's undergraduate department or student registry are required of all applicants.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		