Bournemouth University

KEY PROGRAMME INFORMATION

Originating institution(s)	Faculty responsible for the programme
Bournemouth University	Faculty of Science and Technology

Final award(s), title(s) and credits
BA (Hons) Archaeology and Anthropology 360 Credits (180 ECTS)
Level 4 120 Credits (60 ECTS)
Level 5 120 Credits (60 ECTS)
Level 6 120 Credits (60 ECTS)

Intermediate award(s), title(s) and credits
Cert HE Archaeology and Anthropology 120 Credits (60 ECTS) :
Level 4 120 Credits (60 ECTS)

Dip HE Archaeology and Anthropology 240 Credits (120 ECTS)
Level 4 120 Credits (60 ECTS)
Level 5 120 Credits (60 ECTS)

UCAS Programme Code(s) (where applicable and if known)	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.
BA (Hons) Archaeology and Anthropology VL46	100299/100436 (balanced)

External reference points

AdvanceHE/QAA, 2021, Education for Sustainable Development Guidance Gloucester. Quality Assurance Agency. [https://membershipresources.qaa.ac.uk/s/article/Education-for-Sustainable-Development-Guidance. Accessed 31 March 2022]

CIFA, 2022, Regulations, Standards and Guidance. [On-line resources at: https://www.archaeologists.net/codes/cifa. Accessed: 10 June 2022].

NOS, 2012, National Occupational Standards in Archaeology. [On-line resources at: https://www.archaeologists.net/development/nos. Accessed 10 June 2022]

QAA, 2022, Subject Benchmark Statement: Archaeology. Gloucester. Quality Assurance Agency (Fourth edition. Created in 2000; revised 2021-22) [https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/archaeology#. Accessed 10 June 2022].

QAA, 2019, Subject Benchmark Statement: Anthropology. Gloucester. Quality Assurance Agency (Fourth Edition). https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-anthropology.pdf?sfvrsn=24f2c881_4. Accessed 24 May 2022]

QAA, 2018, The UK Quality Code for Higher Education. [Online resource at: https://www.qaa.ac.uk/quality-code. Accessed 10 June 2022].

United Nations Department of Economic and Social Affairs Sustainable Development Goals [Online resources at: https://sdgs.un.org/goals. Accessed 31 March 2022]

Professional, Statutory and Regulatory Body (PSRB) links
The programme is accredited by the Chartered Institute for Archaeologists
(http://www.archaeologists.net/)

Places of delivery
Bournemouth University

Mode(s) of delivery	Language of delivery

• full-time; • full-time sandwich; • part-time; • part-time sandwich;	English
Typical duration • full-time: 3 years • full-time sandwich: 4 years • part-time: negotiable on an individual basis – maximum 8 years • part-time sandwich: negotiable on an individual basis – maximum 8 years	
Date of first intake Sept 2023	**Expected start dates** September
Maximum student numbers Not Applicable	**Placements** Students may complete an optional (non-mandatory) short placement (5-weeks/25 days), normally undertaken during the summer between levels 5 and 6. Students may complete an optional minimum 30 week placement which forms the placement year (level P) of a sandwich degree. Students are required to find their own placement, with assistance from the Placement and Programmes Co-ordinator, in any part of the UK or abroad (additional costs are borne by the student).
Partner(s) Not Applicable	**Partnership model** Not Applicable
Date of this Programme Specification August 2022	
Version number v2.0-0923	
Approval, review or modification reference numbers EC2122 14 EC2223 14 EC2223 28	
Authors: Dr Ellen Hambleton; Professor Mark Gillings; Dr Eileen Wilkes	

PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Archaeology and Anthropology								
Year 1/Level 4 Students are required to complete 5 core units and choose 1 optional unit (each 20 credits) – 120 credits in total								
Unit Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings**				**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code** (plus balanced or major/ minor load)
			Exam 1	**Exam 2**	**Cwk 1**	**Cwk 2**			
Introduction to Archaeology and Anthropology	Core	20			50	50	30	1.0	100299/1004 36 balanced
Responsible Research in Archaeology & Anthropology	Core	20	50		50		30	1.0	100299/1004 36 balanced
The Human Past	Core	20	40	60			30	1.0	100299
Practical Archaeology	Core	20	40		60		30	1.0	100299
Introduction to Social Anthropology	Core	20	50		50		30	FHSS v3.0	100437
Debates in Archaeology and Anthropology	Option	20			40	60	30	1.0 (A&A Dept Open Curriculum Elective)	100299/1004 36 balanced
Open Curriculum Elective	Option	20							
Progression requirements: Requires 120 credits at Level 4								
Exit qualification: Cert HE Archaeology and Anthropology Requires 120 Level 4 credits								

Year 2/Level 5
Students are required to complete 2 core units and choose 4 optional units (each 20 credits) – 120 credits in total. NB. Please note that option units require minimum numbers in order to run and may only be available on a semester by semester basis. They may also change from year to year.

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Archaeological Field Skills *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Core	20		60	40	225	1.0	100299
Research Skills	Core	20		70	30	30	1.0	100299/100436 balanced
Artefact Studies *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		50	50	30	1.0	100384
Principles of Biological Anthropology *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		50	50	30	1.0	100663
Contemporary Theory in Archaeology and Anthropology *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		50	50	30	1.0	100299/100436 balanced
Environmental Archaeology *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		100		30	2.0	100384
Hunters, Farmers, and Heroes: Social and Cultural trajectories in	Option	20	50	50		30	1.0	100299

later Prehistoric Europe *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*								
Growing Up and Growing Old	Option	20		50	50	30	FHSS v3.0	100437
Applied Geophysical Survey *(successful completion of L4 Practical Archaeology and L5 Archaeological Field Skills are a pre-requisite for students undertaking this unit)*	Option	20		40	60	30	1.0	100384
Becoming Human *(successful completion of Introduction to Archaeology & Anthropology or a background in biological sciences is a pre-requisite for students undertaking this unit)*	Option	20	50	50		30	2.0	100663
Geomatics and GIS *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		50	50	30	1.0	100384
Scientific Diving *(successful completion of Introduction to Archaeology & Anthropology, Demonstrated Good Attendance at L4, Pass a diving medical, Pass a basic swimming test are a pre-requisite for students undertaking this unit)*	Option	20	50	50		30	1.0	101261
Rome and Barbarian Europe	Option	20	50	50		30	2.0	100299
Working with Cultural Heritage	Option	20	50	50		30	1.0	100299

(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)								
Understanding Cultures	Option	20		100		30	FHSS v2.0	100437
Open Curriculum Elective	Option	20						

Progression requirements: Requires 120 credits at Level 5

Exit qualification: Dip HE Archaeology and Anthropology Requires 120 Level 5 credits and 120 Level 4 credits

Year 3/Level P - Optional placement year in industry/business
A minimum of 30 week work-based learning placement is compulsory for students wishing to gain a sandwich degree. Placements involve the completion of activities/projects and are assessed on a pass/fail basis. Placements are not credit-weighted.

Optional short placement – For students who do not undertake the sandwich degree, there is the non-compulsory option of undertaking a short 5-week (25 days) work-based learning placement. Short placements are assessed on a pass/fail basis and are not credit-weighted.

Progression requirements:
Sandwich degree: Satisfactory completion of a minimum of 30 weeks of approved work in industry/business and successful completion of a reflective report and a satisfactory supervisor's appraisal.

Students who do not choose to undertake the optional sandwich placement year may progress directly from level 5 to level 6.

Year 3/Level 6
Students are required to complete 1 core unit (double-weighted 40 credits) and choose 4 optional units (each 20 credits) – 120 credits in total. NB. Please note that option units require minimum numbers in order to run and may only be available on a semester by semester basis. They may also change from year to year.

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Independent Research Project (A&A)	Core	40		100		10	2.0	100299/100 436/100384
Between Heaven and Earth: the archaeology of landscapes and skyscapes *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		40	60	30	1.0	100299
Digital Approaches to Archaeology & Anthropology	Option	20		40	60	30	1.0	100384

(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)								
'Fields of Conflict': Violence and warfare in the human past *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		50	50	30	1.0	100384
Maritime Archaeology *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20	50	50		30	1.0	101261
Making Land: the Origins of Agriculture *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		50	50	30	1.0	100299
Sarup to Stonehenge: Early farming communities in northwestern Europe *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20	50	50		30	2.0	100299
Anthropology of International Intervention	Option	20		100		30	FHSS v2.0	100437
Seekers, Believers & Iconoclasts: Sociology of Thought	Option	20		100		30	FHSS v2.0	100505
Animals & Society *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20	50	50		30	2.0	100384
Archaeological Management and Professional Practice	Option	20	50	50		30	1.0	100299

(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)							
People and Nature in Amazonia *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20	50	50		30	1.0	100299
People, Production and Place *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20		70	30	30	1.0	100384
Roman Britain *(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit)*	Option	20	50	50		30	2.0	100299
Primate Behavioural Ecology	Option	20		25	75	40	2.0	100522
Open Curriculum Elective	Option	20						

Exit qualification: BA (Hons) Archaeology and Anthropology

Full-time/Part-time Sandwich UG award: Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits and successful completion of a placement year

Full-time/Part-time UG award: Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits.*
*In addition, students may have achieved an (optional) short placement

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This undergraduate programme aims to develop critically aware, theoretically informed, practically skilled and socially responsible graduates, who are able to progress to further study or employment in archaeology and/or anthropology areas related to human biological and cultural diversity.

The primary aim of this programme is the development of undergraduates who

- Have a firm understanding of the practical, technical and theoretical bases of archaeological and anthropological practice and interpretation
- appreciate the range of human social, biological, and cultural diversity in contemporary, historic and prehistoric contexts;
- recognise the global social, political, historical, ethical, economic and sustainability contexts which impact on work in archaeology and anthropology, and engage responsibly with other cultures, individuals and groups;
- Uphold the highest standards of ethics, professionalism and sustainability in their research and practice;
- can apply the acquired range of skills and knowledge to specific archaeological and anthropological problems;
- Can communicate effectively with those working in these professions and with the wider public;
- Have the necessary professional knowledge and management skills to develop successful careers in specialist fields of archaeological and biological and/or social anthropological practice
- Have the ability to carry out independent investigations in the area of archaeological, biological and/or social anthropological practice
- Have the skills and knowledge necessary for postgraduate study
- Have the qualifications to enter professional bodies/practitioner organisations at levels appropriate to their experience.

The degree also aims to provide students with a substantial range of transferable skills in communication, working with people, field and laboratory practice, digital technologies, data analysis, problem-solving, report-writing, critical analysis of information sources, research design and project management. These skills provide a firm foundation for professional activity and development which may be applicable in other career and entrepreneurial areas. Furthermore they enable students to appreciate and engage in and contribute to contemporary debates (for example around inequality, sustainability, globalization and cultural diversity), and to manage their own personal development and lifelong learning.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The values and objectives of the BU2025 Strategic Plan are embedded implicitly throughout the BA (Hons) Archaeology and Anthropology programme. The course seeks to inspire learning by providing a comprehensive programme of blended teaching where lecture-based content is combined seamlessly with interactive, student-led discussion seminars, hands-on practical laboratory and field-based experience and a broad range of e-learning technologies.

The closely related disciplines of archaeology and anthropology lend themselves to a thorough fusion-learning approach. All staff in the Department of Archaeology & Anthropology are research-active ensuring that cutting-edge developments from the relevant disciplinary research environments are firmly embedded in all taught activities. This engages students and develops their intellectual curiosity

while ensuring content is up-to-date. This profoundly synergistic approach reinforces course content, by integrating relevant, current professional practices and theoretical modes of interpretation in the education of our students.

The mandatory Field School (*Archaeological Field Skills*) directly aligns the students' learning with the latest professional practices and techniques, providing them with innovative opportunities to experience and employ a wide variety and range of archaeological and transferable skills. Students are issued with a copy of the professionally recognized Skills Passport at the end of the first year. They are encouraged to complete the log, some elements of which are embedded in the course curriculum and therefore assessed as part of the overall assessment process. The Passport can be used to record all personal and professional development opportunities undertaken while registered on the course, and can be used to support a CV when applying for jobs. Students are also encouraged to attend relevant conferences.

Teaching design encourages and supports students to collaborate in order to develop and refine their team-working abilities as well as to develop strong skills of independent study. The double-weighted Independent Research Project (L6) reinforces elements of professional practice, education and research in a project initialised and developed by the student, working in collaboration with an academic supervisor.

The programme is designed to ensure our students are professionally competent, culturally aware and internationally mobile. Archaeology and Anthropology are, by their nature, global disciplines and staff in the Department have global contacts and links that inform the content development of individual units. The programme integrates case studies and professional practice detail from across the world. The option of placements and attachments to research projects in the UK and overseas provide further critical dimension of workplace-learning and lived experience of the practical applications of programme content. To this end, links to professional practice and input from current practitioners are embedded throughout the programme, while students are also involved in current research and co-creation highly encouraged; the programme is therefore well aligned with the concept of Fusion and the BU2025 Strategic Plan.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical and fieldwork activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent (e.g. a 1,500-word written coursework and a 2-hour unseen examination) . Level 6 Independent Research Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising the pedagogical principle that undertaking an in-depth piece of original research acts as the capstone to an honours degree programme.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of academic staff and others with relevant expertise including – where appropriate according to the content of the unit – qualified professional practitioners, demonstrators/technicians, research students etc.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

The mapping of the programme ILOs onto units can be found in the **Programme Skills Matrix**. Please note that for this section these are generic statements indicating the link between programme ILOs and assessment strategies; more detail is shown in the individual level information that follows.

PROGRAMME INTENDED LEARNING OUTCOMES

The BA Archaeology and Anthropology programme provides students with core content covering cognate disciplines of archaeology, biological anthropology and social anthropology; students may choose to concentrate their learning in one or more of these three key discipline areas. Each student's subject focus and their experience of learning and teaching and assessment strategies and methods will depend on the options selected. Of particular note is independent learning associated with the independent research project.

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 The nature and extent of human diversity and commonality in the past and contemporary world and the variety of analytical perspectives that can be used to investigate this; **A2** The range of cultural diversity in the past and contemporary world and its temporal and geographical patterning; **A3** Evidence, theories, concepts, principles and debates relevant to the practice of archaeology and anthropology in students' areas of specialisation within the programme;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1 – A5); • seminars (A1 – A5); • field visits (A2, A5); • practical activities (A1, A3); • directed reading (A1 - A5); • use of the VLE (A1 - A5); • work-based placement (A3, A5) • independent research (A1 - A5).
A4 The historical development and cross-disciplinary nature of archaeology and biological and/or social anthropology and the need to integrate knowledge from a range of subject areas in approaching issues specific to these specialisms; **A5** The ethical, sociocultural, political, historical and sustainable context of archaeological and/or anthropological interpretation and practice and awareness of their impact on other communities, including historically marginalised groups;	Assessment strategies and methods: • Coursework essay • Project report • Practical task • Team assignment • Data Analysis • Examination (various modes) • Presentation (various modes) • Poster • Reflective writing/blog • Research Proposal • Dissertation
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:

B1	Engage in reasoned, critical, articulate and respectful discussions of method, theory and practice based on a range of appropriate sources;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
B2	Analyse and synthesise information, recognise strengths and weaknesses in arguments and ensure that conclusions are supported by evidence;	• lectures (B1 - B4); • seminars (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • practical activities (B5) • group exercises (B1, B5) • work-based placement (B5) • independent research (for dissertation) (B1 - B5).
B3	Plan, execute and present an extended piece of independent research in line with the highest professional and ethical standards;	
B4	Be able to critically evaluate, compare and synthesise a variety of different forms of evidence to make interpretations about human behaviour in the past and present	Assessment strategies and methods:
B5	Apply problem solving and creative thinking to develop solutions in both practical and theoretical contexts, drawing from a range of techniques from across the humanities and sciences	• Coursework essay • Project report • Practical task • Team assignment • Data Analysis • Examination (various modes) • Presentation (various modes) • Poster • Reflective writing/blog • Research Proposal • Dissertation
C: Practical skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1	Make effective use of digital technologies and software relevant to their areas of specialism within archaeology and/or anthropology	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
C2	Interpret and analyse a variety of textual, oral, visual and digital forms	• lectures (C1 – C4); • practical activities (C1 - C6) • seminars (C2, C3, C4, C6) • group exercises (C2, C3, C5, C6) • work-based placement (C1 - C6) • independent research for dissertation (C1 – C6);
C3	Select and apply core archaeological and biological and/or social anthropological practical skills, particularly in relation to the observation, recording, analysis and interpretation of primary data	
C4	Act in accordance with the highest standards of health and safety, legal and ethical practice in archaeology and biological and/or social anthropology;	Assessment strategies and methods:
C5	Demonstrate skills in recognizing, describing and categorizing material relevant to their areas of specialism within the programme	• Coursework essay • Project report • Practical task • Team assignment • Data Analysis • Examination (various modes) • Presentation (various modes)
C6	Prepare reports, presentations and other forms of communication on archaeological and social/biological	

anthropological research to a professional standard in a range of appropriate and effective formats	• Poster • Reflective writing/blog • Research Proposal • Dissertation
D: Transferable skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
D1 Perform effectively and respectfully when working in collaboration with others; **D2** Proactively identify problems, questions and opportunities and address them by applying knowledge across discipline areas **D3** Understand the need for an inclusive discipline and accord respect to diverse others within and beyond archaeology and anthropology; **D4** Manage their own progress, tasks and behaviour in reflective, innovative, sustainable and professionally appropriate ways; **D5** Express themselves effectively in a variety of appropriate media including by oral, written and visual means. **D6** Gain confidence and competence in the use of digital technologies to collate, analyse, select and present information appropriately **D7** Be independent and reflective learners	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D2, D3, D7); • seminars (D1- D7); • use of the VLE (D1, D2, D4, D6, D7); • directed reading (D1- D3; D5 -D7); • practical activities (D1-D7) • group exercises (D1-D5) • field visits (D3, D7) • work-based placement (D1-D7) • independent research for dissertation (D2, D4 - D7); Assessment strategies and methods: • Coursework essay • Project report • Practical task • Team assignment • Data Analysis • Examination (various modes) • Presentation (various modes) • Poster • Reflective writing/blog • Research Proposal • Dissertation

LEVEL 6 INTENDED LEARNING OUTCOMES

Each student's subject focus and their experience of learning and teaching and assessment strategies and methods will depend on the options selected. Of particular note is independent learning associated with the independent research project.

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:

A1 Evidence, theories, concepts, principles and debates relevant to the practice of archaeology and biological and/or social anthropology	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
A2 Scientific methods, evidence, theories, concepts and discourse specific to students' areas of specialisation within the programme	• lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 – A5); • use of the VLE (A1 – A5); • practical exercises (A2, A5) • group exercises (A3, A5)
A3 The range of cultural diversity in the past and contemporary world, its temporal and geographical patterning, and key factors influencing this variability	• field visits (A1 - A5) • independent research for dissertation (A1-A5);
A4 The historical development and multidisciplinary nature of archaeology and biological and/or social anthropology and the need to integrate knowledge from a range of subject areas in approaching issues specific to these specialisms	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
A5 How to contextualise their subject-specific knowledge and understanding within the legal frameworks and professional and ethical guidelines governing archaeological and social and biological anthropological practice	• Coursework essay/paper (A1 – A5) • Project report (A1 – A5) • Examination (online tests and quizzes) (A1, A2) • Data Analysis (A1, A2) • Examination (unseen) (A1-A5) • Presentation (various modes) (A1- A5) • Poster (A1, A3, A4) • Dissertation (A1-A5)
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 Identify and critically evaluate routine and unfamiliar problems in archaeological and biological and/or social anthropological contexts and apply a range of knowledge and skills to develop and implement practical research and solutions and evaluate their outcomes	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
B2 Analyse and synthesise information relevant to archaeological and biological and/or social anthropological issues	• lectures (B2, B4 – B6); • seminars (B1, B2, B4 – B6); • directed reading (B2 – B6); • use of the VLE (B4, B5); • practical exercises (B1-B2) • group exercises (B1, B2, B4 – B6)
B3 Plan, execute and report on a piece of original research	• field visits (B4) • independent research for dissertation (B1-B6);
B4 Evaluate and integrate evidence from a range of sources to support findings and hypotheses	
B5 Critically analyse published work in archaeology and biological and/or social anthropology and assess the merits and limitations of competing explanations of human diversity and behaviour	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essay/paper (B1, B2, B4- B6) • Project report (B1, B2, B4-B6)

B6 Engage in reasoned, critical, articulate and respectful discussions based on a range of appropriate scholarly sources	• Examination (online tests and quizzes) (B2, B5) • Data Analysis (B1, B2) • Examination (unseen) (B2, B4-B6) • Presentation (various modes) (B2, B4-B6) • Poster (B2, B4-B6) • Reflective writing (B1) • Dissertation (B1-B6)
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 Identify appropriate archaeological and biological/social anthropological questions and problems for investigation **C2** Undertake ethically-informed field, laboratory and desk-based work, selecting and applying safely appropriate field, laboratory and analytical equipment and methods for archaeological and social and biological anthropological investigation and observing and recording results accurately **C3** Consider the ethical and sustainability implications of archaeological and social and biological anthropological research in a variety of applied research settings **C4** Integrate archaeological and social/biological anthropological information and analyse and interpret results objectively using an appropriate range of qualitative and/or quantitative methodologies in a reflective and critical manner **C5** Prepare reports and presentations on archaeological and social/biological anthropological research to professional standard in a range of effective and appropriate formats **C6** Make effective use of the archaeological and social/biological anthropological literature and other sources of information **C7** Make effective use of digital technologies and software relevant to students' areas of specialism within archaeology and social and biological anthropology	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1, C3, C6); • seminars (C1, C5, C6); • directed reading (C1, C3, C5, C6); • use of the VLE (C1, C5, C6); • practical exercises (C2, C4, C7) • group exercises (C1 – C6) • field visits (C3, C6) • independent research for dissertation (C1- C7); Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essay/paper (C1 - C7) • Project report (C1, C2, C4-C7) • Examination (online tests and quizzes) (C6) • Data Analysis (C2, C4, C5, C7) • Examination (unseen) (C1, C3, C4, C6) • Presentation (various modes) (C1, C3 - C7) • Poster (C1, C3, C5-C7) • Reflective writing (C1, C5) • Dissertation (C1-C7)
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:

D1 Work in collaboration with others, including staff and students, and negotiate across differences such as organisational and professional boundaries and differences of identity or language **D2** Demonstrate sensitivity to the values and interest of others, taking into account different normative and moral positions **D3** Communicate effectively by appropriate means including in oral, written and visual formats **D4** Demonstrate problem solving skills and the application of knowledge across discipline areas	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): - lectures (D1- D3, D6); - seminars (D1 -D5, D8); - directed reading (D5 – D8); - use of the VLE (D5 – D8); - practical exercises (D1 – D6) - group exercises (D1 – D3) - field visits (D1, D2, D6 - D8) - independent research for dissertation (D1-D8);
D5 Make effective use of digital technologies including the internet, spreadsheets, databases and word processing and presentation software **D6** Use a variety of techniques to gather and retrieve information and data and assess the reliability and relevance of the information gathered while adhering to all relevant ethical frameworks **D7** Identify and work towards targets for personal, career, and academic development **D8** Be independent and reflective learners taking proactive responsibility for their own continuing personal development	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): - Coursework essay/paper (D1-D8) - Project report (D1, D3-D8) - Examination (online tests and quizzes) (D3, D6, D8) - Data Analysis (D3-D6, D8) - Examination (unseen) (D2-D4, D6-D8) - Presentation (various modes) (D1-D6, D8) - Poster (D2-D6, D8) - Reflective writing (D2, D3, D7, D8) - Dissertation (D1-D8)

LEVEL 5/DipHE INTENDED LEARNING OUTCOMES

Each student's subject focus and their experience of learning and teaching and assessment strategies and methods will depend on the options selected.

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 The intellectual vitality of archaeology and social/biological anthropology, the theoretical bases of the disciplines, current debates over approaches to interpretation, and the relationships between and among the disciplines and their sub-fields, and with other related subjects **A2** The basic concepts and application of practical methods used in collecting, analysing using qualitative and	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): - lectures (A1- A7); - seminars (A1, A4, A5); - directed reading (A1 – A7); - use of the VLE (A1 – A7); - practical exercises (A1, A2, A4, A5, A7, A8)

quantitative techniques and interpreting archaeological and/or biological/social anthropological data	• group exercises (A1, A2, A5, A6, A8) • field visits (A5, A6)
A3 Basic archaeological and/or anthropological research project development and management	
A4 The variety of research methods applicable to social and biological anthropological contexts and their major respective benefits and limitations	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
A5 A chosen specialised area (e.g. class of data, period or region, or sub-discipline) of archaeology and/or social/biological anthropology	• Coursework essay (A1, A2, A4 - A8) • Project report (A2 - A5, A7, A8) • Examination (online tests and quizzes) (A5, A7)
A6 The broader context of archaeological, social and/or biological anthropological research and practice (e.g. social, cultural, historical, political, ethical, sustainability) and its wider relevance in the contemporary world	• Practical test (A5, A7, A8) • Data Analysis (A2, A5, A7, A8) • Examination (unseen) (A1, A2, A5, A6) • Presentation (various modes) (A1, A5, A6)
A7 The causes of variation in the reliability of different classes of evidence from archaeological and social/biological anthropological contexts (e.g. taphonomy; cultural and non-cultural processes; depositional processes; recovery procedures; cultural bias)	• Poster (A1, A2, A4, A5, A8) • Reflective writing/blog (A1, A2, A4 - A8) • Research Proposal (A3 - A5, A8)
A8 The importance of the ethical recovery of primary data through practical experience	
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 Marshal and critically appraise other people's arguments	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
B2 Generate hypotheses based on data derived from excavation and fieldwork	• lectures (B1- B7); • seminars (B2, B3, B6, B7);
B3 Produce logical and structured arguments supported by relevant evidence	• directed reading (B1-B7); • use of the VLE (B4 – B6); • practical exercises (B2, B3, B5, B6)
B4 Assemble practicable research/project designs informed by appropriate ethical, sustainable and health and safety considerations	• group exercises (B5, B6) • field visits (B2)
B5 Exercise informed judgment in using appropriate methods of data gathering and qualitative and quantitative analysis	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
B6 Understand and apply appropriate theoretical, and practical principles and concepts to archaeological and/or anthropological problems	• Coursework essay (B1, B3, B6, B7) • Project report (B1 - B6)
B7 Evaluate competing arguments in archaeology and social/ biological anthropology and related disciplines	• Examination (online tests and quizzes) (B6) • Practical test (B6) • Data Analysis (B2, B5, B6)

	• Examination (unseen) (B1, B3, B6, B7) • Presentation (various modes) (B1, B3, B6, B7) • Poster (B1 - B3, B6, B7) • Reflective writing/blog (B2, B5 B6) • Research Proposal (B4 - B6)
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 Recognise the nature and significance of different kinds of data and evidence central to archaeology and social/ biological anthropology **C2** Practice a variety of core fieldwork techniques including identification, surveying, recording, excavation, sampling and participant observation in an ethical and sustainable manner **C3** Use field and/or laboratory equipment safely and appropriately **C4** Practice core post-fieldwork and laboratory techniques of the accurate and objective recording, measurement, analysis and interpretation of archaeological and social/biological anthropological material **C5** Observe and describe different classes of primary archaeological data, and objectively record their characteristics **C6** Select and apply appropriate qualitative and quantitative techniques to process archaeological, and social/biological anthropological data, recognising the potential and limitations of such techniques **C7** Prepare reports and presentations to professional standards and in appropriate media for a variety of potential audiences	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 – C7); • seminars (C1, C7); • directed reading (C1, C2, C5 – C7); • use of the VLE (C2, C3, C6, C7); • practical exercises (C1- C7) • group exercises (C1-C7) • field visits (C1, C5) Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essay (C1, C4, C6, C7 • Project report (C1- C7) • Examination (online tests and quizzes) (C4, C5) • Practical test (C3, C4) • Data Analysis (C4 - C7) • Examination (unseen) (C1, C3, C5) • Presentation (various modes) (C1, C5, C7) • Poster (C1, C6, C7) • Reflective writing/blog (C1 - C6) • Research Proposal (C1, C6, C7)
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 Be reflective learners and analyse their strengths and weaknesses	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

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D2	Prepare effective communications in a range of appropriate media for different readerships	• lectures (D2 – D4, D8, D10); • seminars (D1, D6, D10); • directed reading (D2, D4); • use of the VLE (D1-D5, D9); • practical exercises (D3 – D9) • field visits (D9 – D10) • group exercises (D2, D3, D6, D9 D10)
D3	Make effective and appropriate use of digital technologies (e.g. word processing and presentation software, databases, spread sheets and analytical software)	
D4	Critically identify and source relevant information in a variety of formats	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
D5	Generate effective and appropriate forms of visual presentation of data (e.g. photographs, maps, illustrations, data tables, infographics)	• Coursework essay (D1 - D5, D10 • Project report (D2 - D9) • Practical test (D7, D9) • Data Analysis (D2, D3, D5, D8) • Examination (unseen) (D2, D9, D10)
D6	Collaborate effectively in a team via experience of working in a group, for example through fieldwork, laboratory and/or project work	
D7	Demonstrate problem-solving skills	
D8	Conduct appropriate analyses of qualitative and quantitative data	• Presentation (various modes) (D1 - D6, D10) • Poster (D2 - D8) • Reflective writing/blog (D1 - D6, D8 - D10) • Research Proposal (D2 - D4, D7, D9, D10)
D9	Appreciate the importance of safety procedures and responsibilities (both personal and with regard to others) in the field and the laboratory	
D10	Appreciate and be sensitive to different cultures and diverse individuals	

LEVEL 4/Cert HE INTENDED LEARNING OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1	The nature of archaeology and social and biological anthropology and familiarity with key themes in contemporary archaeological and social and biological anthropological thought;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
A2	An understanding of the complementary roles of fieldwork, data collection, analysis and interpretation in archaeological and social/biological anthropological practice, and an appreciation of the role of empirical research and practice more broadly	• lectures (A1- A5); • seminars (A1 – A5); • directed reading (A1 – A5); • use of the VLE (A1 – A5); • practical exercises (A2, A3, A4) • group exercises (A1, A3) • field visits (A1, A5)
A3	A range of basic practical laboratory and fieldwork experience and skills	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
A4	A range of academic skills, including the principles of academic writing, referencing and qualitative and quantitative analysis;	

A5 The social, cultural and political, historical, ethical and sustainability contexts of archaeological and social and biological anthropological research and practice;	• Coursework essay (A1, A2, A4, A5) • Examination (online tests and quizzes) (A2, A3, A4) • Practical task (A2, A3) • Team assignment (A1, A5) • Examination (unseen) (A1, A2, A4, A5) • Presentation (various modes) (A1, A5)
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 Identify, source, critically evaluate and utilise appropriate information sources **B2** Recognise and apply appropriate learning and communication methods; **B3** Engage in wide reading of literature and use of other appropriate sources with understanding **B4** Recognise and demonstrate an understanding of the fundamentals of a range of techniques, including scientific methods, in the practice of archaeology and social and biological anthropology and when they may be applied **B5** Be aware of the breadth of data available to archaeologists, social and biological anthropologists and identify key differences between them and their respective strengths and limitations **B6** Construct coherent and appropriately evidenced arguments relating to major contemporary archaeological and social and biological anthropological themes	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1- B6); • seminars (B1-B4, B6); • directed reading (B1-B6); • use of the VLE (B1 – B6); • practical exercises (B1, B4, B5) • group exercises (B1, B2) • field visits (B1) Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essay (B1,B2, B3, B5, B6) • Examination (online tests and quizzes) (B1-B5) • Practical task (B2, B4) • Team assignment (B1-B3, B6) • Examination (unseen) (B1- B6) • Presentation (various modes) (B1-B3, B6)
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 Recognise, observe and describe different classes of primary archaeological and social and biological anthropological data, record accurately and objectively and report the data appropriately **C2** Use laboratory and fieldwork equipment and techniques to generate data	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 - C4, C6); • seminars (C1, C3 – C6); • directed reading (C1, C3, C4, C6);

C3	Identify and use effectively a variety of differing types of archaeological and social and biological anthropological information and evidence	• use of the VLE (C1 – C6); • practical exercises (C1 – C4) • group exercises (C1 – C3) • field visits (C1, C3)
C4	Select and apply appropriate qualitative and quantitative techniques for processing archaeological and social and anthropological data and recognise the potential and limitations of such techniques	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
C5	Write appropriately structured reports and make effective oral presentations on archaeological and social/biological anthropological research for a range of different audiences	• Coursework essay (C3, C5, C6) • Examination (online tests and quizzes) (C1, C3, C4, C6) • Practical task (C1-C3, C5-C6) • Team assignment (C3, C5, C6)
C6	Integrate a range of different kinds of information from across archaeology, social and biological anthropology and related disciplines to develop plausible and appropriately evidenced interpretations	• Examination (unseen) (C3, C4, C5, C6) • Presentation (various modes) (C1, C3, C5, C6)
D: Transferable skills This level provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1	Collaborate effectively in a team with others, including staff and students, and negotiate respectfully across differences such as organisational and professional boundaries and differences of identity or language;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
D2	Appreciate the importance of safety procedures and responsibilities (both personal and with regard to others), as well as ethical and sustainability considerations in the field and the laboratory	• lectures (D1 - D6); • seminars (D1 – D8); • directed reading (D4, D6, D8); • use of the VLE (D2, D4, D6 - D8); • practical exercises (D1 – D7) • field visits (D1-D3, D8)
D3	Demonstrate sensitivity to the values and interests of others from different cultures or diverse communities;	• group exercises (D1-D4, D6, D7)
D4	Communicate effectively by a range of means to different audiences;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
D5	Demonstrate problem solving skills and the application of knowledge across discipline areas	• Coursework essay (D3-D8) • Examination (online tests and quizzes) (D4-D7)
D6	Use a variety of techniques to gather and retrieve information and data and assess the reliability and relevance of the information gathered	• Practical task (D2 – D8) • Team assignment (D1, D3-D8)
D7	Use information technologies to collate, analyse, select and present information	• Examination (unseen) (D3-D5, D7, D8) • Presentation (various modes) (D1, D3, D4, D6 – D8)
D8	Be independent and reflective learners	

Programme Skills Matrix

Units		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Programme Intended Learning Outcomes																								
LEVEL 6	Independent Research Project (A&A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Between Heaven and Earth: the archaeology of landscapes and skyscapes		x	x	x		x	x		x	x	x	x	x		x	x	x	x		x	x	x	x
	Digital Approaches to Archaeology & Anthropology			x			x	x		x	x	x	x	x			x	x	x		x	x	x	x
	'Fields of Conflict': violence and warfare in the human past	x		x	x	x	x	x		x			x	x	x	x	x		x	x	x	x	x	x
	Maritime Archaeology		x	x	x		x	x		x		x	x	x	x	x	x	x	x		x	x	x	x
	Making Land: the Origins of Agriculture		x	x		x	x	x		x	x				x	x	x		x		x	x	x	x
	Sarup to Stonehenge: Early farming communities in northwestern Europe		x	x	x		x	x		x			x			x	x	x	x		x	x	x	x
	Anthropology of International Intervention		x	x		x	x	x		x	x			x	x		x	x	x	x	x	x	x	x
	Seekers, Believers & Iconoclasts: Sociology of Thought	x	x	x		x	x	x		x			x			x	x		x	x	x	x	x	x
	Animals & Society		x	x	x		x	x		x	x		x			x	x	x	x	x	x	x	x	x
	Archaeological Management and Professional Practice		x	x		x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x
	People and Nature in Amazonia		x	x		x	x	x		x			x		x	x	x		x	x	x	x	x	x
	People, Production and Place		x	x	x		x	x		x	x		x	x		x	x	x	x		x	x	x	x
	Roman Britain		x	x	x		x	x		x			x			x	x	x	x	x	x	x	x	x
	Primate Behavioural Ecology	x		x	x		x	x		x		x		x		x	x	x	x		x	x	x	x

Level	Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
LEVEL 5	Archaeological Field Skills			x		x		x		x	x			x	x	x	x	x	x	x	x	x	x	x
	Artefact Studies			x				x		x		x	x	x		x	x	x			x	x	x	x
	Principles of Biological Anthropology	x		x	x	x	x	x		x		x		x	x	x	x	x		x	x	x	x	x
	Contemporary Theory in Archaeology and Anthropology	x	x	x	x	x	x	x		x	x		x		x		x		x	x	x	x	x	x
	Environmental Archaeology		x	x	x		x	x		x	x	x		x		x	x	x	x		x	x	x	x
	Hunters, Farmers and Heroes		x	x	x		x	x		x			x			x			x		x	x	x	x
	Growing Up and Growing Old	x	x	x	x	x	x	x		x		x		x		x	x	x	x	x	x	x	x	x
	Urban Social Geography		x		x	x	x	x		x	x	x		x			x		x		x	x	x	x
	Applied Geophysical Survey			x			x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x
	Becoming Human	x	x	x	x	x	x	x		x			x		x	x	x	x	x	x	x	x	x	x
	Geomatics and GIS			x			x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x
	Scientific Diving			x						x			x	x		x	x	x		x	x	x	x	x
	Research Skills			x		x	x		x	x	x			x		x	x	x	x	x	x	x	x	x
	Rome and Barbarian Europe		x	x	x		x	x		x			x			x	x		x		x	x	x	x
	Working with Cultural Heritage		x	x	x	x	x	x		x	x	x		x	x		x	x	x	x	x	x	x	x
	Understanding Cultures		x	x	x	x	x	x		x	x		x		x		x		x	x	x	x	x	x
LEVEL 4	Introduction to Archaeology and Anthropology	x	x	x	x	x	x				x			x			x		x	x	x	x	x	x
	Responsible Research in Archaeology & Anthropology			x			x	x			x	x					x		x		x	x	x	x
	The Human Past	x	x	x				x		x		x				x					x	x		x
	Practical Archaeology			x						x	x	x	x		X	x	x	x		x	x	x	x	x
	Introduction to Social Anthropology	x	x	x	x	x	x							x			x	x	x	x	x	x	x	x
	Debates in Archaeology and Anthropology	x	x	x		x	x	x		x						x	x	x	x	x	x	x	x	x

Programme Specification - Section 2

Programme Specification - Section 2

A – Subject Knowledge and Understanding

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A1 The nature and extent of human diversity and commonality in the past and contemporary world and the variety of analytical perspectives that can be used to investigate this;

A2 the range of cultural diversity in the past and contemporary world and its temporal and geographical patterning

A3 evidence, theories, concepts, principles and debates relevant to the practice of archaeology and anthropology in students' areas of specialisation within the programme

A4 the historical development and cross-disciplinary nature of archaeology and biological and/or social anthropology and the need to integrate knowledge from a range of subject areas in approaching issues specific to these specialisms;

A5 the ethical, sociocultural, political, historical and sustainable context of archaeological and/or anthropological interpretation and practice and awareness of their impact on other communities, including historically marginalised groups;

B – Intellectual Skills

This programme provides opportunities for students to:

B1 Engage in reasoned, critical, articulate and respectful discussions of method, theory and practice based on a range of appropriate sources;

B2 analyse and synthesise information, recognise strengths and weaknesses in arguments and ensure that conclusions are supported by evidence;

B3 plan, execute and present an extended piece of independent research in line with the highest professional and ethical standards;

B4 be able to critically evaluate, compare and synthesise a variety of different forms of evidence to make interpretations about human behaviour in the past and present

B5 apply problem solving and creative thinking to develop solutions in both practical and theoretical contexts, drawing from a range of techniques from across the humanities and sciences

C – Subject-specific/Practical Skills

This programme provides opportunities for students to:

C1 make effective use of digital technologies and software relevant to their areas of specialism within archaeology and/or anthropology

C2 interpret and analyse a variety of textual, oral, visual and digital forms

C3 select and apply core archaeological and biological and/or social anthropological practical skills, particularly in relation to the observation, recording, analysis and interpretation of primary data

C4 Act in accordance with the highest standards of health and safety, legal and ethical practice in archaeology and biological and/or social anthropology;

C5 demonstrate skills in recognizing, describing and categorizing material relevant to their areas of specialism within the programme

C6 prepare reports, presentations and other forms of communication on archaeological and social/biological anthropological research to a professional standard in a range of appropriate and effective formats

D – Transferable Skills

This programme provides opportunities for students to:

D1 perform effectively and respectfully when working in collaboration with others;

D2 proactively identify problems, questions and opportunities and address them by applying knowledge across discipline areas

D3 understand the need for an inclusive discipline and accord respect to diverse others within and beyond archaeology and anthropology;

D4 manage their own progress, tasks and behaviour in reflective, innovative, sustainable and professionally appropriate ways;

D5 express themselves effectively in a variety of appropriate media including by oral, written and visual means.

D6 gain confidence and competence in the use of digital technologies to collate, analyse, select and present information appropriately

D7 be independent and reflective learners

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations.

PROGRESSION ROUTES

N/A

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations
The University's Standard Assessment Regulations are available within section 6.1 of the *ARPP* on the BU website and can be found at: https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Work-based learning requirements are met through core units and optional professional practice placements.

A mandatory component of the programme requires all students to complete 25 days of practical field work (or related activities) usually during the summer between Levels 4 and 5. This is a component of the core Level 5 unit, 'Archaeological Field Skills'. Successful completion is required for the award of intermediate qualifications.

Optional placements may be undertaken **either** as an optional long placement (minimum of 30 weeks) which forms the third year (level P) of a four-year sandwich degree **or** as an optional short placement (minimum 5-weeks/25 working days) normally undertaken during the summer between Levels 5 and 6.

Placements can be undertaken in any part of the UK or abroad (additional costs are borne by the student) and are approved by the Department of A&A on the basis of registration details provided by the student. Students are expected to be proactive at every stage of researching and obtaining appropriate placement offers. Their efforts are supported throughout by the Placement and Programmes Co-ordinator, who provides guidance and brings opportunities to the attention of students. Throughout Level 4 and Level 5 students are counselled on work experience opportunities and personal development activities are provided to enable students to produce a CV, complete application forms, compile and maintain a portfolio and develop interview and presentation skills.

Placements involve the completion of activities/projects and are assessed (on a pass/fail basis) via a reflective report and supervisor's appraisal. Placements are not credit-weighted and are normally unpaid, although some employers may offer expenses. Successful completion of the placement year (minimum 30 week placement) is required for graduation on the sandwich degree. Successful completion of the optional short (5-week) placement is not required for graduation. Recognition of successful placement is recorded on students' profiles.