

KEY PROGRAMME INFORMATION

Originating institution(s): Bournemouth University	Faculty responsible for the programme: Faculty of Science and Technology
Final award(s), title(s) and credits: BA (Hons) Archaeology 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 120 Credits (60 ECTS) : Level 4 120 Credits (60 ECTS) Dip HE Archaeology 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): F400	HECoS Subject Code Link to valid HECoS codes and percentage split per programme/pathway 100299 Archaeology
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, 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 • full time; • full-time sandwich;	Language of delivery English

Programme Specification – Section 1

<ul style="list-style-type: none"> • part time; • part-time sandwich. 	
Typical duration: <ul style="list-style-type: none"> • full-time: 3 years – one year for each level • 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: September 2023	Expected start dates: September
Maximum student numbers: Not Applicable	Placements: Students must complete a 5-week placement (25 working days) normally undertaken during the summer between Levels 5 and 6 or alternatively undertake an optional minimum 30 week placement which forms the third year of a four-year 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: March 2024	
Version number: V2.4-0925	
Approval, review, or modification reference numbers: EC 2122 14 EC 2223 28 EC 2223 37 FST 2223 20, approved 04/05/2023, Previously v2.0 EC2324 05, approved 10/10/2023 FST2324 12, approved 13/12/2023, previously v2.1 FST2324 17, approved 13/03/2024, previously v2.2 FST2324 18, approved 13/03/2024, previously v2.3	
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PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Archaeology									
Year 1/Level 4 Students are required to complete 6 core units (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	100299/100436 balanced
Responsible Research in Archaeology & Anthropology	Core	20	50		50		30	1.0	100299/100436 balanced
The Human Past	Core	20	40	60			30	1.0	100299
Practical Archaeology <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i>	Core	20	40		60		30	1.0	100299
Material Worlds <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i>	Core	20	50		50		30	1.0	100384
Debates in Archaeology and Anthropology	Core	20			40	60	30	1.1	100299/100436 balanced
Progression requirements: Requires 120 credits at Level 4									
Exit qualification: Cert HE Archaeology Requires 120 Level 4 credits									

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Year 2/Level 5 Students are required to complete 3 core units and choose 3 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 <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i>	Core	20		60	40	225	1.0	100299
Research Skills	Core	20		70	30	30	1.1	100299/10 0436 balanced
Contemporary Theory in Archaeology and Anthropology <i>(successful completion of Introduction to Archaeology & Anthropology or Introduction to Social Anthropology is a pre-requisite for students undertaking this unit).</i>	Option	20		50	50	30	1.0	100299/10 0436 balanced
Environmental Archaeology <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i>	Option	20		100		30	2.0	100384
Hunters, Farmers, and Heroes: Social and Cultural trajectories in later Prehistoric Europe <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i>	Option	20	50	50		30	1.0	100299
Applied Geophysical Survey	Option	20		40	60	30	1.0	100384
Becoming Human	Option	20	50	50		30	2.0	100663

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<i>(successful completion of Introduction to Archaeology & Anthropology or a background in biological sciences is a pre-requisite for students undertaking this unit).</i>								
Scientific Diving <i>(successful completion of Introduction to Archaeology & Anthropology, Demonstrated Good Attendance at L4 Pass a diving medical Pass a basic swimming test, Undertake a Try Dive, are a pre-requisite for students undertaking this unit).</i>	Option	20	50	50		30	1.1	101261
Rome and Barbarian Europe <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i>	Option	20	50	50		30	2.0	100299
Working with Cultural Heritage <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i>	Core	20	50	50		30	1.0	100299
Progression requirements: Requires 120 credits at Level 5								
Exit qualification: Dip HE Archaeology Requires 120 Level 5 credits and 120 Level 4 credits								
<p>Year 3/Level P - Optional placement year in industry/business</p> <p>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.</p> <p>Short placement – For students who do not undertake the sandwich degree, there is the compulsory alternative 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.</p> <p>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.</p>								

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Students who do not choose to undertake the optional sandwich placement 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	100299/100436/100384
Between Heaven and Earth: the archaeology and anthropology of landscapes and skylscapes (<i>successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit</i>).	Option	20		40	60	30	1.0	100299
Fields of Conflict: Violence and warfare in the human past (<i>successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit</i>).	Option	20		50	50	30	1.0	100384
Maritime Archaeology (<i>successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit</i>).	Option	20	50	50		30	1.0	101261
Making Land: the Origins of Agriculture (<i>successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit</i>).	Option	20		50	50	30	1.0	100299
Sarup to Stonehenge: Early farming	Option	20	50	50		30	2.0	100299

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communities in northwestern Europe (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).								
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 (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 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
<p>Exit qualification: BA (Hons) Archaeology</p> <p>Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.</p> <p>Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 and successful completion of a minimum of 5-weeks (25 days) placement.</p>								

Programme Specification - Section 2

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.

AIM OF THE PROGRAMME

The BA(Hons) Archaeology course aims to develop theoretically informed, critically aware, and practically resourceful graduates who have the versatility and personal qualities needed to undertake archaeological investigations in a global environment, can situate their knowledge-base within current legal and professional contexts, have well-developed interpersonal skills, and are able to manage their own ongoing personal development and life-long learning.

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

- Have a firm understanding of the complementary archaeologies of the sciences, humanities, and professional practice identified in the Subject Benchmark;
- have developed the versatility and personal qualities needed to undertake archaeological investigations in a global environment;
- have well-developed interpersonal skills and the ability to engage responsibly with other cultures, individuals and groups;
- are able to manage their own ongoing personal and professional development and life-long learning;
- Uphold the highest standards of ethics, professionalism and sustainability in their research and practice.

Background

Modern archaeology is a broadly-based discipline that straddles the arts/humanities and the sciences. This great breadth of coverage is perhaps one reason why archaeology is more than simply an academic subject; it is also a major area of public interest that finds expression in public policy. Central to this is the place of archaeology within ancient monuments legislation and within the town and country planning system. Indeed, most of those employed in archaeology are variously involved in the implementation or application of legislation for the protection and management of archaeological remains, historic buildings and cultural landscapes of various sorts.

Archaeology at BU is fully accredited by the Chartered Institute for Archaeologists (CIfA - https://www.archaeologists.net/Accredited_Degrees) and focuses on the 'fusion-based' tripartite platform of: Subject-based Knowledge; Research and Fieldwork Skills; and Professional Practice. These manifest themselves in the units taken at all three levels. Academically, this accords closely with the Subject Benchmark model of archaeology courses which are expected to provide four key contexts as the foundation of an archaeology degree: social; ethical and professional; theoretical; and scientific (QAA 2022, para 2.2); the detailed suggestions made in the present and earlier Subject Benchmark Statements have been taken into account in developing the portfolio of units.

Historically, BU has an emphasis on the practical aspects of archaeological work and hands-on elements are present in a range of taught units. Take, for example, the Level 5 'Archaeological Field Skills' unit that involves participation in a fieldwork programme (normally undertaken at the end of the second semester in the first year of study). This is supported through close collaboration with Bournemouth University Archaeological Research Consultancy (BUARC), a commercial contracting unit based in the Department, and is partly assessed using the Skills Passport (see <http://www.archaeologyskills.co.uk/>) developed for professional use by British Archaeological Jobs and Resources (BAJR) and endorsed by the Chartered Institute for Archaeology (CIfA). Further practical units deal with *Practical Archaeology*, *Material Worlds* and *Archaeological Management and professional Practice*. The historical perspective and baseline theory is provided by *Introduction to Archaeology and Anthropology* with theoretical perspectives further developed in *Contemporary Theory*

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in *Anthropology and Archaeology* and a host of specialist L5 and L6 options. Ethical matters and professional practice are delivered in *Working with Cultural Heritage* and *Archaeological Management and Professional Practice* both of which include contributions from external industry-based professionals. Study skills and research skills are embedded in core Level 4 and Level 5 units. The subject knowledge base starts with *The Human Past* and *Material Worlds* and *Practical Archaeology* in Level 4 and builds through a rich series of topic and period options in Levels 5 and 6. All are delivered by staff with research interests in the material they cover.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

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

The discipline of archaeology lends itself to a thorough fusion-learning approach integrating teaching, research, and professional practice. All staff in the Department of Archaeology & Anthropology are research-active and bring the latest results and developments from the research environment directly to inform teaching activities. This engages students and develops their intellectual curiosity. This profoundly synergistic approach reinforces course content, bringing relevant, current professional practices and theoretical modes of interpretation to the fore in the education of our students. Current staff research is at the forefront of their respective disciplines and embedded in all taught content.

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, such as the annual meeting of the Theoretical Archaeology Group.

Students are encouraged to collaborate to develop and refine their team-working abilities as well as develop strong skills of independent study. The double-weighted Independent Research Project 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 professional competent, culturally aware and internationally mobile. By its nature, archaeology is a global discipline 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. In recent years, placements and attachments to research projects have included work in Germany, Malta, Rapa Nui, New Zealand, various south American countries, as well as across the UK. The placement provides a further critical dimension of workplace-learning and lived experience of the practical applications of programme content, especially if students complete a sandwich placement. 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.

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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

A scheme mapping of the programme ILOs onto specific units can be found in the **Programme Skills Matrix**. However, 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 provides core content relevant to the discipline of archaeology, although the options in L5 and L6 allow students to selectively concentrate their learning in one or more of areas within the discipline. Each student's specialist focus, and their experience of learning, teaching, and assessment strategies, will therefore depend on the options selected. Of particular note is the 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 the evidence, theories, concepts and principles of general archaeological that can be used to investigate this; A2 evidence, theories, concepts and debates in students' areas of specialisation within the programme; A3 the historical development and cross-disciplinary nature of archaeology and the need to integrate knowledge from a range of subject areas in approaching archaeological issues; A4 management techniques relevant to archaeological practice;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none">• 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).
	Assessment strategies and methods

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<p>A5 the context of archaeological practice within legal frameworks and professional and ethical guidelines and awareness of their impact on other communities, including historically marginalised groups.</p>	<ul style="list-style-type: none"> • Coursework essay • Project report • Presentation • Examination (various modes) • Poster • Data Analysis • Research Proposal • Dissertation
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 evaluate critically issues in an archaeological context;</p> <p>B2 analyse and synthesise information relevant to an archaeological issue;</p> <p>B3 apply appropriate knowledge and skills in the development and implementation of approaches to solving archaeological problems, and evaluate their outcomes;</p> <p>B4 Plan, execute and present an extended piece of independent research in line with the highest professional and ethical standards;</p> <p>B5 integrate evidence from a range of sources to support findings and hypotheses;</p> <p>B6 analyse critically published work in Archaeology.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 - B4); • seminars (B1 – B6); • directed reading (B1 – B6); • use of the VLE (B2 – B6); • practical activities (B5) • group exercises (B1, B6) • work-based placement (B5) • independent research (for dissertation) (B1 - B5). <p>Assessment strategies and methods</p> <ul style="list-style-type: none"> • Coursework essay • Project report • Presentation • Group task • Examination (various modes) • Field practical • Poster • Data Analysis • Research Proposal • Dissertation •
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 select and apply appropriate methods of:</p> <ul style="list-style-type: none"> - archaeological site investigation - archaeological site evaluation - aspects of artefact or ecofact analysis 	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C4); • practical activities (C1 - C6); • seminars (C2, C3, C4, C6); • group exercises (C2, C3, C5, C6);

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<p>C2 undertake field, laboratory and desk-based work in accordance with the highest standards of health and safety, legal and ethical practice in archaeology;</p> <p>C3 analyse results appropriately;</p> <p>C4 prepare reports and presentations of professional format and standard;</p> <p>C5 make effective use of the subject literature and other sources of information;</p> <p>C6 make effective use of digital technologies and software relevant to archaeology.</p>	<ul style="list-style-type: none"> • work-based placement (C1 - C6); • independent research for dissertation (C1 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay • Project report • Presentation • Group task • Examination (various modes) • Field practical • Poster • Data Analysis • Research Proposal • Dissertation
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 work effectively and respectfully in collaboration with others, including staff and students;</p> <p>D2 demonstrate problem solving skills and the application of knowledge across discipline areas;</p> <p>D3 express themselves effectively in a variety of appropriate media including by oral, written and visual means.;</p> <p>D4 Gain confidence and competence in the use of digital technologies to collate, analyse, select and present information appropriately</p> <p>D5 apply a range of basic statistical tests on ethically and sustainably acquired experimental and fieldwork data;</p> <p>D6 identify and work towards targets for personal, career, and academic development;</p> <p>D7 be independent and reflective learners.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay • Project report • Presentation • Group task • Examination (various modes) • Field practical • Poster • Data Analysis • Research Proposal

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	<ul style="list-style-type: none"> Dissertation
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LEVEL 6 – INTENDED LEARNING OUTCOMES

There is an increased emphasis on independent and group-based learning at this level. 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 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 relationship between the practice of archaeology and the institutional context and ethical and sustainable dimensions of that practice; A2 the archaeology of selected geographical regions; A3 the archaeology of selected chronological periods; A4 one or more distinct classes of archaeological material; A5 the social, cultural, and political context of archaeological interpretation.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> lectures (A1 – A5); seminars (A1 – A5); directed reading (A1 – A5); use of the VLE (A1 – A5); independent research (for dissertation) (A5). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> Dissertation (A1 – A5) Examination (unseen) (A1 – A5) Presentation (A1 – A5) Project Report (A2 – A3) Coursework essay (A1-A3, A5) Research Proposal (A3, 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 outcomes:
B1 marshal and critically appraise other people's arguments; B2 critically evaluate, compare and synthesise a variety of different forms of evidence and information from a range of sources; B3 define problems, devise and evaluate possible solutions;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> lectures (B1 - B4); seminars (B1 – B5); directed reading (B1 – B5); use of the VLE (B2 – B5); independent research (for dissertation) (B1 - B5).

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<p>B4 assemble coherent research / project designs;</p> <p>B5 draw down and apply appropriate scholarly, theoretical, and scientific principles and concepts to archaeological problems.</p>	<p>Each student's experience will depend on the options selected. Of particular note is independent learning associated with the independent research project.</p> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Dissertation (B1 – B6) • Examination (unseen) (B1 – B3, B5) • Presentation (B2, B6) • Project Report (B2 – B5) • Coursework essay (B1 – B6) • Research Proposal (B3 – B4)
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 observe and describe different classes of primary archaeological data, and objectively record their characteristics;</p> <p>C2 conduct and present an archaeological research project;</p> <p>C3 relate original research findings to existing literature and archaeological context.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 - C3); • coursework essays (C1; C3); • independent research for dissertation (C2; C3); • group exercises (C1). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Dissertation (C1 – C6) • Examination (unseen) (C1, C3) • Presentation (C1, C4, C6) • Project Report (C1 – C6) • Coursework essay (C3, C5) • Research Proposal (C1, C5)
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 undertake self-management and personal organisation;</p> <p>D2 work under pressure to meet deadlines;</p> <p>D3 communicate effectively;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D2; D4 – D6); • seminars (D1- D6); • use of the VLE (D1 – D6); • directed reading (D1- D6).

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<p>D4 plan, design and execute a programme of primary research, working independently;</p> <p>D5 appreciate and be sensitive to different cultures; understand the need for an inclusive discipline and accord respect to diverse others within and beyond archaeology and anthropology; and deal with unfamiliar situations (as fieldwork often involves working in new environments with minimal support);</p> <p>D6 be able critically to evaluate one's own and others' opinions, from an appreciation of the practice of archaeology in its changing theoretical, methodological, professional, ethical, sustainability and social contexts.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Dissertation (D1 – D7) • Examination (unseen) (D2, D7) • Presentation (D1 – D4, D7) • Project Report (D1 – D4, D7) • Coursework essay (D4, D7) • Research Proposal (D2 – D3, D6 – D7)
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LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

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

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 the intellectual vitality of archaeology, its theoretical basis, current debates over approaches to interpretation, and archaeology's relationship to other disciplines;</p> <p>A2 the historical, cultural, and political context of archaeology and anthropology, their wider relevance in the contemporary world and the legal and ethical considerations involved in their practice;</p> <p>A3 archaeological project management;</p> <p>A4 the variety of research methods applicable archaeology and their major respective benefits and limitations;</p> <p>A5 the concepts and application of practical methods used in collecting, analysing, and interpreting archaeological data;</p> <p>A6 one or more distinct classes of archaeological material;</p> <p>A7 principles of environmental investigation in archaeology;</p> <p>A8 the broader context of archaeological research, practice and interpretation practice (e.g. social, cultural, historical, political, ethical, sustainability) and its wider relevance in the contemporary world;</p> <p>A9 the causes of variation in the reliability of different classes of evidence from archaeological contexts (such as: taphonomy; cultural and non-cultural transformations; depositional processes; and recovery procedures);</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A11); • seminars (A1 – A11); • directed reading (A1 – A11); • use of the VLE (A1 – A11); • independent research for project proposal (A3 – A5; A11); • practical fieldwork (A5; A6; A10). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (online tests and quizzes) (A1; A2; A7); • Examinations (unseen) (A1; A2; A7); • Coursework essays, logbooks and reports (A1 – A11).

Programme Specification - Section 2

<p>A10 the importance of the ethical recovery of primary data through practical experience;</p> <p>A11 methodologies for quantifying, analysing, and interpreting primary data.</p>	
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 marshal and critically appraise other people's arguments;</p> <p>B2 generate hypotheses based on data derived from excavation and fieldwork;</p> <p>B3 produce logical and structured arguments supported by relevant evidence;</p> <p>B4 assemble practicable research/project designs informed by appropriate ethical, sustainable and health and safety considerations;</p> <p>B5 exercise informed judgment in using appropriate methods of data gathering and qualitative and quantitative analysis;</p> <p>B6 understand and apply appropriate scholarly, theoretical, and scientific principles and concepts to archaeological problems.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (B1 – B6); seminars (B1 – B6); directed reading (B1 – B6); use of the VLE (B2 – B5); independent research for project proposal (B1 - B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (online tests and quizzes) (B1- B3; B5; B6); Examinations (unseen) (B1- B3; B5; B6); Coursework essays, logbooks or reports (B1 – B6).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 safely and responsibly practice core fieldwork techniques of identification, surveying, recording, excavation, and sampling;</p> <p>C2 Interrogate thematic data;</p> <p>C3 observe and describe different classes of primary archaeological data, and objectively record their characteristics;</p> <p>C4 select and apply appropriate qualitative and quantitative techniques to process archaeological data, recognising the potential and limitations of such techniques;</p> <p>C5 discover and recognise the archaeological significance of material remains and landscapes;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (C2 – C7); coursework essays, logbooks or reports (C1 – C7); independent research for project proposal (C7); practical field work (C1; C3; C5); group exercises (C1;C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (online tests and quizzes) (C2); Examinations (unseen) (C2);

Programme Specification - Section 2

<p>C6 interpret spatial data, integrating theoretical models, traces surviving in present-day landscapes, and excavation data;</p> <p>C7 Prepare reports and presentations to professional standards and in appropriate media for a variety of potential audiences.</p>	<ul style="list-style-type: none"> Coursework essays, logbooks or reports (C1 – C7).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 be reflective learners and analyse their strengths and weaknesses;</p> <p>D2 prepare effective communications in a range of appropriate media for different readerships;</p> <p>D3 make effective and appropriate use of digital technologies (e.g. word processing and presentation software, databases, spread sheets and analytical software);</p> <p>D4 Critically identify and source relevant information in a variety of formats;</p> <p>D5 make effective and appropriate forms of visual presentation (graphics, photographs, spread sheets);</p> <p>D6 plan, design, and execute a programme of primary research, working independently;</p> <p>D7 collaborate effectively in a team via experience of working in a group, for example through fieldwork, laboratory and/or project work;</p> <p>D8 demonstrate problem-solving skills;</p> <p>D9 conduct analyses of qualitative and quantitative data;</p> <p>D10 appreciate the importance of safety procedures and responsibilities (both personal and with regard to others) in the field and the laboratory;</p> <p>D11 appreciate and be sensitive to different cultures and diverse individuals, and deal with unfamiliar situations.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (D1 – D11); seminars (D1- D11); use of the VLE (D1 – D11); directed reading (D1- D11); practical work (D7; D8; D10; D11). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (online tests and quizzes) (D1; D2; D8; D9); Coursework essays (D1 - D5; D8; D9-D11); Examinations (unseen) (D1; D2; D8; D9).

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
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Programme Specification - Section 2

<p>A1 the nature of archaeology and the historic environment;</p> <p>A2 the role of science in archaeological analysis;</p> <p>A3 fieldwork in archaeological practice;</p> <p>A4 familiarity with key themes in contemporary archaeological thought;</p> <p>A5 the origins and development of archaeology as a discipline;</p> <p>A6 the social, cultural, historical and political context of archaeological interpretation;</p> <p>A7 the relationship between the practice of archaeology and the institutional context and ethical and sustainability dimensions of that practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (A1- A7); seminars (A1 – A7); directed reading (A1 – A7); use of the VLE (A1 – A7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (unseen) (A1 – A7); Coursework essays, logbooks or reports (A1 – A7); Examinations (online tests and quizzes) (A2).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 read literature and other sources with understanding;</p> <p>B2 recognise situations in which science may be usefully applied in archaeological investigation;</p> <p>B3 recognise appropriate techniques in the practice of field archaeology;</p> <p>B4 construct coherent and appropriately evidenced arguments relating to major contemporary archaeological themes;</p> <p>B5 define appropriate strategies in learning and communication.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (B1 – B5); seminars (B1 – B5); directed reading (B1 – B5); use of the VLE (B2 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (unseen) (B1- B4); Coursework essays, logbooks or reports (B1 - B5); Examinations (online tests and quizzes) (B2).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 recognise, observe and describe different classes of primary archaeological data, and objectively and accurately record their characteristics;</p> <p>C2 use designated laboratory and fieldwork equipment to generate data;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (C1 – C6); coursework essays, logbooks or reports (C1 – C5); group exercises (C1; C3).

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<p>C3 identify and use effectively a variety of sources of archaeological information and evidence;</p> <p>C4 select and apply appropriate statistical techniques to process archaeological data, recognising the potential and limitations of such techniques;</p> <p>C5 discover and recognise the archaeological significance of material remains and landscapes;</p> <p>C6 interpret spatial data, integrating theoretical models, traces surviving in present-day landscapes, and excavation data.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (unseen) (C1, C3, C5); • Coursework essays, logbooks or reports (C1, C3 – C6); • Examinations (online tests and quizzes) (C1).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 present effective oral presentations for different kinds of audiences;</p> <p>D2 make effective and appropriate use of C&IT (for example, word processing packages; databases; and spread sheets);</p> <p>D3 prepare effective written communications for different readerships;</p> <p>D4 make effective and appropriate forms of visual presentation (e.g. photographs, maps, illustrations, data tables, infographics);</p> <p>D5 use a variety of techniques to gather and retrieve information and data and assess the reliability and relevance of the information gathered;</p> <p>D6 apply a range of basic statistical approaches to numerical data;</p> <p>D7 collaborate effectively in a team with others, for example through fieldwork, laboratory and/or project work, and negotiate respectfully across differences such as organisational and professional boundaries and differences of identity or language;</p> <p>D8 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;</p> <p>D9 demonstrate problem solving skills and the application of knowledge across discipline areas;</p> <p>D10 be independent and reflective learners.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D10); • seminars (D1- D10); • use of the VLE (D1 – D10); • group exercises (D1; D7); • directed reading (D1- D9). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (D2 – D6; D8 – D10); • Examinations (unseen) (D3; D4; D8; D9); • Coursework logbooks or reports (D1 – D10).

ADMISSION REGULATIONS

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

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://intranet.sp.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 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.

Placements are a mandatory component of the programme and may be undertaken **either** as a long placement (minimum of 30 weeks), which forms the third year (level P) of a four-year sandwich degree, **or** as a 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) or successful completion of the short (5-week) placement is required for graduation. Recognition of successful placement is recorded on students' profiles.

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																							
		A1	A2	A3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	C1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D7
LEVEL 6	Independent Research Project (A&A)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Between Heaven and Earth: the archaeology and anthropology of landscapes and skylscapes	✓	✓	✓			✓	✓			✓	✓					✓	✓		✓	✓	✓			✓
	Fields of Conflict: violence and warfare in the human past	✓	✓	✓			✓	✓			✓	✓					✓			✓	✓	✓			✓
	Maritime Archaeology		✓				✓	✓			✓	✓					✓			✓	✓	✓			✓
	Making Land: The Origins of Agriculture	✓	✓				✓	✓			✓	✓					✓			✓	✓	✓			✓
	Sarup to Stonehenge: Early farming communities in northwest Europe	✓	✓				✓	✓			✓	✓					✓			✓	✓	✓			✓
	Animals and Society	✓	✓	✓			✓	✓			✓	✓					✓			✓	✓	✓			✓
	Archaeological Management and Professional Practice	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓		✓	✓	✓			✓
	People and Nature in Amazonia	✓	✓				✓	✓			✓	✓					✓			✓	✓	✓			✓
	People, Production and Place	✓	✓	✓			✓	✓			✓	✓					✓			✓	✓	✓			✓
	Roman Britain	✓	✓				✓	✓			✓	✓					✓			✓	✓	✓			✓
LEVEL 5	Archaeological Field Skills			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Contemporary Theory in Archaeology and Anthropology	✓	✓	✓		✓	✓	✓			✓	✓					✓			✓	✓	✓			✓
	Environmental Archaeology	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓		✓			✓	✓	✓			✓
	Hunters, farmers, and heroes: social and cultural trajectories in later Prehistoric Europe	✓	✓				✓	✓			✓	✓					✓			✓	✓	✓			✓
	Research Skills			✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓		✓	✓	✓		✓	✓
	Working with Cultural Heritage	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓		✓	✓	✓	✓			✓
	Becoming Human	✓	✓	✓			✓	✓			✓	✓					✓			✓	✓	✓			✓
	Rome and Barbarian Europe	✓	✓				✓	✓			✓	✓					✓			✓	✓	✓			✓
	Scientific Diving			✓			✓		✓		✓	✓	✓	✓			✓		✓	✓	✓	✓			✓
	Applied Geophysical Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4	Introduction to Archaeology and Anthropology	✓	✓	✓		✓	✓	✓			✓	✓					✓			✓	✓	✓			✓
	Responsible Research in A&A			✓	✓	✓	✓	✓			✓	✓		✓	✓			✓		✓	✓	✓	✓	✓	✓
	The Human Past	✓	✓	✓			✓	✓			✓	✓					✓			✓	✓	✓			✓
	Material Worlds	✓	✓	✓			✓	✓			✓	✓					✓			✓	✓	✓			✓

4	Practical Archaeology	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓			✓	✓	✓	✓			✓
	Debates in Archaeology and Anthropology	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓			✓	✓	✓			✓

<p>A – Subject Knowledge and Understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p>A1 The nature and extent of human diversity and commonality in the past and the evidence, theories, concepts and principles of general archaeological that can be used to investigate this;</p> <p>A2 evidence, theories, concepts and debates in students' areas of specialisation within the programme;</p> <p>A3 the historical development and cross-disciplinary nature of archaeology and the need to integrate knowledge from a range of subject areas in approaching archaeological issues;</p> <p>A4 management techniques relevant to archaeological practice;</p> <p>A5 the context of archaeological practice within legal frameworks and professional and ethical guidelines and awareness of their impact on other communities, including historically marginalised groups;</p>	<p>C – Subject-specific/Practical Skills</p> <p>This programme provides opportunities for students to:</p> <p>C1 select and apply appropriate methods of:</p> <ul style="list-style-type: none"> - archaeological site investigation - archaeological site evaluation - aspects of artefact or ecofact analysis <p>C2 undertake field, laboratory and desk-based work in accordance with the highest standards of health and safety, legal and ethical practice in archaeology;</p> <p>C3 analyse results appropriately;</p> <p>C4 prepare reports and presentations of professional format and standard;</p> <p>C5 make effective use of the subject literature and other sources of information;</p> <p>C6 make effective use of digital technologies and software relevant to archaeology.</p>
<p>B – Intellectual Skills</p> <p>This programme provides opportunities for students to:</p> <p>B1 evaluate critically issues in an archaeological context;</p> <p>B2 analyse and synthesise information relevant to an archaeological issue;</p> <p>B3 apply appropriate knowledge and skills in the development and implementation of approaches to solving archaeological problems, and evaluate their outcomes;</p> <p>B4 Plan, execute and present an extended piece of independent research in line with the highest professional and ethical standards;</p> <p>B5 integrate evidence from a range of sources to support findings and hypotheses;</p> <p>B6 analyse critically published work in Archaeology</p>	<p>D – Transferable Skills</p> <p>This programme provides opportunities for students to:</p> <p>D1 work effectively and respectfully in collaboration with others, including staff and students;</p> <p>D2 proactively identify problems, questions and opportunities and address them by applying knowledge across discipline areas;</p> <p>D3 express themselves effectively in a variety of appropriate media including by oral, written and visual means.;</p> <p>D4 Gain confidence and competence in the use of digital technologies to collate, analyse, select and present information appropriately</p> <p>D5 apply a range of basic statistical tests on ethically and sustainably acquired experimental and fieldwork data;</p> <p>D6 identify and work towards targets for personal, career, and</p>

	<p>academic development;</p> <p>D7 be independent and reflective learners.</p>
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