

KEY PROGRAMME INFORMATION

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| <p>Originating institution(s) Bournemouth University</p> | <p>Faculty responsible for the programme Faculty of Science and Technology</p> |
| <p>Final award(s), title(s) and credits BSc (Hons) Anthropology 360 Credits (180 ECTS) Level 4 120 Credits (60 ECTS) Level 5 120 Credits (60 ECTS) Level 6 120 Credits (60 ECTS)</p> | |
| <p>Intermediate award(s), title(s) and credits Cert HE Anthropology 120 Credits (60 ECTS) : Level 4 120 Credits (60 ECTS) Dip HE Anthropology 240 Credits (120 ECTS) Level 4 120 Credits (60 ECTS) Level 5 120 Credits (60 ECTS)</p> | |
| <p>UCAS Programme Code(s) (where applicable and if known) BSc (Hons) Anthropology J21B</p> | <p>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100663</p> |
| <p>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] 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]</p> | |
| <p>Professional, Statutory and Regulatory Body (PSRB) links N/A</p> | |
| <p>Places of delivery Bournemouth University</p> | |
| <p>Mode(s) of delivery</p> <ul style="list-style-type: none"> • full-time; • full-time sandwich; • part-time; • part-time sandwich; | <p>Language of delivery English</p> |
| <p>Typical duration</p> <ul style="list-style-type: none"> • 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 | |

Programme Specification – Section 1

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| 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 March 2024 | |
| Version number v2.3-0924 | |
| Approval, review or modification reference numbers E212214 EC222314 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 | |
| Author Dr Fabio Parracho Silva; Dr Fiona Coward; Professor Mark Gillings; Dr Eileen Wilkes | |

Programme Specification – Section 1

PROGRAMME STRUCTURE

| Programme Award and Title: BSc (Hons) Anthropology | | | | | | | | | |
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| 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 | 100299/100 436 balanced |
| Responsible Research in Archaeology & Anthropology | Core | 20 | 50 | | 50 | | 30 | 1.0 | 100299/100 436 balanced |
| The Human Past | 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 | 100299 |
| Introduction to Social Anthropology | Core | 20 | 100 | | | | 30 | FHSS 4.0 | 100437 |
| Debates in Archaeology and Anthropology | Core | 20 | | | 40 | 60 | 30 | 1.1 | 100299/100 436 balanced |
| Progression requirements: 120 credits | | | | | | | | | |
| Exit qualification: Cert HE Anthropology (requires 120 credits) | | | | | | | | | |

Programme Specification – Section 1

| Year 2/Level 5 | | | | | | | | |
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| 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 | | | |
| Principles of Biological Anthropology <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 | 100663 |
| Research Skills | Core | 20 | | 70 | 30 | 30 | 1.1 | 100299/100436 balanced |
| Artefact Studies <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 |
| Contemporary Theory in Archaeology and Anthropology <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 | 100299/100436 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 |
| Growing Up & Growing Old | Option | 20 | | 100 | | 30 | FHSS 4.0 | 100437 |
| Becoming Human <i>(successful completion of Introduction to Archaeology & Anthropology or a background in biological sciences is a pre-</i> | Option | 20 | 50 | 50 | | 30 | 2.0 | 100663 |

Programme Specification – Section 1

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| <i>requisite for students undertaking this unit).</i> | | | | | | | | |
| Working with Cultural Heritage <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 |
| Understanding Cultures | Option | 20 | | 100 | | 30 | FHSS 2.0 | 100437 |
| Environmental and Societal Challenges | Option | 20 | | 30 | 70 | 40 | 2.0 | 100488 |

Progression requirements: 120 credits

Exit qualification: Dip HE Anthropology (requires 120 credits at Level 4 plus 120 credits at Level 5)

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 | 100299/100436/100384 |
| Between Heaven and Earth: the Archaeology and Anthropology of Landscapes and Skyscapes <i>(successful completion of Introduction to Archaeology &</i> | Option | 20 | | 40 | 60 | 30 | 1.0 | 100299 |

Programme Specification – Section 1

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| <i>Anthropology is a pre-requisite for students undertaking this unit).</i> | | | | | | | | |
| Digital Approaches to Archaeology & Anthropology <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 | 100384 |
| '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 |
| Anthropology of International Intervention | Option | 20 | | 100 | | 30 | FHSS 2.0 | 100437 |
| Seekers, Believers and Iconoclasts: Sociology of Thought | Option | 20 | | 100 | | 30 | FHSS 2.0 | 100505 |
| Animals & Society <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 | 100384 |
| People and Nature in Amazonia <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 |
| People, Production and Place <i>(successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).</i> | Option | 20 | | 70 | 30 | 30 | 1.0 | 100384 |
| Food, Culture and Travel | Option | 20 | | 50 | 50 | 36 | BUBS 2.0 | 100087 |
| Primate Behavioural Ecology | Option | 20 | 25 | 75 | | 40 | 2.0 | 100522 |
| Exit qualification: | | | | | | | | |

Programme Specification – Section 1

Full-time/Part-time Sandwich UG award: BSc (Hons) Anthropology Sandwich UG programme: 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: BSc (Hons) Anthropology: 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 anthropology areas related to human biological and cultural diversity.

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

- Appreciate the range of contemporary human social, biological and cultural diversity;
- Understand the ways in which humans interact with one another as individuals, groups and social institutions, and with their cultural and physical environments;
- Understand and are able to apply the key theories and lines of evidence relating to the investigation of human social, biological and cultural variation and its evolution and change over time;
- Appreciate the distinctive features of, and relationships between, biological and social anthropology and their strengths and limitations in relation to other related disciplines;
- Can apply the acquired range of skills and knowledge to specific anthropological problems
- Can communicate effectively with those working in these professions and with the wider public;
- Recognise the global social, political, historical, ethical, economic and sustainability contexts which impact on work in social and biological anthropology, engage with other cultures, individuals and groups with sensitivity and judgment and uphold the highest standards of ethics, professionalism and sustainability in their research and practice.
- Have the necessary professional knowledge, and management skills to develop successful careers in specialist fields of biological and social anthropology;
- Have the ability to carry out independent investigations in the area of 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 areas and entrepreneurship. Furthermore they enable students to 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 BSc (Hons) 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 discipline of anthropology lends itself 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-

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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.

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) further 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. Anthropology is, by its nature, 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 drawn from across the world, and 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 OUTCOMES

The BSc (Hons) Anthropology programme provides students with core content covering the cognate disciplines of biological anthropology and social anthropology; students may choose to concentrate their learning in one or both of these 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

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selected. Of particular note is the independent learning associated with the independent research project.

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| <p>A: Subject knowledge and understanding</p> <p>This programme 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 programme learning outcomes:</p> |
| <p>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;</p> <p>A2 The ecological, social and historical principles underpinning geographic and temporal patterning of biological and cultural diversity in the contemporary world;</p> <p>A3 Evidence, theories, concepts, principles and debates relevant to the practice of social and biological anthropology in students' areas of specialisation within the programme;</p> <p>A4 The historical development and cross-disciplinary nature of biological and social anthropology and the need to integrate knowledge from a range of subject areas in approaching issues specific to these specialisms;</p> <p>A5 The ethical, socio-cultural, political, historical, and sustainable context of anthropological interpretation and practice and awareness of their impact on other communities, including historically marginalised groups;</p> <p>A6 The legal and ethical frameworks and professional guidelines which apply to social and biological anthropological practice.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • field visits (A1 – A5); • directed reading (A1 – A6); • use of the VLE (A1 – A6); • work-based placement (A3, A5, A6); • independent research (A1 – A6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework essay • Project report • Practical task • Team assignment • Data Analysis • Examination (various modes) • Presentation (various modes) • Research poster • Reflective writing/blog • 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 level outcomes:</p> |
| <p>B1 Engage in reasoned, critical, articulate and respectful discussions of method, theory and practice based on a range of appropriate sources</p> <p>B2 Analyse and synthesise information, recognise strengths and weaknesses in arguments and ensure that conclusions are supported by evidence;</p> <p>B3 Plan, execute and present an extended piece of independent research in line with the highest professional and ethical standards</p> <p>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</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 – B5); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • group exercises (B1, B5); • work-based placement (B5); • independent research (B1 - B5). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework essay • Project report • Practical task • Team assignment |

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| <p>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</p> | <ul style="list-style-type: none"> • Data Analysis • Examination (various modes) • Presentation (various modes) • Poster • Reflective writing/blog • 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 Make effective use of digital technologies relevant to their areas of specialism within anthropology</p> <p>C2 Interpret and analyse a variety of textual, oral, visual and digital forms</p> <p>C3 Select and apply core biological and/or social anthropological practical skills, particularly in relation to the observation, recording, analysis and interpretation of primary data</p> <p>C4 Act in accordance with the highest standards of health and safety, legal and ethical practice in biological and/or social anthropology;</p> <p>C5 Demonstrate skills in handling specific types of evidence relevant to their areas of specialism within the programme</p> <p>C6 Prepare reports, presentations and other forms of communication on social/biological anthropological research to a professional standard in a range of appropriate and effective formats</p> | <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); • work-based placement (C1 - C6); • independent research (C1 – C6); <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework essay • Project report • Practical task • Team assignment • Data Analysis • Examination (various modes) • Presentation (various modes) • Poster • Reflective writing/blog • 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 Perform effectively and respectfully when working in collaboration with others;</p> <p>D2 Proactively identify problems, questions and opportunities, and address them by applying knowledge and methods across disciplines</p> <p>D3 Understand the need for an inclusive discipline and accord respect to diverse others within and beyond anthropology;</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); • group exercises (D1-D5); • field visits (D3, D7); • work-based placement (D1-D7); |

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| <p>D4 Manage their own progress, tasks and behaviour in reflective, innovative, sustainable and professionally appropriate ways;</p> | <ul style="list-style-type: none"> • independent research (D2, D4 - D7); <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework essay • Project report • Practical task • Team assignment • Data Analysis • Examination (various modes) • Presentation (various modes) • Poster • Reflective writing/blog • Research Proposal • Dissertation |
| <p>D5 Express themselves effectively in a variety of appropriate media including by oral, written and visual means.</p> | |
| <p>D6 Gain confidence and competence in the use of digital technologies to collate, analyse, select and present information appropriately</p> | |
| <p>D7 Be independent and reflective learners taking proactive responsibility for their own continuing personal development</p> | |

LEVEL 6 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. Of particular note is the independent learning associated with the independent research project.

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| <p>A: Subject 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 Evidence, theories, concepts, principles and debates relevant to the practice of biological and/or social anthropology</p> <p>A2 Scientific methods, evidence, theories, concepts and discourse specific to students' areas of specialisation within the programme</p> <p>A3 The range of cultural diversity in the past and contemporary world, its temporal and geographical patterning, and the major variables influencing this variability</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 – A5); • use of the VLE (A1 – A5); • group exercises (A3, A5); • field visits (A1 – A5); • independent research for dissertation (A1 – A5); |
| <p>A4 The historical development and multidisciplinary nature of biological and social anthropology and the need to integrate knowledge from a range of subject areas in approaching issues specific to these specialisms</p> <p>A5 How to contextualise their subject-specific knowledge and understanding within the legal frameworks and professional and ethical guidelines governing social and biological anthropological practice</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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) |

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| <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 outcomes:</p> |
| <p>B1 Identify and critically evaluate routine and unfamiliar problems in biological and/or social anthropological contexts; apply a range of knowledge and skills to develop; implement practical research and solutions; and evaluate their outcomes</p> <p>B2 Analyse and synthesise information relevant to biological and/or social anthropological issues</p> <p>B3 Plan, execute and report on a piece of original research</p> <p>B4 Evaluate and integrate evidence from a range of sources to support findings and hypotheses</p> <p>B5 Critically analyse published work in biological and/or social anthropology and assess the merits and limitations of competing explanations of human diversity and behaviour</p> <p>B6 Engage in reasoned, critical, articulate and respectful discussions based on a range of appropriate scholarly sources</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B2, B4 – B6); • seminars (B1, B2, B4 – B6); • directed reading (B2 – B6); • use of the VLE (B4, B5); • group exercises (B1, B2, B4 – B6); • field visits (B4); • independent research for dissertation (B1 – B6); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay/paper (B1, B2, B4 – B6) • Project report (B1, B2, B4 – B6) • 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) |
| <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 Identify appropriate biological/social anthropological questions and problems for investigation</p> <p>C2 Undertake ethically-informed field, laboratory and desk-based work, selecting and applying safely appropriate field, laboratory and analytical equipment and methods for social and biological anthropological investigation, and observing and recording results accurately</p> <p>C3 Consider the ethical and sustainability implications of social and biological anthropological research in a variety of applied research settings</p> <p>C4 Integrate social and 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</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1, C3, C6); • seminars (C1, C5, C6); • directed reading (C1, C3, C5, C6); • use of the VLE (C1, C5, C6); • group exercises (C1 – C6); • field visits (C3, C6); • independent research for dissertation (C1 – C7); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay/paper (C1 – C7) • Project report (C1, C2, C4 – C7) |

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| <p>C5 Prepare reports and presentations on social/biological anthropological research to professional standard in a range of effective and appropriate formats</p> <p>C6 Make effective use of the social/biological anthropological literature and other sources of information</p> <p>C7 Make effective use of digital technologies relevant to students' areas of specialism within anthropology</p> | <ul style="list-style-type: none"> • 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) |
| <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 Work in collaboration with others, including, staff, students and different groups beyond academia, and negotiate across differences such as organisational and professional boundaries and differences of identity or language</p> <p>D2 Demonstrate sensitivity to the values and interest of others, taking into account different normative and moral positions</p> <p>D3 Communicate effectively by appropriate means including in oral, written and visual formats</p> <p>D4 Demonstrate problem solving skills and the application of knowledge across discipline areas</p> <p>D5 Make effective use of digital technologies including the internet, spreadsheets, databases, word processing and presentation software, as well as others according to students' specialisms, remaining aware of the ethical responsibilities incumbent on their use, e.g. open data, data protection.</p> <p>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</p> <p>D7 Identify and work towards targets for personal, career, and academic development</p> <p>D8 Be independent and reflective learners taking proactive responsibility for their own continuing personal development</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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 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.

Programme Specification - Section 2

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| <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 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</p> <p>A2 The basic concepts behind and application of practical, qualitative and quantitative methods used in collecting, analysing and interpreting biological and/or social anthropological data</p> <p>A3 Basic anthropological research project development and management</p> <p>A4 The variety of research methods applicable to social and biological anthropological contexts and their major respective benefits and limitations</p> <p>A5 A chosen specialised area (e.g. class of data, country, region, or sub-discipline) of social/biological anthropology</p> <p>A6 The broader context of social and biological anthropological research and practice (e.g. social, cultural, historical, political, ethical, sustainability) and its wider relevance in the contemporary world</p> <p>A7 The causes of variation in the reliability of different classes of evidence from social/biological anthropological contexts (e.g. cultural and non-cultural processes; cultural bias)</p> <p>A8 The importance of the ethical recovery of primary data through practical experience</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, A4, A5); • directed reading (A1 – A7); • use of the VLE (A1 – A7); • practical exercises (A1, A2, A4, A5, A7, A8); • group exercises (A1, A2, A5, A6, A8); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay (A1, A2, A4 – A8) • Project report (A2 – A5, A7, A8) • Examination (online tests and quizzes) (A5, A7) • Practical test (A5, A7, A8) • Data Analysis (A2, A5, A7, A8) • Examination (unseen) (A1, A2, A5, A6) • Presentation (various modes) (A1, A5, A6) • Poster (A1, A2, A4, A5, A8) • Reflective writing/blog (A1, A2, A4 – A8) • Research Proposal (A3 – A5, A8) |
| <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 Produce logical and structured arguments supported by relevant evidence</p> <p>B3 Assemble practicable research/project designs informed by appropriate ethical, sustainable and health and safety considerations</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 (B2, B5, B6); • directed reading (B1 – B6); • use of the VLE (B3 – B5); • practical exercises (B2, B4, B5) • group exercises (B4, B5); |

Programme Specification - Section 2

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| <p>B4 Exercise informed judgment in using appropriate methods of data gathering and qualitative and quantitative analysis</p> <p>B5 Understand and apply appropriate theoretical and practical principles and concepts to anthropological problems</p> <p>B6 Critically evaluate competing arguments in biological and social anthropology and related disciplines</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay (B1, B2, B5, B6) • Project report (B1 – B5) • Examination (online tests and quizzes) (B5) • Practical test (B5) • Data Analysis (B4, B5) • Examination (unseen) (B1, B2, B5, B6) • Presentation (various modes) (B1, B2, B5, B6) • Poster (B1, B2, B5, B6) • Reflective writing/blog (B4, B5) • Research Proposal (B3 – B5) |
| <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 the nature and significance of different kinds of data central to biological and social anthropology</p> <p>C2 Practice a variety of appropriate primary data collection techniques safely and in an ethical and sustainable manner.</p> <p>C3 Select and apply appropriate qualitative and quantitative techniques to process, analyse and interpret biological and social anthropological data, recognising the potential and limitations of such techniques</p> <p>C4 Prepare reports and presentations to professional standards and in appropriate media for a variety of potential audiences</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C4); • seminars (C1, C4); • directed reading (C1 – C4); • use of the VLE (C2 – C4); • practical exercises (C1 – C4) • group exercises (C1 – C4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay (C1, C3, C4) • Project report (C1- C4) • Data Analysis (C3 – C4) • Examination (unseen) (C1) • Presentation (various modes) (C1, C4) • Poster (C1, C3, C4) • Reflective writing/blog (C1 – C4) • Research Proposal (C1, C3, C4) |
| <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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D2 – D4, D8, D10); |

Programme Specification - Section 2

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| <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, spreadsheets and analytical software)</p> <p>D4 Critically identify and source relevant information in a variety of formats</p> <p>D5 Generate effective and appropriate forms of visual presentation of data (e.g. photographs, maps, illustrations, data tables, infographics)</p> <p>D6 Collaborate effectively in a team via experience of working in a group, for example through fieldwork, laboratory and/or project work</p> <p>D7 Demonstrate problem-solving skills</p> <p>D8 Conduct appropriate analyses of qualitative and quantitative data</p> <p>D9 Appreciate the importance of safety procedures and responsibilities (both personal and with regard to others), and of ethical and sustainability consideration in the field and the laboratory</p> <p>D10 Appreciate and be sensitive to different cultures and diverse individuals</p> | <ul style="list-style-type: none"> • seminars (D1, D6, D10); • directed reading (D2, D4); • use of the VLE (D1 – D5, D9); • practical exercises (D3 – D9); • group exercises (D2, D3, D6, D9 D10) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay (D1 – D5, D10) • Project report (D2 – D9) • Practical test (D7, D9) • Data Analysis (D2, D3, D5, D8) • Examination (unseen) (D2, D9, D10) • Presentation (various modes) (D1 – D6, D10) • Poster (D2 – D8) • Reflective writing/blog (D1 – D6, D8 – D10) • Research Proposal (D2 – D4, D7, D9, D10) |
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LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

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| <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 nature of biological and social anthropology and familiarity with the key themes in contemporary social and biological anthropological thought;</p> <p>A2 An understanding of the complementary roles of fieldwork, data collection, analysis and interpretation in social and biological anthropological practice, and an appreciation of the role of empirical research and practice more broadly</p> <p>A3 A range of basic practical laboratory and fieldwork experience and skills</p> <p>A4 A range of academic skills, including the principles of academic writing, referencing and qualitative and quantitative analysis;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay (A1, A2, A4, A5) |

Programme Specification - Section 2

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| <p>A5 The social, cultural, political, historical, ethical and sustainability contexts of social and biological anthropological research and practice;</p> | <ul style="list-style-type: none"> • 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) |
| <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 Identify, source, critical evaluate and utilise appropriate information sources</p> <p>B2 Recognise and apply appropriate learning and communication methods;</p> <p>B3 Engage in wide and critical reading of literature and use of other appropriate sources</p> <p>B4 Recognise and demonstrate an understanding of the fundamentals of a range of techniques, including scientific methods, in the practice of biological and social anthropology and when they may be applied</p> <p>B5 Be aware of the breadth of data available to social and biological anthropologists and identify key differences between them and their respective strengths and limitations</p> <p>B6 Construct coherent and appropriately-evidenced arguments relating to major contemporary social and biological anthropological themes</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-B4, B6); • directed reading (B1-B6); • use of the VLE (B1 – B6); • practical exercises (B1, B4, B5); • group exercises (B1, B2); • field visits (B1); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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) |
| <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 biological and social anthropological data, record accurately and objectively and report the data appropriately</p> <p>C2 Use laboratory and fieldwork equipment and techniques to generate data</p> <p>C3 Identify and use effectively a variety of differing types of biological and social anthropological information and evidence</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 - C4, C6); • seminars (C1, C3 – C6); • directed reading (C1, C3, C4, C6); • use of the VLE (C1 – C6); • practical exercises (C1 – C4); • group exercises (C1 – C3); • field visits (C1, C3); |

Programme Specification - Section 2

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| <p>C4 Select and apply appropriate qualitative and quantitative techniques for processing biological and social and anthropological data and recognise the potential and limitations of such techniques</p> <p>C5 Write appropriately structured professional reports and communicate effectively on social/biological anthropological research for a range of different audiences</p> <p>C6 Integrate a range of different kinds of information from across social and biological anthropology and related disciplines to develop plausible and appropriately evidenced interpretations of evidence</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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) • Examination (unseen) (C3, C4, C5, C6) • Presentation (various modes) (C3, C5, C6) |
| <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 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;</p> <p>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</p> <p>D3 Demonstrate sensitivity to the values and interests of others from different cultures or diverse communities.</p> <p>D4 Communicate effectively by a range of means to different audiences;</p> <p>D5 Demonstrate problem solving skills and the application of knowledge across discipline areas</p> <p>D6 Use a variety of techniques to gather and retrieve information and data and assess the reliability and relevance of the information gathered</p> <p>D7 Use digital technologies to collate, analyse, select and present information</p> <p>D8 Be independent and reflective learners developing insights into their own development needs</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • 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); • group exercises (D1 – D4, D6, D7) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essay (D3 – D8) • Examination (online tests and quizzes) (D4 – D7) • Practical task (D2 – D8) • Team assignment (D1, D3 – D8) • Examination (unseen) (D3 – D5, D7, D8) • Presentation (various modes) (D1, D4, D6 – D8) |

Programme Specification - Section 2

Programme Skills Matrix

| Units | | Programme Intended Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|--------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| L E V E L 6 | Independent Research Project | x | 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 and anthropology of landscapes and sskskapes | x | x | x | x | x | | x | x | | x | x | x | x | | x | x | x | x | x | | x | x | x | x |
| | Digital Approaches to Archaeology & Anthropolgy | | | x | | | | x | x | | x | x | x | x | | | | x | x | x | | x | x | x | x |
| | 'Field 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 | x |
| | Anthropology of International Intervention | | x | x | | x | x | x | x | | x | x | | | x | x | | x | x | x | x | x | x | x | x |
| | Seekers, Believers and Iconoclasts | 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 |
| | People and Nature in Amazonia | x | 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 |
| | Food, Culture and Travel | 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 | |
| L E V E L 5 | Principles of Biological Anthropology | x | | x | 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 |
| | 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 |
| | Growing Up & Growing Old | x | x | x | x | x | | 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 |
| | Becoming Human | x | x | x | x | x | 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 |
| | Environmental and Societal Challenges | | 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 |
| L E V E L | Introduction to Archaeology and Anthropology | 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 | |
| | The Human Past | x | x | x | | | | | x | | | | | x | | | | x | | | | | x | x | |

Programme Specification - Section 2

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| 4 | Material Worlds | | | x | x | | | 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 |
| | Introduction to Social Anthropology | x | x | x | x | x | x | x | | | | | | | x | | | x | x | x | x | x | x | x | x |

Programme Specification - Section 2

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| <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 contemporary world and the variety of analytical perspectives that can be used to investigate this;</p> <p>A2 The ecological, social and historical principles underpinning geographic and temporal patterning of biological and cultural diversity in the contemporary world;</p> <p>A3 Evidence, theories, concepts, principles and debates relevant to the practice of social and biological anthropology in students’ areas of specialisation within the programme;</p> <p>A4 The historical development and cross-disciplinary nature of biological and social anthropology and the need to integrate knowledge from a range of subject areas in approaching issues specific to these specialisms;</p> <p>A5 The ethical, socio-cultural, political, historical, and sustainable context of anthropological interpretation and practice and awareness of their impact on other communities, including historically marginalised groups;</p> <p>A6 The legal and ethical frameworks and professional guidelines which apply to social and biological anthropological practice</p> | <p>C – Subject-specific/Practical Skills</p> <p>This programme provides opportunities for students to:</p> <p>C1 Make effective use of digital technologies relevant to their areas of specialism within anthropology</p> <p>C2 Interpret and analyse a variety of textual, oral, visual and digital forms</p> <p>C3 Select and apply core biological and/or social anthropological practical skills, particularly in relation to the observation, recording, analysis and interpretation of primary data</p> <p>C4 Act in accordance with the highest standards of health and safety, legal and ethical practice in biological and/or social anthropology;</p> <p>C5 Demonstrate skills in handling specific types of evidence relevant to their areas of specialism within the programme</p> <p>C6 Prepare reports, presentations and other forms of communication on social/biological anthropological research to a professional standard in a range of appropriate and effective formats</p> |
| <p>B – Intellectual Skills</p> <p>This programme provides opportunities for students to:</p> <p>B1 Engage in reasoned, critical, articulate and respectful discussions of method, theory and practice based on a range of appropriate sources</p> <p>B2 Analyse and synthesise information, recognise strengths and weaknesses in arguments and ensure that conclusions are supported by evidence;</p> <p>B3 Plan, execute and present an extended piece of independent research in line with the highest professional and ethical standards</p> <p>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</p> <p>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</p> | <p>D – Transferable Skills</p> <p>This programme provides opportunities for students to:</p> <p>D1 Perform effectively and respectfully when working in collaboration with others;</p> <p>D2 Proactively identify problems, questions and opportunities, and address them by applying knowledge and methods across disciplines</p> <p>D3 Understand the need for an inclusive discipline and accord respect to diverse others within and beyond anthropology;</p> <p>D4 Manage their own progress, tasks and behaviour in reflective, innovative, sustainable and professionally appropriate ways;</p> <p>D5 Express themselves effectively in a variety of appropriate media including by oral, written and visual means.</p> <p>D6 Gain confidence and competence in the use of digital technologies to collate, analyse, select and present information appropriately</p> <p>D7 Be independent and reflective learners taking proactive responsibility for their own continuing personal development</p> |

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.

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 though some competitive funds may be available) 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