

## KEY PROGRAMME INFORMATION

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Science and Technology
<b>Final award(s), title(s) and credits</b> BSc (Hons) Archaeological, Anthropological and Forensic Sciences 360 Credits (180 ECTS) Level 4 120 Credits (60 ECTS); Level 5 120 Credits (60 ECTS); Level 6 120 Credits (60 ECTS)	
<b>Intermediate award(s), title(s) and credits</b> Cert HE BSc (Hons) Archaeological, Anthropological and Forensic Sciences 120 Credits (60 ECTS) - Level 4 120 Credits (60 ECTS)  Dip HE BSc (Hons) Archaeological, Anthropological and Forensic Sciences 240 Credits (120 ECTS) - Level 4 120 Credits (60 ECTS); Level 5 120 Credits (60 ECTS)	
<b>UCAS Programme Code(s) (where applicable and if known)</b> BSc (Hons) Archaeological, Anthropological and Forensic Sciences 4K2M	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100384/100436/100388 (balanced)
<b>External reference points</b> AdvanceHE/QAA, 2021, Education for Sustainable Development Guidance Gloucester. Quality Assurance Agency. [https://membershipsresources.qaa.ac.uk/s/article/Education-for-Sustainable-Development-Guidance. Accessed 31 March 2022]  CIFA, 2022, Regulations, Standards and Guidance. [On-line resources at: https://www.archaeologists.net/codes/cifa. Accessed: 10 June 2022].  NOS, 2012, National Occupational Standards in Archaeology. [On-line resources at: https://www.archaeologists.net/development/nos. Accessed 10 June 2022]  QAA, 2022, Subject Benchmark Statement: Archaeology. Gloucester. Quality Assurance Agency (Fourth edition. Created in 2000; revised 2021-22) [https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/archaeology#. Accessed 10 June 2022].  QAA, 2019, Subject Benchmark Statement: Anthropology. Gloucester. Quality Assurance Agency (Fourth Edition). https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-anthropology.pdf?sfvrsn=24f2c881_4. Accessed 24 May 2022]  Chartered Society of Forensic Sciences ( <a href="http://www.csofs.org">http://www.csofs.org</a> ) Educational Standards (EQS)  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]	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> The programme is accredited by the Chartered Institute for Archaeologists ( <a href="http://www.archaeologists.net/">http://www.archaeologists.net/</a> ) and recognised by the Chartered Society of Forensic Sciences ( <a href="http://www.csofs.org">http://www.csofs.org</a> ).	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> <ul style="list-style-type: none"> <li>• full-time;</li> <li>• full-time sandwich;</li> <li>• part-time;</li> <li>• part-time sandwich;</li> </ul>	<b>Language of delivery</b> English
<b>Typical duration</b>	

## Programme Specification – Section 1

<ul style="list-style-type: none"> <li>• full-time: 3 years</li> <li>• full-time sandwich: 4 years</li> <li>• part-time: negotiable on an individual basis – maximum 8 years</li> <li>• part-time sandwich: negotiable on an individual basis – maximum 8 years</li> </ul>	
<b>Date of first intake</b> Sept 2023	<b>Expected start dates</b> September
<b>Maximum student numbers</b> Not Applicable	<b>Placements</b> Optional 4-week placement (20 working days) normally undertaken during the summer between Levels 5 and 6. Optional minimum 30 week sandwich placement. 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).
<b>Partner(s)</b> Not Applicable	<b>Partnership model</b> Not Applicable
<b>Date of this Programme Specification</b> February 2025	
<b>Version number</b> V2.6-0925	
<b>Approval, review or modification reference numbers</b> E212214 EC 2223 11 EC 2223 19 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 11, approved 22/11/2023, previously v2.2 FST2324 17, approved 13/03/2024, previously v2.3 FST2324 18, approved 13/03/2024, previously v2.4 FST2425 13 approved 06/02/2025, previously v2.5	
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## PROGRAMME STRUCTURE

### Programme Award and Title: BSc (Hons) Archaeological, Anthropological and Forensic Sciences

#### 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
Chemistry	Core	20	50	50			40	2.0	100413
Introduction to Forensic Investigation	Core	20	50		50		40	2.0	100388
Practical Archaeology (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	Core	20	40		60		30	1.0	100299
Material Worlds (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	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 Archaeological, Anthropological and Forensic Sciences Requires 120 Level 4 credits

## Programme Specification – Section 1

### Year 2/Level 5

Students are required to complete 5 core units and choose 1 optional unit (each 20 credits) – 120 credits in total. 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	Exam 2	Cwk 1	Cwk 2			
Archaeological Field Skills <i>(successful completion of Introduction to Archaeology &amp; Anthropology is a pre-requisite for students undertaking this unit).</i>	Core	20			60	40	225	1.0	100299
Principles of Biological Anthropology <i>(successful completion of Introduction to Archaeology &amp; Anthropology is a pre-requisite for students undertaking this unit).</i>	Core	20			50	50	30	1.0	100663
Crime Scene	Core	20	50		50		40	2.0	100388
Forensic Science <i>(successful completion of Level 4 Chemistry unit is a pre-requisite for students undertaking this unit).</i>	Core	20	50		50		40	2.0	100388
Research Skills	Core	20			70	30	30	1.1	100299/100436 balanced
Applied Geophysical Survey <i>(successful completion of L4 Practical Archaeology L5 Archaeological Field Skills is a pre-requisite for students undertaking this unit).</i>	Option	20			40	60	30	1.0	100384
Becoming Human <i>(successful completion of Introduction to Archaeology &amp; Anthropology or a background in biological sciences is a pre-requisite for students undertaking this unit).</i>	Option	20	50		50		30	2.0	100663
Geomatics and GIS <i>(successful completion of Introduction to Archaeology &amp; Anthropology is a pre-requisite for students undertaking this unit).</i>	Option	20			50	50	30	1.0	100384
Scientific Diving <i>(successful completion of Introduction to Archaeology &amp; Anthropology, Demonstrated Good Attendance at L4 Pass a diving medical)</i>	Option	20	50		50		30	1.1	101261

### Programme Specification – Section 1

Pass a basic swimming test, Undertake a Try Dive are pre-requisites for students undertaking this unit).									
Rome and Barbarian Europe (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	Option	20	50		50		30	2.0	100299
Introduction to Toxicology (successful completion of Level 4 Chemistry unit is a pre-requisite for students undertaking this unit).	Option	20	50	50			40	2.0	100388

**Progression requirements:** Requires 120 credits at Level 5

**Exit qualification:** Dip HE Archaeological, Anthropological and Forensic Sciences Requires 120 Level 5 credits and 120 Level 4 credits

#### Year 3/Level P - Optional placement year in industry/business

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

**Optional Short placement** –Short placements are assessed on a pass/fail basis and are not credit-weighted. Completion is optional.

#### 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 an optional placement progress directly from Level 5 to Level 6.

#### Year 3/Level 6

Students are required to complete 2 core units (the IRP is double-weighted at 40 credits) 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			
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 (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	Option	20		40	60	30	1.0	100299

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Digital Approaches to Archaeology & Anthropology (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	Option	20		40	60	30	1.0	100384
'Fields of Conflict': Violence and warfare in the human past (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	Option	20		50	50	30	1.0	100384
Maritime Archaeology (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	Option	20	50	50		30	1.0	101261
Making Land: the Origins of Agriculture	Option	20		50	50	30	1.0	100299
Sarup to Stonehenge: Early farming communities in northwestern Europe (successful completion of Introduction to Archaeology & Anthropology is a pre-requisite for students undertaking this unit).	Option	20	50	50		30	2.0	100299
Advanced Forensic Science	Core	20	30	70		40	2.1	100388
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	Option	20	50	50		30	1.0	100299

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<i>of Introduction to Archaeology &amp; Anthropology is a pre-requisite for students undertaking this unit).</i>								
People, Production and Place <i>(successful completion of Introduction to Archaeology &amp; Anthropology is a pre-requisite for students undertaking this unit).</i>	Option	20		70	30	30	1.0	100384
Roman Britain <i>(successful completion of Introduction to Archaeology &amp; Anthropology is a pre-requisite for students undertaking this unit).</i>	Option	20	50	50		30	2.0	100299
Forensic Practice	Option	20	50	50		40	2.0	100388
<b>Exit qualification:</b> BSc (Hons) Archaeological, Anthropological and Forensic Sciences  <b>Full-time/Part-time Sandwich UG award:</b> Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits and successful completion of a placement year  <b>Full-time/Part-time UG award:</b> 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 archaeological, anthropological and / or forensic science, or a more general applied sciences career path.

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

- Have a critical understanding of the scientific, theoretical and practical basis of archaeological, anthropological and forensic practice and interpretation;
- Can apply the acquired range of skills and knowledge to specific archaeological, anthropological and forensic problems, and also communicate effectively with those working in these professions and with the wider public;
- Have the necessary professional knowledge and management skills to develop successful careers in the specialist fields of archaeology, anthropology and forensic science;
- Uphold the highest standards of ethics, professionalism and sustainability in their research and practice;
- Have the ability to carry out independent investigations in the area of archaeology and applied science;
- Have the skills and knowledge necessary for postgraduate study;
- Have qualifications to join the appropriate professional body 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. Furthermore they enable students to appreciate and engage in and contribute to contemporary debates (for example around inequality, sustainability, globalization and cultural diversity), and to manage their own personal development and lifelong learning.

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The values and objectives of the BU2025 Strategic Plan are embedded implicitly throughout the BSc (Hons) Archaeological, Anthropological & Forensic Sciences 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 disciplines of Archaeology, Anthropology and Forensic Science lend themselves well to an embedded fusion-learning approach. All staff in the Department of Archaeology & Anthropology are

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research-active ensuring that cutting-edge developments from the relevant disciplinary research environments are firmly embedded in all taught activities. This engages students and develops their intellectual curiosity while ensuring content is up-to-date. This profoundly synergistic approach reinforces course content, by integrating relevant, current professional practices and theoretical modes of interpretation in the education of our students.

On the archaeology side of the programme, 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.

The BSc (Hons) Archaeological, Anthropological and Forensic Sciences course brings together education, through core and optional units, with research, through participation in research programmes and attendance at conferences and seminars, and professional practice, through placements, visiting speakers, and volunteering opportunities with Bournemouth Archaeology and the Forensic Science group within the Department of Life and Environmental Sciences. Teaching design encourages and supports students to collaborate in order to develop and refine their team-working abilities as well as to develop strong skills of independent study. The double-weighted Independent Research Project (L6) reinforces elements of professional practice, education and research in a project initialised and developed by the student, working in collaboration with an academic supervisor.

The programme is designed to ensure our students are professionally competent, culturally aware and internationally mobile. By their very nature, Archaeology, Anthropology & Forensic Science are truly global disciplines and staff in the Department have global contacts and links that inform the content development of individual units. The programme integrates case studies and professional practice detail from across the world. The option of placements and attachments to research projects in the UK and overseas provide further critical dimension of workplace-learning and lived experience of the practical applications of programme content. In recent years, placements and attachments to archaeological and heritage research projects have included work in Germany, Malta, Rapa Nui, New Zealand, various south American countries, as well as across the UK. Similar links are forged within the discipline of Forensic Science which offers students contacts and placements with laboratories and academic institutions across Europe and in the United States of America. Recognition of the course by the Chartered Society of Forensic Sciences is an important acknowledgement of the standing of the BSc (Hons) Archaeological, Anthropological and Forensic Sciences course and this is an important factor in attracting applicants from outside the UK including Germany, the Netherlands, India, South Africa and the USA.

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).

## Programme Specification - Section 2

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

### STAFF DELIVERING THE PROGRAMME

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

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

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

#### PROGRAMME INTENDED LEARNING OUTCOMES

The BSc Archaeological, Anthropological and Forensic Sciences programme provides students with core content covering cognate disciplines of archaeology, biological anthropology and forensic sciences. Each student has the opportunity to flavour their programme through option choices. Of particular note is independent learning associated with the independent research project.

<b>A: Subject knowledge and understanding</b>  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. A knowledge of the issues, practicalities and techniques involved in archaeology, biological anthropology and forensic science	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"><li>• lectures (A1 – A5);</li><li>• seminars (A2 – A3, A5);</li><li>• field visits (A1, A3-A5);</li><li>• practical activities (A1, A3-A5);</li><li>• directed reading (A1 - A5);</li><li>• use of the VLE (A1 - A5);</li><li>• work-based placement (A3, A5)</li><li>• independent research (A1 - A5).</li></ul>
A2. A critical understanding of the theoretical, ethical and legal issues involved in archaeology, biological anthropology and forensic science	
A3. An in-depth knowledge of the multidisciplinary nature of forensic, biological anthropology, and archaeological science	
A4. Demonstrated a knowledge of the specific field and laboratory techniques employed to locate, collect and analyse archaeological, anthropological and forensic evidence	Assessment strategies and methods: <ul style="list-style-type: none"><li>• Coursework essay</li><li>• Project report</li><li>• Practical task</li><li>• Team assignment</li><li>• Data Analysis</li><li>• Examination (various modes)</li><li>• Presentation (various modes)</li><li>• Poster</li><li>• Reflective writing/blog</li><li>• Dissertation</li></ul>
A5. Demonstrated a detailed knowledge and understanding of archaeology, anthropology and/or forensic science in a chosen specialised area.	

## Programme Specification - Section 2

	<ul style="list-style-type: none"> <li>• Research Proposal</li> </ul>
<b>B: Intellectual skills</b>  This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
<b>B1</b> evaluate critically issues in archaeological, anthropological and forensic contexts;  <b>B2</b> analyse and synthesise information relevant to archaeological, anthropological and forensic issues;  <b>B3</b> apply appropriate knowledge and skills in the development and implementation of approaches to solving archaeological, anthropological and forensic problems, and evaluate their outcomes;  <b>B4</b> Plan, execute and present an extended piece of independent research in line with the highest professional and ethical standards;  <b>B5</b> integrate evidence from a range of sources to support findings and hypotheses;  <b>B6</b> analyse critically published work in archaeology, anthropology and forensic sciences.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (B1 - B4);</li> <li>• seminars (B1-B2, B5-B6);</li> <li>• directed reading (B1 – B6);</li> <li>• use of the VLE (B2 – B5);</li> <li>• practical activities (B3, B5)</li> <li>• group exercises (B1-B2, B5)</li> <li>• independent research (for dissertation) (B1 – B6)</li> <li>• work-based placement (B5).</li> </ul>
	Assessment strategies and methods: <ul style="list-style-type: none"> <li>• Coursework essay</li> <li>• Project report</li> <li>• Practical task</li> <li>• Team assignment</li> <li>• Data Analysis</li> <li>• Examination (various modes)</li> <li>• Presentation (various modes)</li> <li>• Poster</li> <li>• Reflective writing/blog</li> <li>• Dissertation</li> <li>• Research Proposal</li> </ul>
<b>C: Practical skills</b>  This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
<b>C1</b> select and apply appropriate methods of: <ul style="list-style-type: none"> <li>- site investigation</li> <li>- site evaluation</li> <li>- aspects of artefact or ecofact analysis</li> </ul> in an archaeological, anthropological or forensic contexts;  <b>C2</b> undertake field, laboratory and desk-based work in accordance with the highest standards of health and safety, legal and ethical practice in archaeology, anthropology and forensic science;  <b>C3</b> analyse results appropriately;  <b>C4</b> prepare reports and presentations to a professional format and standard;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (C1, C3 – C4);</li> <li>• practical activities (C1 - C6)</li> <li>• seminars (C1, C3, C5)</li> <li>• group exercises (C1-C3, C5, C6)</li> <li>• work-based placement (C1 - C6)</li> <li>• independent research for dissertation (C1 – C6);</li> </ul>
	Assessment strategies and methods: <ul style="list-style-type: none"> <li>• Coursework essay</li> <li>• Project report</li> </ul>

## Programme Specification - Section 2

<p><b>C5</b> make effective use of the subject literature and other sources of information;</p> <p><b>C6</b> make effective use of digital technologies and software relevant to the component disciplines.</p>	<ul style="list-style-type: none"> <li>• Practical task</li> <li>• Team assignment</li> <li>• Data Analysis</li> <li>• Examination (various modes)</li> <li>• Presentation (various modes)</li> <li>• Poster</li> <li>• Reflective writing/blog</li> <li>• Research Proposal</li> <li>• Dissertation</li> </ul>
<p><b>D: Transferable skills</b></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/level learning outcomes:</p>
<p><b>D1</b> work effectively and respectfully in collaboration with others, including staff and students;</p> <p><b>D2</b> proactively identify problems, questions and opportunities and address them by applying knowledge across discipline areas;</p> <p><b>D3</b> express themselves effectively in a variety of appropriate media including by oral, written and visual means;</p> <p><b>D4</b> Gain confidence and competence in the use of digital technologies to collate, analyse, select and present information appropriately</p> <p><b>D5</b> apply a range of basic statistical tests on ethically and sustainably acquired experimental and fieldwork data;</p> <p><b>D6</b> identify and work towards targets for personal, career, and academic development;</p> <p><b>D7</b> 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"> <li>• lectures (D2, D3, D7);</li> <li>• seminars (D1-D3, D6 - D7);</li> <li>• use of the VLE (D1-D2, D4, D6 - D7);</li> <li>• directed reading (D1- D3; D5 -D7);</li> <li>• practical activities (D1 - D7)</li> <li>• group exercises (D1-D5)</li> <li>• field visits (D1, D3, D7)</li> <li>• work-based placement (D1 - D7)</li> <li>• independent research for dissertation (D2, D3 - D7);</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• Coursework essay</li> <li>• Project report</li> <li>• Practical task</li> <li>• Team assignment</li> <li>• Data Analysis</li> <li>• Examination (various modes)</li> <li>• Presentation (various modes)</li> <li>• Poster</li> <li>• Reflective writing/blog</li> <li>• Dissertation</li> <li>• Research Proposal</li> </ul>

### LEVEL 6 INTENDED LEARNING OUTCOMES

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

## Programme Specification - Section 2

<p><b>A: Knowledge and understanding</b></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><b>A1</b> Evidence, theories, concepts, principles and debates relevant to the practices of archaeology, anthropology and forensic science;</p> <p><b>A2</b> Scientific methods, evidence, theories, concepts and discourse specific to students' areas of specialisation within the programme</p> <p><b>A3</b> The multidisciplinary nature of archaeology, anthropology and forensic science and the need to integrate knowledge from a range of subject areas in approaching issues specific to these specialisms</p> <p><b>A4</b> How to contextualise their subject-specific knowledge and understanding within the legal frameworks and professional and ethical guidelines governing archaeological, anthropological and forensic practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A4);</li> <li>• seminars (A1 – A4);</li> <li>• directed reading (A1 – A4);</li> <li>• use of the VLE (A1 – A4);</li> <li>• practical exercises (A2 – A3)</li> <li>• group exercises (A3 – A4)</li> <li>• field visits (A1 – A4)</li> <li>• independent research for dissertation (A1-A4);</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay/paper (A1 – A4)</li> <li>• Project report (A1 – A4)</li> <li>• Examination (online tests and quizzes) (A1 - A2)</li> <li>• Data Analysis (A1 - A2)</li> <li>• Examination (unseen) (A1-A4)</li> <li>• Presentation (various modes) (A1- A4)</li> <li>• Poster (A1 – A2, A4)</li> <li>• Dissertation (A1-A4)</li> </ul>
<p><b>B: Intellectual skills</b></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><b>B1</b> marshal and critically appraise other people's arguments;</p> <p><b>B2</b> critically evaluate, compare and synthesise a variety of different forms of evidence and information from a range of sources;</p> <p><b>B3</b> define problems, devise and evaluate possible solutions;</p> <p><b>B4</b> assemble coherent research / project designs;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B2, B4 – B5);</li> <li>• seminars (B1 - B2, B5);</li> <li>• directed reading (B1 – B5);</li> <li>• use of the VLE (B2, B4 - B5);</li> <li>• practical exercises (B2 – B5);</li> <li>• group exercises (B1 – B5);</li> <li>• field visits (B2 - B4);</li> <li>• independent research for dissertation (B1-B5);</li> </ul>

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<p><b>B5</b> identify and apply appropriate scholarly, theoretical, and scientific principles and concepts to archaeological, anthropological and forensic problems.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay/paper (B1 – B5);</li> <li>• Project report (B1 – B5);</li> <li>• Examination (online tests and quizzes) (B2, B5);</li> <li>• Data Analysis (B1 - B2);</li> <li>• Examination (unseen) (B2, B5);</li> <li>• Presentation (various modes) (B1 – B5);</li> <li>• Poster (B2 – B5);</li> <li>• Reflective writing (B1, B5);</li> <li>• Dissertation (B1-B5)</li> </ul>
<p><b>C: Practical skills</b></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><b>C1</b> Identify appropriate archaeological, anthropological and forensic questions and problems for investigation</p> <p><b>C2</b> Undertake ethically-informed field, laboratory and desk-based work, selecting and applying safely appropriate field, laboratory and analytical equipment and methods for archaeological, anthropological and forensic investigation and observing and recording results accurately;</p> <p><b>C3</b> Consider the ethical and sustainability implications of research in a variety of applied settings;</p> <p><b>C4</b> Integrate 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><b>C5</b> Prepare reports to appropriate professional standards in a range of effective and appropriate formats</p> <p><b>C6</b> Make effective use of the archaeological, anthropological and forensic literature and other sources of information;</p> <p><b>C7</b> Make effective use of digital technologies and software relevant to students' areas of specialism.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1, C3, C6);</li> <li>• seminars (C1, C3, C6);</li> <li>• directed reading (C1, C3 – C4, C6);</li> <li>• use of the VLE (C1, C3 – C4, C6 – C7);</li> <li>• practical exercises (C2, C4, C7)</li> <li>• group exercises (C1 – C7)</li> <li>• field visits (C2 - C3, C6)</li> <li>• independent research for dissertation (C1- C7).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay/paper (C1 - C7);</li> <li>• Project report (C1 – C7);</li> <li>• Examination (online tests and quizzes) (C1, C3 – C4, C6);</li> <li>• Data Analysis (C2 - C5, C7);</li> <li>• Examination (unseen) (C1, C3 - C4, C6);</li> <li>• Presentation (various modes) (C1, C3 -C4, C6 - C7);</li> <li>• Poster (C1, C3 - C7);</li> <li>• Reflective writing (C1, C3 - C5);</li> <li>• Dissertation (C1-C7).</li> </ul>

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<p><b>D: Transferable skills</b></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><b>D1</b> undertake self-management and personal organisation;</p> <p><b>D2</b> work under pressure to meet deadlines;</p> <p><b>D3</b> communicate effectively;</p> <p><b>D4</b> plan, design and execute a programme of primary research, working independently;</p> <p><b>D5</b> appreciate and be sensitive to different cultures; understand the need for an inclusive discipline and accord respect to diverse others; and deal with unfamiliar situations;</p> <p><b>D6</b> be able to evaluate critically one's own and others' opinions, from an appreciation of the practices of archaeology, anthropology and forensic science in their changing theoretical, methodological, professional, ethical, sustainability and social contexts.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>lectures (D1- D3, D5 - D6);</li> <li>seminars (D1 -D3, D5 – D6);</li> <li>directed reading (D5 – D6);</li> <li>use of the VLE (D1, D5 – D6);</li> <li>practical exercises (D1 – D6);</li> <li>group exercises (D1 – D3, D5 – D6);</li> <li>field visits (D1 – D3, D5 – D6);</li> <li>independent research for dissertation (D1-D6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>Coursework essay/paper (D1- D6);</li> <li>Project report (D1 – D6);</li> <li>Examination (online tests and quizzes) (D1 - D3, D5 – D6);</li> <li>Data Analysis (D1 – D2, D4- D6);</li> <li>Examination (unseen) (D1 – D3, D5 – D6);</li> <li>Presentation (various modes) (D1-D6);</li> <li>Poster (D1-D3, D5 – D6);</li> <li>Reflective writing (D1 – D3, D5 – D6);</li> <li>Dissertation (D1-D6).</li> </ul>

## LEVEL 5/DipHE INTENDED LEARNING OUTCOMES

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

<p><b>A: Knowledge and understanding</b></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><b>A1</b> the intellectual vitality of archaeology, anthropology and forensic sciences - their theoretical basis, current debates</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>over approaches to interpretation, and relationship to other disciplines</p> <p><b>A2</b> understanding of the applicability and multidisciplinary nature of forensic sciences</p> <p><b>A3</b> A knowledge and understanding of human diversity and intellectual issues relating to the study of human skeletal remains</p> <p><b>A4</b> Demonstrated knowledge of the range of analytical techniques employed in forensic science and more specialist areas of scientific application (DNA, Ballistics)</p> <p><b>A5</b> the broader context of research, practice and interpretation (e.g. social, cultural, historical, political, ethical, sustainability) and its wider relevance in the contemporary world</p> <p><b>A6</b> the causes of variation in the reliability of different classes of evidence (such as: taphonomy; cultural and non-cultural transformations; depositional processes; and recovery procedures);</p> <p><b>A7</b> the importance of the ethical recovery of primary data through practical experience;</p> <p><b>A8</b> methodologies for quantifying, analysing, and interpreting primary data.</p>	<ul style="list-style-type: none"> <li>• lectures (A1- A6);</li> <li>• seminars (A1, A4 - A5);</li> <li>• directed reading (A1 – A8);</li> <li>• use of the VLE (A1 – A8);</li> <li>• practical exercises (A1 - A2, A4 – A8);</li> <li>• group exercises (A1 – A8);</li> <li>• field visits (A5 – A7).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay (A1 - A2, A4 – A7);</li> <li>• Project report (A2 - A8);</li> <li>• Examination (online tests and quizzes) (A1, A5 – A6);</li> <li>• Practical test (A3 – A4, A6 - A8);</li> <li>• Data Analysis (A1, A4, A6, A8);</li> <li>• Examination (unseen) (A1, A5 - A6);</li> <li>• Presentation (various modes) (A1 – A2, A4 – A7);</li> <li>• Poster (A1 - A2, A4 – A7);</li> <li>• Reflective writing/blog (A1 – A7);</li> <li>• Research Proposal (A3 – A8).</li> </ul>
<p><b>B: Intellectual skills</b></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><b>B1</b> marshal and critically appraise other people's arguments;</p> <p><b>B2</b> generate hypotheses based on scientific data;</p> <p><b>B3</b> produce logical and structured arguments supported by relevant evidence;</p> <p><b>B4</b> assemble practicable research/project designs informed by appropriate ethical, sustainable and health and safety considerations;</p> <p><b>B5</b> exercise informed judgment in using appropriate methods of data gathering and qualitative and quantitative analysis;</p> <p><b>B6</b> understand and apply appropriate scholarly, theoretical, and scientific principles and concepts to archaeological, anthropological and forensic problems.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1- B6);</li> <li>• seminars (B1, B3, B5 – B6);</li> <li>• directed reading (B1-B6);</li> <li>• use of the VLE (B4 – B6);</li> <li>• practical exercises (B2 - B6);</li> <li>• group exercises (B1 - B6);</li> <li>• field visits (B5 – B6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay (B1, B3, B6);</li> <li>• Project report (B1 - B6);</li> </ul>



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	<ul style="list-style-type: none"> <li>• Examination (online tests and quizzes) (B1, B3, B5 - B6);</li> <li>• Practical test (B5 - B6);</li> <li>• Data Analysis (B2, B5 - B6);</li> <li>• Examination (unseen) (B1, B3, B5 - B6);</li> <li>• Presentation (various modes) (B1, B3, B5 - B6);</li> <li>• Poster (B1 - B3, B5 - B6);</li> <li>• Reflective writing/blog (B1, B3, B5 - B6);</li> <li>• Research Proposal (B4 - B6).</li> </ul>
<b>C: Practical skills</b>  This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
<b>C1</b> safely and responsibly practice core fieldwork techniques of identification, surveying, recording, excavation, and sampling;  <b>C2</b> safely and responsibly practice core laboratory techniques of recording, measurement, analysis and interpretation of archaeological material;  <b>C3</b> observe and describe relevant classes of primary data, and objectively record their characteristics;  <b>C4</b> select and apply appropriate qualitative and quantitative techniques to process data, recognising the potential and limitations of such techniques;  <b>C5</b> discover and recognise the archaeological, anthropological and forensic significance of material remains;  <b>C6</b> Prepare reports and presentations to professional standards and in appropriate media for a variety of potential audiences	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 – C6);</li> <li>• seminars (C4 -C5);</li> <li>• directed reading (C3 – C5);</li> <li>• use of the VLE (C3 – C5);</li> <li>• practical exercises (C1- C4, C6);</li> <li>• group exercises (C1-C6);</li> <li>• field visits (C1, C5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay (C3 – C6);</li> <li>• Project report (C3- C6);</li> <li>• Examination (online tests and quizzes) (C3 – C5);</li> <li>• Practical test (C1 - C4);</li> <li>• Data Analysis (C4 – C6);</li> <li>• Examination (unseen) (C3 - C5);</li> <li>• Presentation (various modes) (C3 – C5);</li> <li>• Poster (C3 – C5);</li> <li>• Reflective writing/blog (C3 – C5);</li> <li>• Research Proposal (C4 , C6).</li> </ul>
<b>D: Transferable skills</b>  This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:

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<p><b>D1</b> Be reflective learners and analyse their strengths and weaknesses</p> <p><b>D2</b> Prepare effective communications in a range of appropriate media for different readerships</p> <p><b>D3</b> Make effective and appropriate use of digital technologies (e.g. word processing and presentation software, databases, spread sheets and analytical software)</p> <p><b>D4</b> Critically identify and source relevant information in a variety of formats</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>lectures (D2 – D4, D8, D10);</li> <li>seminars (D1, D6, D10);</li> <li>directed reading (D2, D4);</li> <li>use of the VLE (D1-D5, D9);</li> <li>practical exercises (D3 – D9)</li> <li>field visits (D9 – D10)</li> <li>group exercises (D2, D3, D6, D9 D10)</li> </ul>
<p><b>D5</b> Generate effective and appropriate forms of visual presentation of data (e.g. photographs, maps, illustrations, data tables, infographics)</p> <p><b>D6</b> Collaborate effectively in a team via experience of working in a group, for example through fieldwork, laboratory and/or project work</p> <p><b>D7</b> Demonstrate problem-solving skills</p> <p><b>D8</b> Conduct appropriate analyses of qualitative and quantitative data</p> <p><b>D9</b> Appreciate the importance of safety procedures and responsibilities (both personal and with regard to others) in the field and the laboratory</p> <p><b>D10</b> Appreciate and be sensitive to different cultures and diverse individuals</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>Coursework essay (D1 - D5, D10)</li> <li>Project report (D2 - D9)</li> <li>Practical test (D7, D9)</li> <li>Data Analysis (D2, D3, D5, D8)</li> <li>Examination (unseen) (D2, D9, D10)</li> <li>Presentation (various modes) (D1 - D6, D10)</li> <li>Poster (D2 - D8)</li> <li>Reflective writing/blog (D1 - D6, D8 - D10)</li> <li>Research Proposal (D2 - D4, D7, D9, D10)</li> </ul>

## LEVEL 4/Cert HE INTENDED LEARNING OUTCOMES

<p><b>A: Knowledge and understanding</b></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><b>A1</b> An appreciation of fundamental scientific practice and themes in the applied sciences</p> <p><b>A2</b> A knowledge and understanding of archaeological, anthropological and forensic practice and thinking</p> <p><b>A3</b> Obtained a range of practical laboratory and fieldwork experience and skills</p> <p><b>A4</b> Obtained a range of academic skills, including academic writing, referencing and statistical analysis</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>lectures (A1- A2, A4 – A6);</li> <li>seminars (A1 – A2, A6);</li> <li>directed reading (A1 – A2, A4 – A6);</li> <li>use of the VLE (A1 – A2, A4 – A6);</li> <li>practical exercises (A3, A5);</li> <li>group exercises (A1 - A3, A5);</li> <li>field visits (A1, A6).</li> </ul>

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<p><b>A5</b> Demonstrated a knowledge and understanding of chemistry</p> <p><b>A6</b> The social, cultural and political, historical ethical and sustainability contexts of archaeological and anthropological research and practice.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay (A1 - A2, A4 – A6);</li> <li>• Examination (online tests and quizzes) (A1 - A2, A5 – A6);</li> <li>• Practical task (A3, A5);</li> <li>• Team assignment (A1, A5);</li> <li>• Examination (unseen) (A1 - A2, A5 – A6);</li> <li>• Presentation (various modes) (A1, A6).</li> </ul>
<p><b>B: Intellectual skills</b></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><b>B1</b> Identify, source, critically evaluate and utilise appropriate information sources;</p> <p><b>B2</b> recognise situations in which science may be usefully applied in archaeological, anthropological and forensic contexts;</p> <p><b>B3</b> recognise appropriate techniques in field and laboratory practice;</p> <p><b>B4</b> construct coherent and appropriately evidenced arguments relating to major contemporary archaeological and anthropological themes;</p> <p><b>B5</b> 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"> <li>• lectures (B1- B5);</li> <li>• seminars (B1, B4 – B5);</li> <li>• directed reading (B1- B5);</li> <li>• use of the VLE (B1 – B5);</li> <li>• practical exercises (B1, B3);</li> <li>• group exercises (B2 – B3);</li> <li>• field visits (B1 – B2).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay (B1 - B2, B4 – B5);</li> <li>• Examination (online tests and quizzes) (B1-B2, B4 – B5);</li> <li>• Practical task (B3, B5);</li> <li>• Team assignment (B1 – B5);</li> <li>• Examination (unseen) (B1 – B2, B4 – B5);</li> <li>• Presentation (various modes) (B1-B2, B4 – B5).</li> </ul>
<p><b>C: Practical skills</b></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><b>C1</b> Recognise, observe and describe different classes of primary data, record accurately and objectively and report the data appropriately;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p><b>C2</b> Use laboratory and fieldwork equipment and techniques to generate data;</p> <p><b>C3</b> Identify and use effectively a variety of differing types of archaeological evidence;</p> <p><b>C4</b> Select and apply appropriate qualitative and quantitative techniques for processing data and recognise the potential and limitations of such techniques</p> <p><b>C5</b> Write appropriately structured reports and make effective oral presentations for a range of different audiences</p> <p><b>C6</b> Integrate a range of different kinds of information from across archaeology, anthropology and the applied sciences to develop plausible and appropriately evidenced interpretations</p>	<ul style="list-style-type: none"> <li>• lectures (C1 - C4, C6);</li> <li>• seminars (C1, C3 – C6);</li> <li>• directed reading (C1, C3, C4, C6);</li> <li>• use of the VLE (C1 – C6);</li> <li>• practical exercises (C1 – C4)</li> <li>• group exercises (C1 – C3)</li> <li>• field visits (C1, C3)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay (C3, C5, C6)</li> <li>• Examination (online tests and quizzes) (C1, C3, C4, C6)</li> <li>• Practical task (C1-C3, C5-C6)</li> <li>• Team assignment (C3, C5, C6)</li> <li>• Examination (unseen) (C3, C4, C5, C6)</li> <li>• Presentation (various modes) (C1, C3, C5, C6)</li> </ul>
<p><b>D: Transferable skills</b></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><b>D1</b> present effective oral presentations for different kinds of audiences;</p> <p><b>D2</b> make effective and appropriate use of digital technologies (for example, word processing packages; databases; and spread sheets);</p> <p><b>D3</b> prepare effective written communications for different readerships;</p> <p><b>D4</b> make effective and appropriate forms of visual presentation (e.g. photographs, maps, illustrations, data tables, infographics);</p> <p><b>D5</b> use a variety of techniques to gather and retrieve information and data and assess the reliability and relevance of the information gathered;</p> <p><b>D6</b> apply a range of basic statistical approaches to numerical data;</p> <p><b>D7</b> 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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D2 - D6, D9 – D10);</li> <li>• seminars (D1, D5, D7, D9 – D10);</li> <li>• directed reading (D5, D10);</li> <li>• use of the VLE (D2, D4 – D5, D10);</li> <li>• practical exercises (D2 – D10)</li> <li>• field visits (D5, D7 - D8)</li> <li>• group exercises (D1-D10).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essay (D2 - D6, D9 – D10);</li> <li>• Examination (online tests and quizzes) (D5 – D6, D9 – D10);</li> <li>• Practical task (D2 – D10);</li> <li>• Team assignment (D2 – D9);</li> <li>• Examination (unseen) (D5 – D6, D9 – D10);</li> <li>• Presentation (various modes) (D1 – D2, D4 – D6, D9 – D10).</li> </ul>

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<p><b>D8</b> 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><b>D9</b> demonstrate problem solving skills and the application of knowledge across discipline areas;</p> <p><b>D10</b> be independent and reflective learners.</p>	
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# Programme Specification - Section 2

## Programme Skills Matrix

Programme Intended Learning Outcomes Units		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7
L6	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
L6	Between Heaven and Earth: the archaeology and anthropology of landscapes and skylscapes	X		X		X	X	X			X	X	X		X	X	X	X	X	X	X	X		X	X
L6	Digital Approaches to Archaeology & Anthropology	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	'Fields of Conflict': Violence and warfare in the human past	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X
L6	Maritime Archaeology	X				X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X
L6	Making Land: the Origins of Agriculture	X				X	X	X			X	X	X		X	X	X	X	X	X	X	X			X
L6	Sarup to Stonehenge: Early farming communities in northwestern Europe					X	X				X	X	X		X	X	X	X	X	X	X	X			X
L6	Advanced Forensic Science	X	X	X	X	X	X	X	X		X	X	X	X		X	X		X	X	X	X	X	X	X
L6	Animals and Society					X	X				X	X	X		X	X	X	X	X	X	X	X			X
L6	Archaeological Management & Professional Practice		X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X
L6	People and Nature in Amazonia		X			X	X				X	X	X		X	X	X	X	X	X	X	X			X
L6	People, Production and Place	X			X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X		X
L6	Roman Britain					X	X				X	X	X		X	X	X	X	X	X	X	X			X
L6	Forensic Practice	X	X			X	X	X				X	X			X	X		X	X	X	X		X	X
L5	Archaeological Field Skills	X			X	X	X		X	X	X		X	X	X	X	X			X	X	X			X
L5	Principles of Biological Anthropology	X	X	X	X	X	X	X		X		X	X		X	X	X	X	X	X		X	X	X	X
L5	Crime Scene	X	X		X	X		X	X				X	X		X	X		X	X	X			X	X
L5	Forensic Science	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X
L5	Applied Geophysical Survey	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Becoming Human	X	X			X	X				X	X	X		X	X	X	X	X	X	X	X	X		X
L5	Geomatics and GIS	X			X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
L5	Scientific Diving	X			X	X		X	X		X		X	X	X	X	X		X	X	X			X	X
L5	Research Skills	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Rome and Barbarian Europe					X	X				X	X	X		X	X	X	X	X	X	X	X	X		X
L5	Introduction to Toxicology	X		X		X		X			X	X	X				X		X	X	X				X
L4	Introduction to Arch and Anth	X	X			X	X	X	X	X	X	X					X	X	X	X	X	X			X
L4	Chemistry				X	X			X					X	X		X		X				X		X
L4	Introduction to Forensic Investigation	X	X	X	X	X		X	X			X			X	X			X	X	X				X
L4	Practical Archaeology	X			X	X	X		X		X		X	X	X	X			X	X	X	X			X

**Programme Specification - Section 2**

L4	Material Worlds	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X
L4	Debates in Archaeology and Anthropology	X	X			X	X			X	X				X	X			X	X	X			X

### ADMISSION REGULATIONS

The regulations for this programme are available here: [Courses | Bournemouth University](#)

### PROGRESSION ROUTES

N/A

### ASSESSMENT REGULATIONS

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

### 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'. For the forensic branch of the programme, work-based learning equivalence is achieved through facimile crime scene and laboratory practicals within core units (e.g. L5 Crime Scene) that are recognised by the Chartered Society of Forensic Sciences. Successful completion is required for the award of intermediate qualifications.

Placements are an optional 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 4-weeks/20 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. Recognition of successful placement is recorded on students' profiles.