Bournemouth University

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Science and Technology
Final award(s), title(s) and credits MSc Bioarchaeology (Anthropology) (180 credits) MSc Bioarchaeology (Osteoarchaeology) (180 credits)	
Intermediate award(s), title(s) and credits PG Cert Bioarchaeology (60 credits) PG Dip Bioarchaeology (120 credits)	
UCAS Programme Code(s) (where applicable and if known) n/a	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100663
External reference points The *Revised UK Quality Code for Higher Education* including the standards of Expectations and Practices (Core & Common). The academic standards meet the requirements of the national *Qualifications and Credit Framework* for Level 7 awards (Masters Degrees) with a total of 180 credits for the MSc degree. Threshold academic standards have been designed, taking into account the QAA's guidance on qualification characteristics for Category 2 (specialised / advanced study master's degrees). Subject benchmarks for archaeology and anthropology exist only for undergraduate programmes. The content of these Master's programmes exceed the level of skills and understanding required at undergraduate level, but fully meet the characteristics set out in the *Characteristics Statement: Master's Degree* (QAA, September 2015). At present, there is no PSRB for MSc Bioarchaeology although the content of the programme aligns with relevant standards and guidance published by the Chartered Institute for Archaeologists (eg. *Standard and Guidance for Forensic Archaeologists*, December 2014), and it is understood that the Institute is in the process of developing an accreditation scheme for taught UG and PG programmes.	
Professional, Statutory and Regulatory Body (PSRB) links None at present	
Places of delivery Bournemouth University	
Mode(s) of delivery Full time Part Time	**Language of delivery** English
Typical duration September start: 1 year FT; 2 years PT January start: 16 months	
Date of first intake September	**Expected start dates** September and January
Maximum student numbers	**Placements**

Not applicable	Not applicable
Partner(s) Not applicable	**Partnership model** Not applicable
Date of this Programme Specification March 2020	
Version number v1.1 - 0920	
Approval, review or modification reference numbers E20181923 FST 1920 17 – Previously v1.0-0919	
Author Martin Smith and Eileen Wilkes	

PROGRAMME STRUCTURE

Programme Award and Title:								
Level 7								
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 and Methods in Human Osteology	C	20		60	40	40	1.1	100663
Principles and Methods in Zooarchaeology	C	20		40	60	40	1.0	100384
Primate and Human Evolution	O	20		50	50	40	1.0	100858
Applications of Zooarchaeological Science	O	20		50	50	40	1.0	100384
Archaeology of Human Remains	C	20		60	40	40	1.0	100663
Research Project	C	100		10	90	N/A	1.0	100384 (major) and X210 (minor)
Exit qualification: PG Cert Bioarchaeology (pathway) (requires 60 credits at Level 7); PG Dip Bioarchaeology (pathway) (requires 120 credits at Level 7); MSc Bioarchaeology (pathway) (requires 180 credits at Level 7)								

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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 programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills that will allow them to progress to apply a holistic view to the interpretation of the human past as evidenced by osteological remains.

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

- Have a critical understanding of the scientific and theoretical basis of bioarchaeology
- Have a broad grounding in the evidence and theories relating to human and faunal osteology
- Are trained in the identification of major species of animals found on European archaeological sites
- Have a solid grounding in the application of biometrical analyses in the study of human and animal bones
- Appreciate the relationships between bioarchaeology and other related disciplines including archaeology and palaeo-environmental research
- Are familiar with the major themes in the history of animal exploitation for food
- Have the necessary scientific, regulatory and theoretical knowledge to develop careers in areas of bioarchaeology and related disciplines
- Understand the potential and limitations of using human and faunal remains as primary evidence for reconstructing past societies and events
- Have the skills and knowledge necessary for further postgraduate study.

Bioarchaeology is concerned with investigating and interpreting past societies through the appreciation of skeletal remains in the context of prevailing socio-cultural, political, and economic circumstances, as well as belief systems. The subject sits firmly at the interface of the science and humanities aspects of anthropology, and it has strong links with a range of academic disciplines, including archaeology, archaeological science, and social anthropology. The overall aim of this programme is to provide students with a sound and detailed knowledge and critical understanding of biooarchaeological principles and methods, for all theoretical and practical activities related to human and also non-human animal skeletal remains, from archaeological contexts. Such knowledge and understanding are set within the wider context and perspective of archaeological studies, with options to explore evolutionary and palaeoenvironmental themes (the ‘Anthropology’ pathway) or to engage in more advanced study of non-human faunal remains (the ‘Osteoarchaeology’ pathway). These aims cannot be gained solely by theoretical academic studies for which practical experience of the methods and techniques used for recording and analysing osteological remains is imperative and therefore embedded throughout the course.

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Detailed study in skeletal anatomy and analysis of all common forms of human remains encountered in archaeological settings prepares for the in-depth study of major aspects of the human life course, from demography to diet, disease, activity, mobility, genetics and mortuary behaviour. The aspects of taphonomy and degradation of human remains as elements of critical appraisal of the source material will also be covered. Animal bones and human remains are amongst the most common finds on archaeological excavations of all periods. They can provide abundant information about past human populations, their behaviour and beliefs, diet, economy and the natural world. The archaeological profession has an established and increasing need for staff with osteoarchaeological training, to assist in interpretation of archaeological sites and understanding the human experience in the past, particularly their relationship with animals. The Osteoarchaeology pathway aims to enhance career opportunities for graduates from a variety of fields and for practising archaeologists seeking to expand their expertise. The sub-disciplines of human and animal osteoarchaeology have much in common at a core level. By covering both human and animal remains, this course affords students a breadth of knowledge, while leaving them well placed to specialise further through their choice of unit options and research project. The pathway provides an excellent foundation for those wishing to pursue careers as specialist osteoarchaeological practitioners, researchers and academics within the archaeological profession. Similarly the Anthropology pathway provides opportunities for students to take their studies in the direction of the deeper human past and is intended particularly to equip students for entry to more advanced (doctoral) level study of human evolution.

The programme provides a dedicated progression of learning from mastery of advanced anatomical and diagnostic skills to the specialist understanding of contextualised human skeletal analysis, complemented by options of archaeozoology, field archaeology, palaeo-environmental studies, and post-excavation experience. It offers an unparalleled opportunity to engage in a broad programme of study that will equip students with the knowledge and skills for further qualification or work in anthropology, archaeology, cultural studies and human sciences.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The values and objectives of the BU2025 Strategic Plan are embedded implicitly throughout the MSc Bioarchaeology programme. The course seeks to inspire learning by providing a comprehensive programme of blended teaching where didactic, lecture-based content is combined seamlessly with hands-on practical laboratory and field-based experience and a broad range of e-learning technologies. Such a synergistic approach to learning further reinforces the course content in that the underlying theory behind applying different methods to reinforce the same taught content in complementary ways is derived from evolutionary anthropology, meaning that this is a course where we 'practice what we preach'. The concept of Advancing Knowledge is similarly present throughout the course with current staff research at the forefront of their respective disciplines embedded in all taught content. The Research Project forms the largest single component of the MSc, where students are then involved directly in contributing to knowledge in their chosen pathway subject, therefore completing the cycle. BU graduates trained in both human and non-human osteology have a strong record of enriching society by going on to an impressive range of postgraduate destinations including commercial archaeology, teaching, laboratory work and doctoral study. By embedding links to professional practice and input from current practitioners throughout the programme, in addition to involving students in current research and encouraging dissemination and publication of their results, the programme is therefore also well aligned with the BU2025 conception of Fusion.

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

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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 activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

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

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

INTENDED PROGRAMME OUTCOMES

<table>
<tr><td>A: Subject knowledge and understanding

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</td></tr>
<tr><td rowspan="2">A1. Have a critical understanding of theories, concepts and principles relevant to bioarchaeology

A2. Place their knowledge within international standards for bioarchaeology

A3. Understand the multidisciplinary nature of the subject and the need to apply knowledge from a range of subject areas in assessing problems and formulating solutions

A4. Recognise the ethical dimensions of their actions and the need for professional codes of conduct

A5. Have knowledge and understanding of the techniques relevant to the analysis and solution of problems in bioarchaeology

A6. Analyse critically published work in the field of bioarchaeology and related disciplines.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (A1 – A5);

• seminars (A1 – A5);

• directed reading (A1, A3);

• use of the VLE (A1, A5);

• independent research (for dissertation) (A5, A6).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework essays (A1 – A6);

In-class tests (A1, A5)</td></tr>
</table>

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	• dissertation (A5, A6).
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1. Evaluate critically and apply scientific knowledge and skills in bioarchaeology **B2.** Analyse and synthesise information relevant to bioarchaeology **B3.** Use specialised technical and academic skills in bioarchaeology **B4.** Define problems and devise and evaluate possible solutions to both routine and unfamiliar problems **B5.** Integrate evidence from a range of sources to support findings and hypotheses **B6.** Plan, execute and report on a project involving original research.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • independent research (for dissertation) (B1 – B6).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (B1 – A6); • In-class tests (B1, B3) • Dissertation (B1-B6).
C: Practical skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1. Demonstrate a working strategy for collecting and interpreting data in bioarchaeology **C2.** Demonstrate an in-depth and critical understanding of the range of techniques in bioarchaeology **C3.** Present research findings in a range of effective and appropriate formats. Prepare technical reports, presentations databases **C4.** Make effective use of the relevant academic literature and other sources of information.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 - C4); • seminars (C1-C4); • directed reading (C1-C4); • use of the VLE (C1-C4); • independent research (for dissertation) (C1-C4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (C2-C4);

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	• In-class tests (C2-C3) • Dissertation (C1-C4).
D: Transferable skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1. Communicate effectively by oral, written and visual means to both professional and non-professional audiences **D2.** Make effective use of IT, including the Web and word-processing **D3.** Collect and analyse a range of data **D4**. Work in collaboration with others, including staff and students **D5.** Demonstrate problem-solving skills and the application of knowledge across the boundaries of different disciplines **D6.** Identify and work towards targets for personal, career and academic development **D7.** Be independent and reflective learners	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1 - D5); • seminars (D1- D5); • use of the VLE (D1 - D5); • directed reading (D1- D5). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (D1-D4); • In-class tests (D1, D3) • Dissertation (D1-D3, D5-D7)

LEVEL 7/PG Dip INTENDED LEVEL OUTCOMES

A: Subject knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1. A critical understanding of theories, concepts and principles relevant to bioarchaeology **A2.** Place their knowledge within international standards for bioarchaeology **A3.** Understand the multidisciplinary nature of the subject and the need to apply knowledge from a range of subject areas in assessing problems and formulating solutions **A4.** Recognise the ethical dimensions of their actions and the need for professional codes of conduct	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1, A3); • use of the VLE (A1, A5); • independent research (for dissertation) (A5, A6).

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A5. Have knowledge and understanding of the techniques relevant to the analysis and solution of problems in bioarchaeology **A6.** Analyse critically published work in the field of bioarchaeology and related disciplines.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (A1 – A6); • In-class tests (A1, A5) • dissertation (A5, A6).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1. Evaluate critically and apply scientific knowledge and skills in bioarchaeology **B2.** Analyse and synthesise information relevant to bioarchaeology **B3.** Use specialised technical and academic skills in bioarchaeology **B4.** Define problems and devise and evaluate possible solutions to both routine and unfamiliar problems **B5.** Integrate evidence from a range of sources to support findings and hypotheses **B6.** Plan, execute and report on a project involving original research.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • independent research (for dissertation) (B1 – B6).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (B1 – A6); • In-class tests (B1, B3) • Dissertation (B1-B6).
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1. Demonstrate a working strategy for collecting and interpreting data in bioarchaeology **C2.** Demonstrate an in-depth and critical understanding of the range of techniques in bioarchaeology **C3.** Present research findings in a range of effective and appropriate formats. Prepare technical reports, presentations databases **C4.** Make effective use of the relevant academic literature and other sources of information.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 - C4); • seminars (C1-C4); • directed reading (C1-C4); • use of the VLE (C1-C4); • independent research (for dissertation) (C1-C4).

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	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (C2-C4); • In-class tests (C2-C3) • Dissertation (C1-C4).
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1. Communicate effectively by oral, written and visual means to both professional and non-professional audiences **D2.** Make effective use of IT, including the Web and word-processing **D3.** Collect and analyse a range of data **D4**. Work in collaboration with others, including staff and students **D5.** Demonstrate problem-solving skills and the application of knowledge across the boundaries of different disciplines **D6.** Be independent and reflective learners	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1 - D5); • seminars (D1- D5); • use of the VLE (D1 - D5); • directed reading (D1- D5).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (D1-D4); • In-class tests (D1, D3) • Dissertation (D1-D3, D5-D6)

LEVEL 7/PG Cert INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1. Have a critical understanding of theories, concepts and principles relevant to bioarchaeology **A2.** Place their knowledge within international standards for bioarchaeology **A3.** Understand the multidisciplinary nature of the subject and the need to apply knowledge from a range of	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1, A3);

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subject areas in assessing problems and formulating solutions **A4.** Recognise the ethical dimensions of their actions and the need for professional codes of conduct **A5.** Have knowledge and understanding of the techniques relevant to the analysis and solution of problems in bioarchaeology	• use of the VLE (A1, A5). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (A1 – A5); • In-class tests (A1, A5).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1. Evaluate critically and apply scientific knowledge and skills in bioarchaeology **B2.** Analyse and synthesise information relevant to bioarchaeology **B3.** Use specialised technical and academic skills in bioarchaeology **B4.** Define problems and devise and evaluate possible solutions to both routine and unfamiliar problems **B5.** Integrate evidence from a range of sources to support findings and hypotheses	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B2 – B5); Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (B1 – A6); • In-class tests (B1, B3)
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1. Demonstrate a working strategy for collecting and interpreting data in bioarchaeology **C2.** Demonstrate an in-depth and critical understanding of the range of techniques in bioarchaeology **C3.** Present research findings in a range of effective and appropriate formats. Prepare technical reports, presentations, databases	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 - C4); • seminars (C1-C4); • directed reading (C1-C4); • use of the VLE (C1-C4);

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<table>
<tr><td>C4. Make effective use of the relevant academic literature and other sources of information.</td><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
coursework essays (C2-C4);
In-class tests (C2-C3)</td></tr>
<tr><td>D: Transferable skills

This level provides opportunities for students to:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</td></tr>
<tr><td rowspan="2">D1. Communicate effectively by oral, written and visual means to both professional and non-professional audiences

D2. Make effective use of IT, including the Web and word-processing

D3. Collect and analyse a range of data

D4. Work in collaboration with others, including staff and students

D5. Demonstrate problem-solving skills and the application of knowledge across the boundaries of different disciplines

D6. Be independent and reflective learners</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
lectures (D1 - D5);
seminars (D1- D5);
use of the VLE (D1 - D5);
directed reading (D1- D5).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
coursework essays (D1-D4);
In-class tests (D1, D3)</td></tr>
</table>

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ADMISSION REGULATIONS

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

PROGRESSION ROUTES

Not applicable.

ASSESSMENT REGULATIONS

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

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

It is not normally possible to undertake a placement during this programme due to the intensive nature of postgraduate study and the number of hours of learning required for the course.

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Programme Skills Matrix

Units		Programme Intended Learning Outcomes																						
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6	D 7
L E V E L 7	Principles and Methods in Human Osteology	✓	✓	✓		✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓			
	Principles and Methods in Zooarchaeology	✓	✓	✓		✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓				
	Primate and Human Evolution	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓			✓		
	Advanced Zooarchaeology	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		
	Archaeology of Human Remains	✓		✓	✓	✓	✓	✓	✓	✓		✓			✓		✓	✓	✓					✓
	Research Project	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Programme Specification - Section 2

A – Subject Knowledge and Understanding
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

1. Have a critical understanding of theories, concepts and principles relevant to bioarchaeology
2. Place their knowledge within international standards for bioarchaeology
3. Understand the multidisciplinary nature of the subject and the need to apply knowledge from a range of subject areas in assessing problems and formulating solutions
4. Recognise the ethical dimensions of their actions and the need for professional codes of conduct
5. Have knowledge and understanding of the techniques relevant to the analysis and solution of problems in bioarchaeology
6. Analyse critically published work in the field of bioarchaeology and related disciplines.

B – Intellectual Skills
This programme provides opportunities for students to:

1. Evaluate critically and apply scientific knowledge and skills in bioarchaeology
2. Analyse and synthesise information relevant to bioarchaeology
3. Use specialised technical and academic skills in bioarchaeology
4. Define problems and devise and evaluate possible solutions to both routine and unfamiliar problems
5. Integrate evidence from a range of sources to support findings and hypotheses
6. Plan, execute and report on a project involving original research.

C – Subject-specific/Practical Skills
This programme provides opportunities for students to:

1. Demonstrate a working strategy for collecting and interpreting data in bioarchaeology
2. Demonstrate an in-depth and critical understanding of the range of techniques in bioarchaeology
3. Present research findings in a range of effective and appropriate formats. Prepare technical reports, presentations databases
4. Make effective use of the relevant academic literature and other sources of information.

D – Transferable Skills
This programme provides opportunities for students to:

1. Communicate effectively by oral, written and visual means to both professional and non-professional audiences
2. Make effective use of IT, including the Web and word-processing
3. Collect and analyse a range of data
4. Work in collaboration with others, including staff and students
5. Demonstrate problem-solving skills and the application of knowledge across the boundaries of different disciplines
6. Identify and work towards targets for personal, career and academic development
7. Be independent and reflective learners

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