1. **Title of the module**

ANTB5560 (SE556) Human and Social Sciences in the Classroom

1. **Division or partner institution which will be responsible for management of the module**

Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

**None**

**Restrictions:**

2:1 (60 or above, or by preponderance), either from the first year (for those students who wish to take ANTB5560 in their 2nd year), or the first and second year combined (for students wanting to take ANTB5560 in their final year).

* Excellent attendance record
* Successful completion of DBS check
* Successful completion of training sessions and associated activities in the Autumn term

Students who do not meet these criteria will be removed from the module and asked to choose a replacement. Please note that places depend on availability of school placements across the various academic subjects. Interviews may be conducted to decide between candidates. It is thus possible that students meeting the restrictions may not be able to take the module. Students will find out about final decisions and any possible interviews by ~Week 12 before they formally start the module in Week 25. The Outreach Officer for HSS, in consultation with the module convenor, will source school placements. If a student is not selected to take the module, or if a suitable placement cannot be found, then students will be able to choose another 15-credit Spring module appropriate for their degree.

1. **The course(s) of study to which the module contributes**

Suitable as an optional module for all UG courses that fall under the broad remit of being a human or social science.

Also available as an elective module.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 present core degree subject specific concepts, methods, theories, and ideologies to describe and comment upon particular aspects of current research in the degree discipline, as well as key features of the specific degree subject clearly within a classroom setting;

8.2 understand the importance of professional responsibility and of following professional guidelines;

8.3 understand the National Curriculum (or school specific curricula for independent schools) and interpreting (however broadly) the role of the specific degree subject within it;

8.4 demonstrate knowledge of the organisation within schools and the management of people within them.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 maintain effective working relationships with teachers and pupils whilst acting within a team;

9.2 demonstrate effective communication skills, written and oral, both one to one and with an audience;

9.3 make effective use of general IT facilities to support their activities;

9.4 understand the needs of individuals;

9.5 demonstrate effective organisational, prioritisation, time management and negotiating skills;

9.6 demonstrate self-analysis and critical evaluation.

9.7 prepare lesson plans and teaching materials.

1. **A synopsis of the curriculum**

The module will begin with (locally timetabled, formative) training sessions for the students in the Autumn term. These sessions will be run by the Partnership Development Office.

After training the student will spend approximately 6 hours in a school in the Spring term (this session excludes time to travel to and from the School, preparation and debrief time with the teacher). Generally, they will begin by observing lessons taught by their designated teacher and possibly other teachers. Later they will act somewhat in the role of a teaching assistant by working with individual pupils or with a small group. They may take ‘hotspots’: brief sessions with the whole class where they explain a topic or talk about aspects of university life. Finally, the student will progress to the role of "teacher" and will be expected to lead an entire lesson.

The student will be required to keep a log of their activities and experiences at each session. Each student will also create resources to aid in the delivery of their subject area within the curriculum. Finally, the student will devise a special final taught lesson in consultation with the teacher and with the local module convener. They must then implement and reflect on the lesson.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Information on the National Curriculum:http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary

Rest of list will be subject specific and, where appropriate, distributed to students by the local module convenor.

1. **Learning and teaching methods**

Total contact hours: 12

Private study hours: 138

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Both assessment methods must be passed in order to successfully pass the module.

Portfolio (4000 words) (80%)

Teaching Placement Assessment (20%)\*

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

13.2 Reassessment methods

Repeat only - teaching placement assessment cannot be resat.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| *Seminars/*  *Support Sessions* |  |  | **X** | **X** | **X** |  |  |  | **X** |  | **X** |
| *Placement* | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** |
| *Independent study* | **X** |  | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Portfolio* | **X** |  | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |
| *Teaching Placement Assessment* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The majority of students compare school systems and curriculum between countries in their portfolio. They will be encouraged to take a global view with their subject and lesson loaning if appropriate.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21.07.21 | Minor | Sept 21 | 13.2, 14 | No |