1. **Title of the module**

CLAS7310 (CL731) – Classical Studies and Ancient History in the Classroom

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

Division of Arts & Humanities

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

Level 6

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

30 Credits (15 ECTS)

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

Spring.

Interviews will take place during the spring term of Stage 2, at the time students are making option choices.

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

This module requires a selection process and the maximum number of students to take the module is ten.

In order for students to be shortlisted for an interview, their data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) classification or higher.

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

Optional for BA Classical & Archaeological Studies (Single and Joint Honours); BA Classical Studies (Single Honours); BA Ancient History (Single Honours); BA Ancient, Medieval and Modern History (Joint Honours)

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

8.1 Demonstrate an ability to present subject-related material in a coherent manner to a variety of audiences;

8.2 Implement and evaluate a specific idea or project in a classroom situation;

8.3 Understand the place of Classical Studies and Ancient History in education;

8.4 Demonstrate the ability to develop (and reflect on) practical teaching skills.

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

9.1 Act within a team, especially providing assistance to others in a responsible and professional manner, and at the same time, maintain effective working relationships within a working environment;

9.2 Demonstrate communication skills, both one to one and with an audience;

9.3 Demonstrate ability to make effective use of source materials, as well as IT skills, to support activities;

9.4 Demonstrate organisational, prioritisation, time management and negotiating skills;

9.5 Demonstrate self-analysis, problem-solving and critical evaluation;

1. **A synopsis of the curriculum**

This module is aimed at those students who would like to follow a career as Primary or Secondary School teachers but is also suitable to those who would like to combine an academic course with work experience. Placements in a school environment will enhance the students’ employment opportunities as they will acquire a range of skills. It will also provide students with the opportunity to develop their knowledge and understanding of Classical Studies and Ancient History in the primary or secondary school context. The university sessions and schoolwork will complement each other. At the university sessions students will benefit from the opportunity to discuss aspects related to their placement and receive guidance.

Students will normally make visits to a school, where each student will have a designated teacher-mentor who will guide their work in school. They will observe sessions taught by their designated teacher and possibly other teachers. Initially, for these sessions students will concentrate on specific aspects of the teachers’ tasks, and their approach to teaching a whole class. As they progress, it is expected that their role will be, to some extent, teaching assistants, by helping individual pupils who are having difficulties or by working with small groups. They may teach brief or whole sessions with the whole class or with a small group of students where they explain a topic related to the school syllabus. They may also talk about aspects of University life.

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

Capel, S. (2010). *Getting the Buggers to Behave*. New York: Continuum.

Capel, S. (2009). *Learning to Teach in the Secondary School*. London: Routledge.

Rogers, B. (2011). *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*. London: Sage.

Willis, D. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.

Websites:

http://aceclassics.org.uk/

http://www.education.gov.uk/

http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary

1. **Learning and teaching methods**

Total Contact Hours: 28

Total Placement Hours: 40

Total Private Study Hours: 232

Total Study Hours: 300

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

* Essay (2,000 words) – 25%
* Report (3,000 words) – 50%
* Portfolio (selection of class assignments and teaching materials) – 25%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study |  | **x** | **x** |  |  |  | **x** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Placement | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **x** |  | **x** | **x** |  | **x** |  | **x** | **x** |
| Report | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Portfolio | **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**

All the learning outcomes are relatable to internationalisation as they can provide students with an array of relevant skills that are transferable to any area of work anywhere in the world. In addition, this module provides students with basic theoretical and practical experience in the field of teaching (primary or secondary) which will be useful should they desire to pursue a teaching career abroad.

**DIVISION 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) |
| 12/02/16 | Major | Autumn 2016 | 8-10, 13 | No |
| 28/11/18 | Minor | September 2018 | 6, 10, 13 | No |
| 14/01/2021 | Major | 2021/22 | 6,8,10,11,13 | No |