1. **KentVision Code and** **title of the module**

ANTB5560 Human and Social Sciences in the Classroom

1. **Division and School/Department partner institution which will be responsible for management of the module**

Human and Social Sciences, School of Anthropology and Conservation

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**

This module has no specific prerequisites but requires a solid understanding of the degree subject area. Students will be required to have successfully completed a DBS check before going into a school. If a DBS certificate is not obtained then the applicant will not be able to complete the module and will have the opportunity to choose another degree–appropriate 15 credit module.

Acceptance onto the module is based on a number of requirements. Students will be removed from the module if these requirements are not met. If this is the case, students will need to select an alternate 15 credit Spring term module.

The first requirement is having an aggregate 2:1 (60 or above), 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). This is non-negotiable. Students must also have a record of good attendance.

The module team will attempt to place all students who have an aggregate 2:1 and good attendance, but this does depend on availability of school placements across the various academic subjects. Interviews may be conducted at this stage to decide between candidates. Students will find out about final decisions and any other screening criteria by Week 4 before they formally start the module in Week 13. 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 student will be able to choose another 15 credit Spring module appropriate for their degree.

Selected students are expected to make contact their placement school and complete their DBS check in the Autumn term prior to officially starting ANTB5560 in the Spring term. If there are any issues with the DBS check, or if students do not attempt to meet their teacher, or if they don’t respond to email requests for information/ don’t seem interested in actually doing a placement they will be removed from the module. We can’t risk relationships with external partners by sending students who aren’t fully engaged and committed**.**

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

Module can contribute to all UG courses that fall under the broad remit of being a human or social science.

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, 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.

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

1. **A synopsis of the curriculum**

This module is a one-term placement opportunity that allows students to teach aspects of their degree subject in a local school. Launched to coincide with Kent’s 50th anniversary in 2015, this module highlights the longstanding excellence of human and social science research and teaching at the University, and the important role the institution has in contributing to the local community.

Students selected for this module will spend approximately 6 hours in a Kent secondary school in the Spring term (this session excludes time to travel to and from the School, and 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. Throughout the module students will be given guidance and support by a local convenor based in their academic school as well as the overall module convenor.

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 their local module convener. They must then implement and reflect on the lesson.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact Hours**

Private Study: 138

Contact Hours: 12

Total: 150

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

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

* \*Portfolio (4,000 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

100% Portfolio

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

**Module learning outcomes against learning and teaching methods:**

| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| Portfolio | **x** |  | **x** | **x** |  | **x** | **x** |  |  | **x** | **x** |
| Teaching Placement Assessment |  | **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** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| 20.01.22 | Minor | Spring 2023 | 6, 10 | No |
|  |  |  |  |  |