1. **Title of the module**

COMP6460 (CO646) – Computing in the Classroom

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

School of Computing

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**

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 general understanding of computing technology, as would be gained by completing Stage 1 of a computing related programme.

Acceptance on the module is by interview and is subject to DBS clearance. Acceptance does not guarantee a school placement; if no suitable placement can be found students must choose a different module.

1. **The programmes of study to which the module contributes**

Any Computing related degree.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Ability to present technical material succinctly and clearly to a variety of audiences
	2. Students will realise the importance of professional responsibility and will have followed professional guidelines
	3. Understanding of the National Curriculum and the role of Computing within it.
	4. Knowledge of the organisation within schools and the management of people within them
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Acting within a team, maintaining effective working relationships with teachers and pupils.
	2. Communication skills, written and oral, both one to one and with an audience. [D2]
	3. Ability to make effective use of general IT facilities to support their activities. [D3]
	4. Understanding the needs of individuals.
	5. Organisational, prioritisation, time management and negotiating skills. [D5]
	6. Self analysis and critical evaluation. [D5, D6]
	7. Preparation of lesson plans and teaching materials.
3. **A synopsis of the curriculum**

Students will spend one half-day per week for ten weeks in a school with a nominated teacher. They will observe sessions taught by their designated teacher and possibly other teachers. Later they will act somewhat in the role of a teaching assistant, by helping individual pupils who are having difficulties or by working with small groups. They may take ‘hotspots’: brief sessions with the whole class where they explain a technical topic or talk about aspects of university life. They must keep a weekly log of their activities. Each student must also devise a special project in consultation with the teacher and with the module convener. They must then implement and evaluate the project.

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

About UAS: http://www.uas.ac.uk

About SETNET: <http://www.setnet.org.uk>

Information on the National Curriculum: <http://www.nc.uk.net>

1. **Learning and teaching methods**

Lectures, classes and initial training: 14 hours

Time in school: 36 hours

Private study: 100 hours

Total study hours: 150 hours

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

Weekly logs (25%)

P1 Report and portfolio (35%)

P2 Project presentation (25%)

P3 Teacher Assessment (15%)

13.2 Reassessment methods

Like for like where possible. Due to the nature of this module, and safeguarding issues relating to outside contact involving interaction with children, it is not necessarily possible to retrieve credit for this module. A different module must be chosen as a replacement if the failure is related to the actual placement.

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** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** | **x** |
| *lecture* |  | **x** | **x** |  |  |  |  | **x** |  |  | **x** |
| *School placement* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *logs* | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| *Teacher assessment* |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| *presentation* | **x** |  |  | **x** |  | **x** | **x** |  | **x** | **x** |  |
| *report* | **x** |  | **x** |  |  | **x** | **x** |  | **x** | **x** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School 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, where possible, on an individual basis, in consultation with the relevant policies and support services. As far as can be reasonably anticipated, the curriculum, learning and teaching methods only present justifiable disadvantages to students with disabilities; school placement facilities are outwith our control.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support students, where possible, 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 topics addressed by this module relate to a field which is of international importance, given the global role of computers in today's technological innovation. The topics covered by this module are international in nature, being identical worldwide and independent of traditional spoken language.

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018