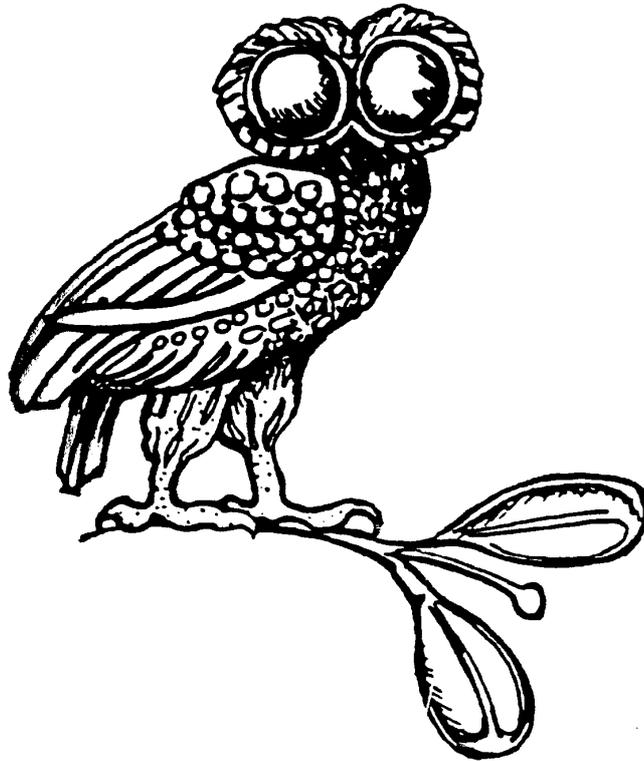


Bulletin of the
COUNCIL of UNIVERSITY
CLASSICAL DEPARTMENTS



Number 39
2010

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The *Bulletin* is published annually in hard copy, and is also available at:
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CUCD CHAIR'S REPORT 2009-10

This last year has been the year of 'impact'. The word has become so commonplace that the curious way in which it has been redefined has gone unnoticed. For to define 'impact' as 'public benefit', as we have been instructed to do, is to take the part for the whole in a rhetorically breath-taking way. If, before this last year, I had stated that 'Milman Parry's work had an enormous impact', I would certainly have been taken to mean that Milman Parry's work made a great splash, that people noticed it, even that it changed the way they thought. But no one would have dreamed that I was claiming that 'Milman Parry's work brought an enormous public benefit'. This is not because no benefits ever come from impact, from a work's being noticed and making a difference to how people think, but because impact is about the immediate consequences, not the knock-on effects down the line.

Whether we think about the impact of a scholar who created a whole new vision of how a literary work was created and understood, like Parry, or of a scholar who changed our understanding of the workings of a political system, as arguably did Ronald Syme's prosopographical research in *The Roman Revolution*, it was no part of that impact to benefit the public. Martin Bernal's *Black Athena* also had an enormous impact. Here one might reckon there was some public benefit: the demonstrably false claims he made stimulated others to articulate more effectively and establish more cogently than before what Greeks did and did not owe to non-Greeks. But it would be odd to give Bernal credit for that public benefit, and one could in any case reasonably claim that the harm done by Bernal, in giving a very large number of people a false picture of relations between Greeks and non-Greeks, and of the history of classical scholarship, of which they have never been disabused, was distinctly greater than any benefit.

The impact of 'impact' has been frightening. It is frightening that the civil servants or government officials who launched the idea did not pause to examine their own assumptions. Had they paused to think before demanding that academic research show how it gave

benefit to society and economy, they must have asked what basis they had for believing that whether research was worth doing was indicated by whether or not the route from research to social and economic consequences was direct. But far from thought being given at the inception of the idea, all requests to examine the basis of the demand have been dismissed. Can initiating nonsensical demands which will cost huge amounts of time and money to put them into operation be sensible behaviour in a country struggling to emerge from economic crisis?

The RAE was designed to distinguish departments on the basis of their research quality. No one has disputed that the RAE did that task successfully – so successfully that pockets of high quality research showed up through the analysis. We may dispute whether it is appropriate to determine university finances solely by research quality, but that is another matter. Just as it was debatable whether 'esteem' correlated with research quality (marks of distinction breed further marks of distinction in a worrying way), so there is no reason at all to think that 'impact' correlates with research quality. As my example above already suggests, it is not hard to show that slap-dash research may *ipso facto* have the greatest 'impact' (think only MMR and autism).

Not the least frightening aspect of the 'impact' of impact has been the readiness of the academy to buy into the idea. Of course there have been voices raised continuously during the year decrying impact as unmeasurable, and the exclusion of educational impact as bizarre. But all of this has been premised, as CUCD premised its own response to the REF consultation, with statements about how of course our academic research did make an impact and we were very proud of the fact, it was just that its impact could not be reliably quantified and was more diverse than the proposed REF measures allowed. But the truth is that impact is irrelevant to research design. What we seek to do when we design research projects is to discover things that have not yet been discovered, to re-order knowledge in a way that enables things to be seen that had not previously been seen, to come up with new

understandings of familiar material. The emphasis has always been, and must always be, on trying to get to places no one has previously got to, or trying to show that the places where people think they currently sit secure are in fact placed over geological faults.

Such conquest of new territory, or renunciation of old territory, may transform understanding in ways that affect a wider public relatively quickly and directly. One might, for instance, think that Oliver Taplin's research for *The Stagecraft of Aeschylus* made possible *Greek Tragedy in Action*, and that the wide circulation of that book in schools led to a generation of those involved with the theatre who thought so much more interestingly about Greek drama as to put on much more compelling productions, bringing in much more revenue (even if with unclear social benefits).

More commonly, new discoveries and understandings make trivial direct impact on the wider public. What they do is transform what is taught, first at university level, then in schools. Very few of us teach to bibliographies dominated by works written in the 60s or 70s, more normally our bibliographies have a bell curve with a small number of works from the last five years, a majority from the previous decade, and a small number from earlier years. That distribution of bibliography reflects the way in which both the knowledge and the skills which we teach now are different from the knowledge and skills taught a decade ago. That's why going on lecturing the same course for a decade leads to lectures that feel disengaged. It is also why museum displays that are more than fifteen years old come to feel tired. But if you ask which work on your bibliography has made the difference, there will often be no clear or single answer. We talk to each other as well as reading each other's books and it is very frequently the case that by the time the book comes the idea has been in the air for some time and has long since ceased to be anyone's particular property.

The way in which Whitehead and Osborne found themselves working on Attic demes, Lambert on Attic phratries and Nicholas Jones on *Public Organization* at more or less the same time in the 1980s wasn't because any one of us had influenced the others, nor that we had been fired by some particular input by another scholar, it was because issues of local groups

had become part of the agenda of historical studies more generally. Such issues haven't gone away – they are indeed now a staple of teaching about classical Greece as they never were in the 1970s or before, but it would make little sense now to devote effort to trying to follow up the insights of research done in the 1980s. Once the role in Athenian democracy of local groups had been clarified, what needed doing was thinking about how individual behaviour within groups was motivated and how it was co-ordinated. The new territory of the noughties is the territory of values and obligations, with a new attention to questions raised by political scientists. And again here that territory has been simultaneously explored by scholars working independently (so Balot on *Greed* and Peter Liddel on *Civic Obligation*).

The problem with 'impact' is not that there is no way of measuring it, or that it either covers too much or too little of the consequences of what we do, the problem is that it is irrelevant to research quality, irrelevant to what makes a university world class. Good research is good research because it is found compelling by other scholars, because it suggests to them thoughts that they have not previously had, or rules out for them ideas to which they had long clung, because it enables them to climb to heights not previously scaled and look upon vistas never previously viewed. Whether the consequence of any particular advance is economic gain or a contribution to the good of society is no measure of its quality, significance or importance, and anything that distracts scholars from making their top priority the scaling of unscaled peaks will weaken not strengthen the academic community.

But this last year has been frightening for other reasons too. The academic world has long been global. We expect scholars to be in touch with what is happening in their subject world wide, and through the RAE exercise HEFCE has made it clear that what it most values is research that leads the world. It has been a privilege of being a UK scholar that no restraints have been imposed upon us by our governments as to where we can travel or who we can go and talk to. It has come as a shock then to find that new laws on immigration, and the way in which the UK Border Agency operates those laws, has suddenly erected a barbed wire fence around the UK preventing

the best scholars from around the world coming here, whether to enrich our Faculties and Departments as researchers, lecturers or professors or indeed merely to give a lecture or a seminar or attend a conference. Not only has points-based-immigration failed to recognise the value of academic qualifications (regarding e.g. a high salary as a better indicator of worthiness to reside in the UK) – it makes, of course, no assessment at all of the research excellence for which we are all bidden to strive – but the new quota system has imposed arbitrary and very low limits on the numbers of foreign academics any university can employ in any year.

What good is restricting the number of foreign academics supposed to do? Will the excellence of our research be improved if we are obliged to appoint not on the basis of who is best but on the basis of who is from the EU? Restricting the contact that UK academics have with those trained in different systems, who think in different ways and bring different insights can only weaken the place of UK Universities in the world. Measures which scare away would-be students, prevent those who did their doctoral training here from continuing into academic employment, make it impossible for distinguished academics to come to conferences or to give lectures, these will fast erode our research excellence, as graduate communities become too small or too unambitious, young faculty too uniform, and the inspiration of the most brilliant practitioners in the world rarely encountered.

Those who govern us, whether as ministers or as civil servants, are not stupid. We and our colleagues have indeed been responsible for

their education. So why have they adopted policies which bring no gain and only short term pain and long term degradation of the universities? Why is a government that determined to abolish quangos by the dozen so set on increasing, not reducing, bureaucracy? To whom are the claims ‘We have ensured that University research is for the public benefit’ and ‘We have cut the numbers of visitors from outside Europe and the Commonwealth paid for working in the UK’ attractive claims? Only to those whose view of the world is frighteningly over-simplified, those who still refuse MMR vaccination on the grounds of ‘no smoke without fire’, those for whom preferential treatment for those in the family comes before recognition of merit.

If we are to fight off the challenges we face then we must be willing to say not just what we don’t like, but what we do. And that means standing up for merit. It means embracing honest appraisal of what we do, individually and collectively, as academics. If we want to avoid arbitrary privileging of work with irrelevant features, and if we want to have access to the best, we must not shrink from willingness to have the true quality of what we do, and of all that we do, assessed. Fighting over REF may now be irrelevant – too many plans have been too firmly formed by too many people who now have face to lose. But it is not too soon for us to start thinking how we would want the full importance of our academic work to be measured in the future.

ROBIN OSBORNE
KING’S COLLEGE, CAMBRIDGE
OCTOBER 2010

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Prof. Mike Edwards, Director, ICS

CLASSICS AND ITS DYSLEXICS

Two articles on Dyslexia and Classics in the CUCD Bulletin for 2009 caused me to pause for thought – I am dyslexic and I am also a classicist. Barbara Hill offered a summation of constructive small group solutions to difficulties experienced by language learners in the USA. Kim Shahabudin and Judy Turner provided a view from the UK in response to the Special Educational Needs and Disability Act (2001) that included a case study in which a dyslexic student was identified and measures were taken to address the student's difficulties – primarily associated with poor spelling and grammar, resulting in low self-esteem and disengagement with his course. My own understanding of dyslexia is based on my own experience as a dyslexic and is backed up with a little reading that I have found profoundly useful. Reading has helped to define not just what dyslexia is but also how non-dyslexics understand the world, including that of the dyslexic (Morgan and Klein 2000). It has to be said that seldom do dyslexics talk about dyslexia (see Pollak 2005 for examples).

Students with learning difficulties associated with dyslexia are not people who happen to be disadvantaged by a condition, but are dyslexics – people who are neurologically different. Non-dyslexics focus on the 'problems' of dyslexia, which has been described as similar to focusing on why a left-handed person cannot use their right hand to write (Cooper 2009: 65). Barbara Hill's (2009) description of a dyslexic learning Latin as an experience of being in a dense wood obstructing the way is an explanation of dyslexia for non-dyslexics, but caused me to want to shout: 'it is not like that'. A focus on dyslexics as disabled in a 'deficit model' of this type misses the point and, it is argued (most recently by Cooper 2009), that there is a need for the replacement of this form of thinking with a model that takes a more holistic approach to dyslexics, which includes the identification of positive characteristics of their neurological difference as well as the disadvantages. Many of these characteristics are highly valued in Higher Education, including in the study of Classics, and can be listed broadly as (I plagiarise/quote directly Cooper 2009: 66 here):

- Approaching academic issues from unusual perspectives;
- Making unusual connections;
- Being creative and producing new ideas easily;
- Being particularly good at dissecting arguments in discussions;
- Being good at 'what if' problems;
- Being good at following a passionate interest.

Extensive studies of dyslexics in Higher Education have shown that 80% prefer to problem-solve visually rather than verbally (Cooper 2009: 66). To give an example from Roman History, a dyslexic student will respond well to the discussion of Keith Hopkins' work especially his explanation of Roman imperialism in his book *Conquerors and Slaves* (1978, CUP), because the approach to the problem is holistic and is supported by visual explanations in the form of flow diagrams, figures and use of percentages graphically. This form of Roman History is quite different to the majority of work in Classics that could be described as having the defining characteristics of 'verbal and sequential' reasoning, as opposed to 'visual and holistic' thinking. The way to understand dyslexics is to compare the text of *Conquerors and Slaves* with your own work. I am not saying that Keith Hopkins was dyslexic, but that his mode of thought (quite distinct from his contemporaries) is one that appeals to dyslexics. If academics wish to engage with dyslexic students, academics need to establish how different the modes of intellectual thinking are likely to be. It works the other way too, as a dyslexic, I have had to come to value more highly thinking of non-dyslexic colleagues and students that I can see initially as strange or even dismiss as invalid.

The focus on the 'deficit model' of dyslexics also can exclude qualities of thinking from not just the subject of Classics, but also from Higher Education as a whole including its management. The bullet points above that describe dyslexic modes of thought are qualities that are valuable in responding to the ever-changing landscape of Higher Education, whether that is a need for syllabus reform for

example in anticipation of disinvestment in staffing; responses to HEFCE's latest articulation of the rules for the REF; formulation of ideas for grant applications and so on that are better served by holistic approaches. There is a place for dyslexics in the discipline of Classics and a need for them. However, if the discipline of Classics continues to view dyslexic students as just a 'problem' to be addressed due to legal obligations, the exclusion of dyslexics from Classics will continue to the detriment of the discipline in a century in which society would seem to value 'holistic and visual' forms of thought to a far greater extent than in the past.

The problem for the dyslexic student is that so much of Classics curriculum would seem to depend on 'verbal and sequential' thinking, and to limit opportunities for the deployment of 'visual and holistic' thinking. Moreover, non-dyslexic academics need not value answers to essay questions that are different or unexpected or novel in their view. The combination of poor grammar and spelling and innovative holistic thinking about an essay subject will cause a non-dyslexic to view the work of the dyslexic student as flawed; whereas in fact there is a different system of thought in place that cannot be seen due to the noise of poor grammar and spelling. Equally, a dyslexic student may not value as highly a 'key journal' article as a non-dyslexic academic, but may come to understand why that journal article is important if it can be explained why it is important for solving the problem set in an essay. Often critical feedback can be given in the form, 'you did not refer to Bloggs 1992 that I said was fundamental to this essay', rather than 'Bloggs 1992 argues that x is the case and this is relevant in the following ways...'. It may have been the case that the dyslexic student read Bloggs 1992 and could not identify the 'big-picture' that would allow them to value the minutiae on which Bloggs 1992 based their argument. This view might also be shared with non-dyslexic students coming to the subject for the first time, and as Kim Shahabudin and Judy Turner (2009) point out good practice tends to be what is needed to address learning issues of dyslexic students. Perhaps this view should be rephrased to say that the incorporation of good practice in the delivery of teaching and learning with respect to dyslexic students is likely to benefit the learning of all students. The

majority of students problem-solve visually as well as verbally (Cooper 2009), hence what benefits dyslexics will benefit others.

The Special Educational Needs and Disability Act is a necessity. I am very familiar with prejudices and misunderstandings of dyslexia, but I do not feel disabled as a dyslexic and do not wish to be seen as 'a victim'. This view causes a number of difficulties in relation to The Special Educational Needs and Disability Act. For example, having completed an AHRC application and faced with the Equal Opportunities form, I have the option to say if I am disabled – I normally don't, after all I have completed the application form. What I am tempted in future to say on equal opportunities forms though is that ethnically I am 'White dyslexic'. My reasons for doing so are that I feel as a dyslexic, I am discriminated against due to prejudice and in the mode of construction of my identity as a dyslexic. The difference is important being dyslexic is what I am; whereas dyslexia is constructed by others to ensure that I am seen as less able than them. It has to be said that the majority of Classicists have not opened a single book or taken a training course that would help them deal with dyslexic students, but 5% of the student body they teach are dyslexic. However, most academics have a view on what dyslexia is that is perhaps rather dated and, actively or passively, dyslexics are discriminated against. I give two examples from the Classics world. In discussion of marks for a dyslexic student, my (at the time) Head of Department and line manager once wished to disregard the University policy on marking criteria with regard to dyslexia, because the grammar and spelling was poor. I explained why he had to follow the University's regulation (he was not happy) and I lent him a book on Dyslexia in Higher Education. Sadly, he did not have time (or inclination?) to open the book. For this particular academic, dyslexic students were of no interest and, at the same time, the management of a colleague who was dyslexic was equally of little or no interest – my colleague preferred to rely on his prejudices ('common sense'), rather than even begin to investigate the issues involved. When I have let very understanding colleagues know that I am dyslexic, the response is often: 'You have done very well considering' – the sentence trails off. The obvious question is considering what

exactly? Prejudice still exists, but it is a marked improvement from the 1970s or 1980s when dyslexia was regarded as a middle-class excuse for 'laziness' or 'carelessness'. Neurologically, I am different to my non-dyslexic colleagues but that does not make me disabled, even if the law and society may construct me in this way. What is beginning to be recognized is that the Higher Education sector serves and benefits from society's neurodiversity that includes those who are described as having dyslexia, dyspraxia, dyscalculia, Asperger syndrome, AD(H)D and so on (Pollak 2009). The big problem, I would suggest, is that the curriculum and assessment regimes for courses in Classics needs to be assessed for how it engages with a neurodiverse student body (Cooper 2009: 85-7). The curriculum was developed without the consideration of neurodiversity, and in many ways has been adjusted to a new scenario that has to legally include dyslexics. As the Tomlinson Report on Inclusive Learning made clear in 1996, it is not enough to give some students with learning difficulties additional help, what is needed to create inclusion is the 'redesigning [of] the very processes of learning, assessment and organisation so as to fit the objectives and learning styles of [all] students' (Tomlinson 1996: 4). This is a different definition of inclusion from that set out by Kim Shahabudin and Judy Turner (2009) and does need further consideration.

To move onto practical issues of delivery of teaching to dyslexics in degree structures that are currently experienced by students in degrees associated with the subject of Classics, the Special Educational Needs and Disability Act (2001) presents some challenges in equal provision to dyslexic students. Fundamental to compliance with legal requirements, in my own view, is that staff training takes place to ensure that staff might be aware not just of the problems of dyslexia, but the potential of dyslexics too. These I list below with some suggestions of possible solutions to enable inclusion within the existing structures of education within Classics as a subject.

1) *Language Learning*

Languages are fundamental to the study of Classics and dyslexic students need to be provided with the opportunity to study them. Also, in terms of transferable skills, dyslexics

have been enabled to address some of their English language problems via the learning of Latin. The problem is though that a dyslexic student may benefit from the module in Latin, but s/he may fail that module and damage their degree result as a whole. Perhaps, there needs to be recognition that the learning outcomes do not necessarily map onto dyslexic students in the same way as they do to the majority. In the meantime, there needs to be recognition in the marking of language papers by diagnosed dyslexic students that they will put in more effort to achieve the same grade as a non-dyslexic student. Hence, there is an argument for raising the marks of all diagnosed dyslexics by say 10% (or should this be 20% or even higher?) to recognise the differential in difficulty of the task of language acquisition without exclusion from the opportunity to learn Latin. My own instinct is that dyslexics are likely to respond to learning Latin from texts that are formulaic and visual, such as those associated with inscriptions. However, this conception is far from worked through to an idea for its delivery.

2) *Coursework Essays*

The advent of word and grammar checking in word processing has reduced much of the noise associated with dyslexia in coursework essays. Essays are the area in which dyslexics most benefit at present from effective feedback and additional help, as was set out in the example of Liam given by Kim Shahabudin and Judy Turner (2009). Dyslexic students, like all students, need to become as literate as possible whilst at University, but we need to bear in mind that Classics in HE is not a spelling and grammar test. More important, there is the possibility of the students to begin, for perhaps the very first time, to enjoy expressing their own thoughts in words on paper. Many dyslexics want to use language to its full potential to express their ideas and there is a danger staff do not engage with dyslexics on the subject of the use of English on grounds the student has dyslexia (it will take longer). Believe me, writing for dyslexic undergraduates is not easy – but it does become easier over time. There is a chance at University dyslexics will come to engage with why they are different and how they can put down on paper their quite different ways of thinking. Could there be

a greater transferable skill than this?

3) Exams

To be equipped with a pen rather than a computer to write an essay in a finite amount of time is a nightmare. This situation is often compounded by complicated exam papers that require the student to divide the time (3 hours) into 4 or 5 or even 6 segments. Instructions should be as simple as possible and map tasks directly onto time e.g. answer 2 questions in 2 hours. Complicated directives that 'Candidates MUST answer 1 question from at least 2 of the 3 sections of the paper' that address issues of coverage of the module are opportunities for misreading by dyslexics and should be avoided. Exam papers need to be simple and not confuse students and ideally should not be for 3 hours but a shorter period of 2 hours in which students are required if possible to answer 2 questions. In marking exams it needs to be recognized that dyslexic students may be unable to check their spelling or grammar in exam situations (correct or incorrect spelling is likely to be invisible). All would agree I think that University examinations are not tests of spelling or grammar, but of the ability of students to write an answer to a question or solve a problem. Yet, year on year, academics in the exam season/s will mention exam howlers and discuss poor spelling and grammar with their colleagues.

4) Oral Presentations

Oral presentations can be an area of strength for dyslexic students and their appearance increasingly on courses is to be welcomed. However, their strength could be reduced through attempting to reproduce a written text orally rather than working from brief notes. It has to be said that oral examination of modules can have time advantages from a staff point of view, when compared with the time taken to mark a script produced in a 3 hour examination.

5) Group Work

There is still prejudice regarding dyslexics. Other students will need to incorporate the dyslexic student into the group and recognize that person's strengths as well as weaknesses.

6) Informal Support and Mentoring

Fundamental to the enablement of dyslexic students in Higher Education is support. Other dyslexic students are likely to have developed ways of learning or draw on different educational practices. Facebook groups for dyslexic students and access to Year 2 or Year 3 student mentors on entry to University is essential. For those discovered and diagnosed with dyslexia, access to a student mentor is obviously beneficial. Knowledge that others can do what you are trying to do creates a sense of confidence and allows for discussion of ways of learning. Tutors should also suggest key books that suggest tips for dyslexic students (e.g. the clear and excellent Liz Du Pré, Dorothy Gilmore and Tim Miles *Dyslexia at College*, 3rd edition, Routledge 2008). I am happy to have my email address circulated to students, if you think this is appropriate.

7) Transferable Skills

Dyslexic students need to have access to the same transferable skills as defined by a University for its non-dyslexic students. If you say, you will provide skills in written presentations or similar, you have to deliver these skills for all students including those who are dyslexic.

8) Read this book

I have found one book more useful than any other (both as a dyslexic and as an academic advising dyslexics): Liz Du Pré, Dorothy Gilmore and Tim Miles *Dyslexia at College*, 3rd edition, Routledge: London, 2008. It was the first edition of this book that made sense of how I engaged with the academic world, and revealed how I was different rather than disabled or incapable. There are numerous case studies (one involves a student learning Japanese to become a brilliant academic biologist), suggestions of techniques for studying, and knowledge that all tutors simply need to have. Recommend this book to students.

9) Finally

Roman numerals should be banned XLVIII, LXVII etc. are just a nuisance compared to 48 and 67. Also, here is another maddening one a

student reported to me – Hellenists use C or K seemingly according to personal preference for Anglicised Ancient Greek names: thus, Cleisthenes or Kleisthenes. For dyslexic students it is just a cause of bafflement and confusion in the struggle to spell already tricky names. Please think about others before creating further stylistic revisions that de-standardize spelling.

The above list is not exhaustive and there are other areas to consider. In making the list above, I have a sense of unease that it breaks down what should be a holistic approach to dyslexic students that enables them to have both the support, and to be empowered through their own reflection on their strengths and weaknesses in order to fulfil their potential at University. To enable that fulfilment of potential, it is imperative that academic staff adjust their own conception of the disabled with dyslexia to a concept of capable dyslexics, who may be excluded due to modes of delivery associated with degree programmes. The issue of inclusion is more than just about legal compliance, but about accessing a significant section of the population that thinks rather differently about antiquity than the majority within the profession of Classics. What may get lost in the processes of compliance and a focus on spelling and grammar is an ability to reward and value what have been called the ‘gifts of dyslexia’. To do that, we have to look for them in students’ work and to value approaches to problem-solving that are quite different to those associated with the majority of the student population (or with most of the published literature in our subject). We need to expect the unexpected answer to an essay question, and to value the unexpected, imaginative approach to a problem. After all, the bullet points above would suggest that dyslexics are likely to produce this format in answering a question or solving a problem. In connection with this, I wish to end with a question: if we fail to recognize these forms of original thinking are we not discriminating?

In conclusion, not to discriminate means

understanding the advantages as well as the disadvantages of dyslexia, and be able to recognize them for what they are thinking that will ultimately contribute to the development of the subject of Classics. That is a first step only to inclusion. There are other steps to be taken towards inclusion (as I suggest above) – but the most important one is that dyslexics should be understood not so much as disabled, but as neurologically different and their different modes of thought should be valued by others.

RAY LAURENCE
UNIVERSITY OF KENT

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BRIDGING THE DIVIDE

INNOVATIONS IN LANGUAGE TEACHING AT THE OPEN UNIVERSITY

Talking about teaching was all the rage a decade ago. Not only did the early 2000s see tuition in Classics departments scrutinised in the QAA Teaching Quality Assurance exercise but impetus (and funding) was also given to the discussion of teaching and learning in universities by the newly established LTSN Subject Centres. Valiant efforts to keep dialogue on teaching issues alive do continue, of course, most notably under the auspices of the HEA Subject Centre, but it is the REF, spending cuts, and the ‘impact’ agenda which currently steal the headlines. In the current article, I aim to redress this balance a little by looking at an innovative course recently developed at the Open University. The module is called *Reading Classical Greek: Language and Literature* and the innovation at its core is that it blends *ab initio* language learning with the study of Greek culture and literature in translation.

At first glance, the idea of combining linguistic and non-linguistic learning may not appear that radical. After all, this is what happens in most degrees taught by Classics departments, where students generally take a mixture of language-testing and non-language-testing modules in any given year. But taking the further step of combining these two elements within the same course unit does, I think, create an interesting set of opportunities for us as teachers and curriculum designers that are well worth exploring. Importantly, too, the nature of this course serves to raise some key questions about the role played by language acquisition in a typical Classical Studies degree. How can we capitalize on students’ knowledge of Latin and Greek (however basic) in conventional ‘taught in translation’ courses? To what extent might it be useful to conceive of beginners’ and intermediate language courses as an end in themselves (rather than simply as staging posts on the way to more advanced language study)? And underpinning both these questions is the deeper issue of how we can better integrate the study of language into a Classical Studies programme, making it a less a degree of two halves and more a joined up programme of study: a relationship which is

syntactic, so to speak, rather than merely paratactic.

How the Course Works: Language and Literature Pathways

Before exploring these questions in greater depth, I shall briefly outline how the new OU course is organized. First, it should be said that *Reading Classical Greek: Language and Literature* is just one of a number of Classical Studies modules offered by the Open University, with our other courses largely falling into the conventional categories of language- or non-language-testing. Its set-up is essentially very simple, however: for the language element of their studies, students use the JACT *Reading Greek* textbooks along with our own in-house materials developed specially for this course (which include not just print matter, but also audio talks on language and grammar, online quizzes, and so on). The literature element of the course is built around further teaching materials produced in house as well as the three set texts that students read in translation: Euripides, *Medea*; Aristophanes’ *Clouds* and Plato’s *Apology*. There is also a DVD of a performance of *Medea*; audio recordings of the other two set texts; and various audio talks relating to various aspects of students’ studies. At the beginning of the course students’ main focus is the language, with the cultural and literary elements brought in gradually over the first few weeks of study, leading up to a full-blown study of *Medea* in translation and performance in weeks 8-10. At the course’s half-way point, students are able to choose whether to follow the language pathway (in which case they study Greek more intensively and their remaining set texts, *Clouds* and *Apology*, in less detail) or the literature pathway (in which case, they learn Greek at a gentler pace but study their set texts in greater depth). In the final exam, students attempt either one language and two literature questions; or, alternatively, two language questions (at foundation *and* higher level) and just one of the literature topics (*either* Euripides’ *Medea* *or* Socrates and Athens). So while students are able to skew their studies towards either language

or literature in the second half of the course, they are nevertheless required to engage with both elements all the way through.

Translating and Translations

Perhaps the most important strand of the course which pulls students' language and literature study together is reflection on the process of translation. From early on in the course, students are exposed to different kinds of published translations in the form of short extracts from literary texts. And so, for example, they are encouraged to reflect on the difference between a translation contained in a Loeb or Aris & Phillips-style parallel text and one found in a Penguin or Oxford World Classic, thus engaging with concepts of translation beyond simple notions of getting it 'right' or 'wrong' in relation to the source text. As they encounter *Medea*, and subsequently *Clouds*, students are asked to consider the process of translating for performance, too, and are introduced to terminology from Translation Studies ('source text', 'target language', 'foreignization', for example) in order to help them frame their discussions (and comparing translations is something students are asked to do more than once in their assessed work). Of course, students are also asked to reflect on the way they translate passages of Greek themselves, once more taking into account factors such as function and audience. And while we do stop short of asking students to produce different styles of translations as part of an assignment, they are at least encouraged to try their hand at refashioning a close translation of a passage of drama to read in a more performance-orientated way (thus mirroring the practice of many modern writers who adapt Greek drama for the stage).

The focus on translation is not just a convenient way of linking the two strands of the course, however. Being able to 'read through translation' – having a sense both of the original text that lies behind the translation and of the interpretation that a given translator may have lent it – is an important skill for a Classical Studies student to acquire. After all, it is through the medium of translation that our students will continue to encounter the ancient texts which

they study in non-language testing courses. And so the combination of language *plus* literature in this module has allowed us to build this key competence of translation awareness into our curriculum in a rigorous and meaningful way.

Staging Posts:

Showing Students Why Languages Matter

Developing this new course also made us pause to consider language learning from the student's perspective and to ask not only what language pathway students, but also what literature pathway students (who study less language) might gain from learning Greek. Unlike Modern Languages, where students' learning can have multiple successful outcomes (even modest conversational ability is valuable), there is a tendency for the teaching of Latin and Greek to be narrowly focused on the ambitious goal of reading original texts independently – a goal that not all students will achieve. In recognition, then, of the different levels of linguistic competence that students will gain, one ambition of the OU Greek course has been to make learners regularly aware of what their new skills allow them to do. Borrowing and adapting teaching ideas developed in other institutions, we ask students to use their knowledge of the Greek alphabet in the first instance to pick out proper names in a passage of text, or in a list of *dramatis personae*, or in an inscription. Later on, students might be asked to work with a parallel text, or to look at section taken from a commentary, or at a dictionary entry. Nor are these tasks chosen idly. The underlying ambition here is once again to show students how learning Greek can enrich their study of the ancient world in general: even a little Greek can help them to provide accurate line numbers for a quotation, for example, or extract information from a commentary, or read dipinti, and so on. And through exposure to dictionaries (and their conventions) and commentaries (and *their* conventions), learners are also introduced to important tools which professional classicists take for granted, but which Classical Studies students may otherwise fail to use, even when relevant to their work in other courses or when undertaking independent research for an extended essay or dissertation.

Fringe Benefits: The Teacher's Perspective

It isn't just the students whose experience has been enriched by this mixed language-and-literature approach: a long-serving colleague of mine at the OU said that he'd never enjoyed working on a course as much as *Reading Classical Greek: Language and Literature*. His pleasure at working on this module stemmed from the possibilities afforded to us as teachers of literature in translation when we can assume some knowledge, albeit rudimentary, of the language in which the texts were written.

Of course, we regularly expose our Classical Studies students to Greek and Latin words when teaching them about the ancient world, but with students who all have a little Greek under their belts, there are simply more opportunities to engage with key terms, to think about ambiguities in the text and their interpretations, and so on. In my own teaching materials on Aristophanes' *Clouds*, for instance, students work with a bilingual Aris & Phillips edition of the text and so are able to observe first hand elements such as the weighty-sounding compound-adjectives used by the Cloud-chorus; the way in which key words like *sophos* and *dexios* are used in the text; and how the play's odes and *parabases* are set out differently from the spoken parts of the play. And by using the commentary, students can also engage with many of the Aristophanic puns (and not just a translator's attempt to render them). Key words and short extracts from the Greek are regularly discussed in the materials for *Medea* and *Apology*, too, and it is hugely pleasing to see the extent to which students feel comfortable with engaging with 'real' Greek in the exam (with a surprising number able accurately to quote Greek words and even sentences from the set texts).

Where Did It All Go Right – And Wrong?

The blended nature of *Reading Classical Greek: Language and Literature* has thrown up some interesting feedback and noteworthy statistics. The juggling of different kinds of work (not to mention a generous array of textbooks) has not suited all students, for example, and 30% did not consider the language and literature elements of the course to be well integrated. The language element was, perhaps inevitably, found difficult

by a significant proportion of students, too (especially Greek grammar, which 84 out of the 102 students surveyed found 'difficult' or 'very difficult'). But the retention rate for the course is far superior to any *ab initio* language course offered by the Open University and the pass and distinction rates are also high (92% of the 184 who sat the exam passed, with 51 students gaining a distinction, indicating that the hard work which many students felt they had to put in eventually paid off). Part of the explanation for the encouraging pass rate is no doubt the fact that students who found the language hard-going were able to concentrate on the literature elements (which, while certainly no easy option, did at least provide an *alternative* challenge for students to grapple with). Indeed, 74% of students said that their primary interest was language when they began the course, but at the time of the exam half the students chose to focus on the literature questions. The fact that 26% of those taking the course were *not* primarily interested in language at the outset is also encouraging: these are students who might not otherwise have chosen to study an ancient language as part of their degree and for whom a blended literature-and-language course presumably offered a low risk option for them to dip their toe in linguistic waters. For some keen linguists, the literature elements (which have their own, separate demands) evidently spoiled their enjoyment of learning Greek – but this inability of experienced language learners simply to cruise to a distinction might also be seen as a positive thing. The mix of skills needed to succeed means that teaching groups are not simply made up of some students who can do it and others who struggle. And this, I think, is a major strength of this blended model: the pecking order which often grows up in traditional language classes is less in evidence, with different students getting their chance to shine depending on the task at hand (a particularly important consideration for those teaching in conventional universities, where face-to-face tuition plays a more central role in students' learning). It should also be said that the fact that students on the two pathways study slightly different material in the latter stages of the course means that our tutors have had to be imaginative in the way they organize their face-

to-face sessions in order to cater for everyone. Fortunately, however, students seem to have been willing to accept that some topics under discussion in class are simply more relevant to their studies than others.

Where next?

Our experience of writing *Reading Classical Greek: Language and Literature* shows that an innovative course takes time and energy to develop and is difficult to get right (certainly we do not feel that we have all the answers). However, the central consideration that underpinned the design of the course is none the less important. How can language courses better mesh with other parts of

students' studies? My own Classical Studies BA, for example (wonderful as it was), was very much a degree of two halves, few connections being made between the study of language and the texts read in translation for cultural courses. Surely this gap can be bridged. And if this can be done in such a way as to reinforce the benefits of language acquisition; to make students comfortable with using tools such as dictionaries and commentaries; and allow them an insight into the range of decisions that translators must invariably make, then so much the better.

JAMES ROBSON
OPEN UNIVERSITY

Classics in the Subject Centre (CSC) continues to support learning and teaching in Classics within the HE sector as part of the Higher Education Academy. We organise teaching and learning-related events, fund projects, and disseminate resources. If you want to develop your teaching or share your ideas, we'd love to hear from you.

Events

- 24th November 2010 - *Masters Programmes in Classics, Ancient History and Archaeology: Design, Delivery and current policy developments*, University of Birmingham
- 8th December 2010 - *Teaching Ancient History*, University of Kent
- 12th January 2011 - *Teaching Ancient Languages II*, University of Glasgow
- 12-14th April 2011 - *Epigraphy for Practitioners Workshop*, University of Oxford
- 11th May 2011 - *Getting More for Less*, University of Cambridge

Bursaries to assist with travel costs may be available; please enquire.

Projects

The following surveys have been commissioned by the Subject Centre; reports will be published by July 2011:

- Survey of employability among Classics and Ancient History graduates from the last ten years
- Survey of Student Learning Experience in Classics
- Survey of Practitioners' needs in HE Classics and Archaeology

Classics Small Grants are supporting the following projects:

- *Peer Assisted Learning in Classics and Ancient History*, Project Leader: Genevieve Liveley, University of Bristol
- *Papyri as Catalysts for Enquiry Based learning*, Project Leader Emma Griffiths, University of Manchester

CSC is mentoring the following Teaching Development Grant projects which are funded

by the Centre for History, Classics and Archaeology

- *Inscripta: an e-learning seminar on Romano-British inscriptions*, Project Leader Lindsay Allason-Jones, Newcastle University
- *Mesopotamian Deities: An Electronic Resource for the Study of Mesopotamian Literature and Religion*, Project Leader Nicole Brisch, University of Cambridge
- *Mapping Internationalisation in the Classics: a survey of study/travel abroad programmes for UK Classics Students*, Project Leader Scott Burgess (see pp. 16-27 in this edition of the CUCD Bulletin)

CSC is supporting the new *Postgraduate Summer School in Latin* at the University of Reading, which will be held 18th July -19th August 2011.

People

The Director of CSC is Professor Catherine Steel (catherine.steel@glasgow.ac.uk) and the full-time subject co-ordinator is Dr. Sarah Francis (Sarahrebecca.Francis@liverpool.ac.uk).

Contacts

Since October 2009 CSC has been based in Liverpool, as part of the History, Classics and Archaeology subject centre; since September 2010, the HCA has merged its offices with the Materials subject centre, also based at Liverpool, in order to reduce administrative costs. You will find us physically in the Brodie Tower at the University of Liverpool and on the web at <http://www.heacademy.ac.uk/hca>

The Future

The HEA is going through a process of internal review of its operations, to ensure that it can respond effectively to what are likely to be substantial cuts to its funding. The nature of these changes, and their consequences for the work of the subject centres, is not yet known. CSC will continue to keep CUCD informed of developments.

SARAH FRANCIS (UNIVERSITY OF LIVERPOOL)
CATHERINE STEEL (UNIVERSITY OF GLASGOW)

INTERNATIONALISATION, STUDY ABROAD AND THE CURRICULUM

INTRODUCTION

This article, which aims to present some key features of the current arguments for and presentations of study and travel abroad, emerges from research carried out for a project supported by the Classics Subject Centre at the Higher Education Academy.¹ This project, Mapping Internationalisation in the Classics, has involved a subject specific survey of the provision of international study and travel opportunities for students following degree programmes and courses in Classics, Ancient History and related disciplines at UK Higher Education Institutions (HEIs).² This article refers to the provision only of UG options at HEIs included in the Council of University Classics Departments (CUCD).³

¹ This Mapping Internationalisation in the Classics project is supported by a grant of £5000 from the Classics Subject Centre (CSC) at the Higher Education Academy (HEA). The full report will be published by the Subject Centre. I am very grateful to Dr. Sinclair and to Professor Steel at the subject centre for their assistance and advice and to Dr Francis for help with promotion. I am also grateful for the help of the wider HEA community (including: Katherine Lagar at The Internationalisation team at the HEA, Dr. Beals at the History Subject Centre, Dr Canning at the Languages, Linguistics & Area Studies Subject Centre and staff at the Art Design & Media Subject Centre) and to Higher Education Policy Advisers at HEFCE, the International Engagement team at the British Academy, the UK HE Europe Unit (I am very grateful to Paul Dowling); the British Universities Transatlantic Exchange Association and representatives from the Russell Group and the 1994 Group. I also wish to acknowledge Professor Gibson at the CUCD and Professor Edwards at the Institute of Classical Studies. Lastly, I am very grateful for the help and assistance of all departments and international offices which have completed questionnaires or assisted with data collection and to the staff and direction of the British institutes overseas.

² That is, and as defined by the 2007 Benchmarking statement, 'Classics', 'Latin and Greek', 'Classical Studies (alternatively Classical Civilization)' and 'Ancient History (sometimes coupled with Archaeology or Classical Archaeology).'⁷

³ The survey does not include the two Institutes (University of London, Institute of Classical Studies; University of London, Warburg Institute) or the University of London, Queen Mary.

Although international study – in the sense of programmes of 'study and work abroad [taking place] within the framework of a programme of study'⁴ and elsewhere defined as 'International Student Mobility'⁵ – is a key current concern within the UK HE sector and there exist a number of resources produced or sponsored by professional or advisory bodies – addressing questions of accessibility, funding, provision, promotion, curricular integration and academic or credit recognition –⁶ this is not an issue that has been subjected to a *subject based* study.

⁴ Such study abroad opportunities are referred to in the literature as 'credit mobility' with the periods in which they take place as 'mobility periods'. See Dowling, 2008: 2 'Credit mobility refers to shorter-term mobility such as study and work abroad within the framework of a programme of study, and which usually lasts a semester or one academic year, often as part of an exchange programme, and a return to the 'home' institution...'

⁵ 'We define ISM [International Student Mobility] as any form of international mobility which takes place within a student's programme of study in higher education. The length of absence can range from a short trip to the full duration of a course of study...One useful threefold typology of ISM is used by the UK Higher Education Statistics Agency (HESA): mobility for an entire programme of study (diploma mobility); for part of a programme (credit mobility); other voluntary moves undertaken for a range of personal reasons. *International student mobility*, 2004: 11.

⁶ These include the Higher Education Funding Councils for England and Wales, the Scottish Higher Education Funding Council, the UK Higher Education Europe Unit, the European Commission, the British Council, UK Socrates Erasmus Council and various government bodies. In terms of key bibliographical references see Dowling (2008) and *International student mobility* (2004). For discussions of mobility and international study within the context of the Bologna process see the reports on the recent programme of 'Regional seminars on the Bologna process' at the British Council have had a particular focus on curriculum development in relation to mobility, study and work placements, and the recognition issues related to mobility and the impact on employability (<http://www.britishcouncil.org/erasmus-events-bologna-conference.htm>). An additional key document is the European Commission Green Paper on student mobility within the context of the Bologna process, see: European Commission Green Paper (2009) Promoting the learning mobility of young people http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf

OVERVIEW OF CURRENT PROVISION

The rationale of the project, as with the larger scale Institute of Classical Studies funded Classics Mapping Project,⁷ is to provide the disciplinary community as a whole with a clear, accessible and centralised picture of the current presence, provision and role of study or travel abroad programmes at UK HEIs, and including the provision of taught programmes at the British Archaeological Schools & Institutes abroad,⁸ surveying the extent to which Classics related degree schemes permit, organise, facilitate, integrate, promote, or envisage the presence and impact of, international study as a pedagogical and content-driven and experiential element of the curriculum.

Material on exchanges, programmes and courses has, in the first instance, been taken from HEI and other websites or publicly available resources and it should be stressed that the figures and data below are provisional and are based on the current presentation of options at HEI sites (i.e. information accessible to prospective students and the disciplinary community as a whole). In this sense the figures given in this article are only intended as an indication of the *presentation* of current provision.⁹

This study of the provision of international study opportunities in 2010 aims to create a foundation for broader discussion and reflection on the accessibility, relevance and goals of study or educational travel abroad within the context of degree programmes in Classical subjects in the UK. A planned, later, goal would be to generate an online resource which would be both for prospective students, to increase awareness of available opportunities prior to application, and for academic staff, with the aim of keeping the community apprised of developments in this area.

Almost all of the CUCD member HEIs are, traditionally,¹⁰ associated with higher degrees of international student mobility and surveys of teaching departments at the 26 UK HEIs yielded a significant number of exchange agreements with European or international HEIs and revealed, with the inclusion of 5 BASIS funded Institutes abroad, the following existing mobility options:

- a) degree programmes with an integrated, mandatory and assessed significant period (year) abroad;
- b) courses or modules with an integrated, mandatory and assessed shorter period (1-3 weeks) abroad;
- c) courses or 'stand alone' study tours entirely conducted abroad (1-3 weeks) which were not embedded within a module at the home HEI but which were assessed (either run independently by individual HEIs, in which case they were accompanied and taught by department staff, or in coordination with the UG summer school at the BSA);
- d) periods of accredited travel, based on personal, student organised, travel (1-3 weeks) abroad and assessed by portfolio or report;
- e) non-accredited department organised and led, vacation time, tours abroad;

⁷ Cf. McIntyre, 2009: 7-9. See also http://www.heacadem y.ac.uk/hca/projects/detail/classics_mapping

⁸ That is, the British Institute at Ankara, the CBRL institutes abroad (in Amman & Jerusalem) and, especially, the British School at Athens and the British School at Rome who regularly offer undergraduate and postgraduate courses for Classics and Classical Archaeology students at British and Irish Universities.

⁹ Questionnaires and requests for clarifications, corrections and further information have been sent to departments and international offices at all relevant HEIs and these will form the basis of the final report.

¹⁰ The profile of CUCD Member Institutions as almost exclusively 'pre 1992' universities (with the exception of one post-1992 member all are pre-1992 HEIs, with 17 or 62.9% belonging to the 'Russell Group', 7 or 25.9% belonging to the '1994 Group' and 4 additional pre-1992 universities) suggests that a certain amount of mobility or student take up of international study opportunities should be expected. Cf. Dowling (2008: 5) 'The literature review and statistical information shows that pre-1992 universities have more mobile students than "new" universities (former polytechnics given university status after 1992).' This is also reflected in the recent *NUS/HSBC Student Experience Report* (NUS/HSBC, 2008: 19) which states, under the heading 'Study abroad' the 'When asked if they are planning to study abroad as part of their course, 16 per cent of students said "yes". However this [number]...is also significantly influenced by institution type, with students attending either a Russell Group institution or a Post-1992 institution more likely to say "yes".'

- f) periods of non-accredited personal travel abroad which were not assessed but were required (and in some cases funded) by some HEIs;
- g) more general encouragements given to students to travel abroad and, in some cases, bursaries for travel;
- i) summer courses (at the British Schools in Athens and Rome) or travel scholarships (at the British Institutes Ankara, Amman and Jerusalem) for UG students offered by the British Institutes abroad.

European & International exchange programmes

Exchange agreements with both European countries, under the Erasmus programme and as supported and promoted by the Bologna process,¹¹ and with countries outside Europe and which allow students to study at partner HEIs abroad either for a semester/term or for a full academic year.

Reviews of the 26 individual HEI sites yielded 282 such exchanges which comprised by 105 (37% of the total) European Erasmus exchanges in 21 countries and 177 (c. 63%) international exchanges in 5 countries (see fig.1).¹² Exchanges were divided between, in order of numbers, the following countries and regions: Europe (37.2% of the total), USA (29.7%), Canada (15.9%), Australia (13.8%), New Zealand (2.8%) and Israel (0.3%). Of the European exchanges the largest numbers of exchanges were with HEIs in Germany (6% of the total), Italy (5.3%) and France (4.9%). Some

2.1% of exchanges were with HEIs in Greece (one of which was in Athens) and none of the Italian exchanges were with HEIs in Rome.

The overwhelming majority of these options (c. 74%) were taught in English, either in English speaking countries (178 exchanges in 5 countries) or in countries where English is available as the language of instruction (31 exchanges in 9 countries).

It should be noted that the numbers given above and in fig.1 (below) include both individual department/school sponsored exchanges as well as HEI wide exchanges which are open to all students. Of the 282 exchanges listed above 131 (c. 46%) of were HEI wide exchanges (in some cases this was due to the internationalisation policies of the HEI in question or, in others, to a stated lack of student take up which made it difficult to maintain exchanges at the departmental level) and 151 (c. 54%) were department or school specific sponsored exchanges. Does a different profile emerge here? The relation between European and non European exchanges was in fact somewhat different at the department and school level with Erasmus exchanges now counting for 69% of the total (105 exchanges in 21 countries) and non-Erasmus international exchanges amounting to only 31% (47 exchanges in 4 countries). Departmental and school exchanges were distributed as follows: USA (20 exchanges); Germany (17); Italy (15), France (14); Australia (13); Spain (12); Canada (11); Netherlands (9); Greece (6); Denmark & Sweden (5 per country); New Zealand & Switzerland (3 per country); Belgium, Czech Republic, Ireland, Malta & Poland (2 per country); Austria, Cyprus, Finland, Holland, Hungary, Norway, Portugal & Turkey (1 per country).

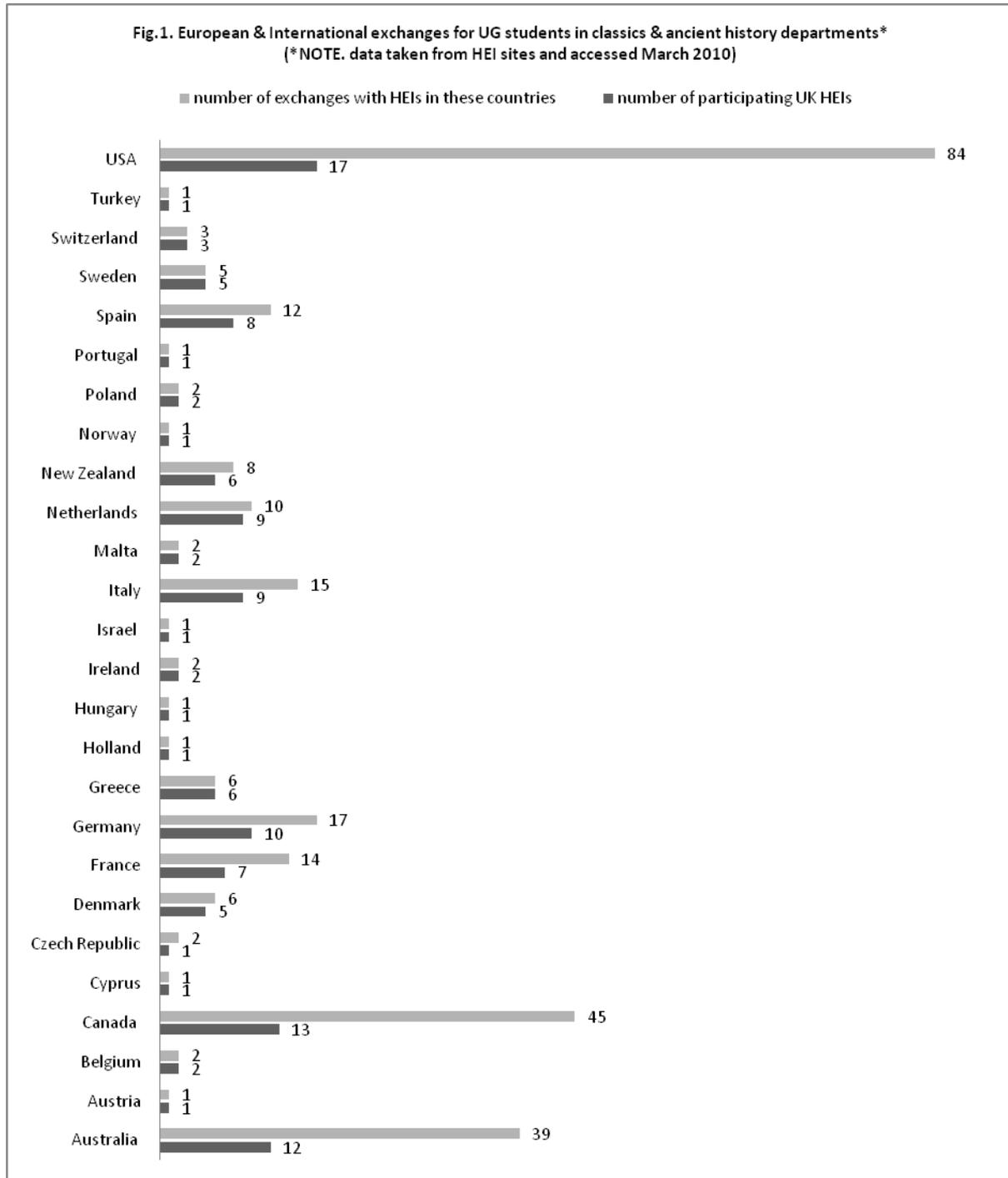
Information on international or Erasmus exchanges was not available for 4 HEIs which had no exchanges for students in the subject area, either because of low take up (1 HEI) or because of the distance/part-time format of provision (1 HEI) or because students are not permitted to participate in international exchanges during the course of degree programmes or to be absent during term time (2 HEIs). Of those HEIs that do offer exchanges provision varied greatly in terms of the numbers of exchanges offered (ranging from 1 exchange at one HEI to 34 at another)

¹¹ Erasmus is the flagship European Commission program for the mobility of staff and students the countries of the European Union, the European Economic Area countries of Iceland, Liechtenstein, Switzerland and Norway as well as EU candidate country such as Turkey. As with a recent (Beals, 2009: 3) HCA report: ‘...one of the most important study abroad programmes for European university students is ERAMSUS, instituted in 1987. Over twenty-four thousand humanities and social science students took part in the programme in 2006-7, as did over three thousand instructors in the same fields. Ranging from one month to one year, this period abroad allows students to experience life at a foreign institution while still earning credit for their domestic degree.’ For an overview of the significance of Bologna from student mobility see Birtwistle (2007).

¹² Data in figure 1 was taken from HEI sites (accessed between March 2010).

and so the level of competition per place and the opportunity to take up an exchange, prior language requirements and language training offered by the home HEI to prepare students for a foreign language destination (with some

HEIs offering training and some not and some treating language courses as credit bearing modules) and in terms of approach to credit recognition and grades.



Degree programmes with integrated mobility periods abroad

Surveys of UCAS listings and individual HEI sites for England & Wales revealed a total of 19 (9 of which were listed at UCAS) 4 Year Full

Time (4FT) UG degree programmes at 7 HEIs with an integrated, mandatory, mobility period abroad. These were, in all cases, variants of existing 3FT programmes but with a different title (normally ‘with study abroad’, ‘European’ or ‘International’) which involved a year-long

study placement abroad in the third year of study, in the words of one HEI: '[s]tudents who go on these exchanges transfer into a four-year degree version of their existing three-year course, designated either (EU) or (International) depending on which exchange programme is followed...' This number does not include degree pathways where classics subjects are combined with other subjects (with modern languages, etc.) and where the mobility period does not arise as a consequence of the classics element and only refers to programmes which are listed as containing a period abroad. Although it seems that a number of HEIs allow students to take a 'year out' to pursue an exchange abroad – as one site states '[in] some cases it may be possible to study for a whole academic year, in which case your degree would then normally take four years' – time spent abroad may not be reflected in or recognised by the final degree designation.

Approaches to credit recognition and grades achieved abroad (i.e. in year 3 or the 4 year degree) varied between HEIs. In some cases grades gained abroad were transferred 'intact' into final grades at home and contributed to the final degree classification, as stated at one HEI:

The year abroad is not an additional year in your degree course but an integral part of your...degree. This means that you will normally be required to do all the relevant class and examination work overseas. The Department of Classics will then recognize the work you have done overseas as equivalent to the classes you would have taken if you had stayed [at the home HEI].

In some cases students were required to complete assignments (with one HEI mentioning a dissertation of up to 20,000 words) for the home HEI whilst abroad, in addition to completing academic requirements of the host HEI, in order to have any assessment of the year abroad. In other cases courses followed abroad made no contribution to final grades, with one HEI stating '[w]hile there are some requirements as to your studies while abroad, your marks will not be factored directly into your degree classification' and another that 'marks awarded during the year abroad are not formally factored into the calculation of your degree classification, but the marks are converted into their British equivalents in order to satisfy a pass/fail

requirement.' The promotional text at one departmental HEI explains this point further, counterbalancing the issue of grade recognition with the more general benefits of studying abroad:

Since the courses offered and the teaching systems in our partner institutions are not identical to those at [the home UK HEI], *we do not formally include marks from the year abroad when calculating a student's final degree*, but the year is recognised in the designation of the degree scheme, e.g. Classical Civilisation (Euro). Informally, of course, it is widely recognised that studying abroad for a year is a very beneficial experience, and this is likely to be taken into account by future employers.

In cases where grades were not transferred and where no additional assignments were completed for the home HEI whilst abroad the year abroad was in most cases assessed, as mentioned above, on a pass/fail basis and where the consequence of failing the year abroad meant that a student would revert to the 3FT qualification (i.e. instead of a student being awarded a BA in 'Ancient History (International)' the final designation of his/her degree would be 'Ancient History') though some HEIs reserved the right to refuse entry into the final year at the home HEI for failing students. Passing the year abroad did not, in most cases, carry any tangible benefit in terms of the final degree classification, beyond guaranteeing progression onto the final year, although some HEIs indicated more informal benefits, with one International office site stating that '[s]ome of the schools allow the year abroad to influence the final degree classification if you do particularly well abroad' and another, this time a departmental site, that 'good performance may be taken into consideration in borderline cases, but [as with the cases above] the marks are not put into the arithmetical calculation [of the final grade].'

A minority of the HEIs surveyed in England & Wales appeared to allow students to participate in a year-long exchange within the 3FT degree, though the majority do list the opportunity for a student to participate in a semester/term long exchange which is, in many cases, accredited. Scottish HEIs, being able to accommodate the year abroad more easily within the context of the traditional 4 year FT UG programme, did not offer the 'with study

abroad' degree schemes but did offer the opportunity to spend a year abroad as a part of the degree programme.

Modules and courses with integrated mobility periods abroad

Surveys also yielded the presence of a number of individual modules with embedded, mandatory, and in some cases funded shorter mobility periods, ranging from 1-3 weeks, either run independently by individual HEIs or in coordination with the summer schools at the BSA and the BSR (see below). These options, listed at 12 HEIs all assessed and contributing to final grades, included: 7 modules which were studied at the home HEI over a semester or longer but which included a period of time abroad (normally 1-2 weeks at sites such as Athens, Rome and Naples); 7 'stand alone' department organised and staff taught study tours abroad (either run independently by individual HEIs or in coordination with the summer schools at the BSA and the BSR, see below) which were not embedded within a module at the home HEI but which contributed to final grades.; 1 work placement abroad and 2 student self-organised but directed study tour. A small number of HEIs listed modules which were 'based on a [personal] visit to Athens, Rome, or some equivalent' in the words of one departmental site and which were accredited through the submission of a portfolio. More informally, 1 other HEIs had a travel requirement (to Greece, Italy or some other relevant site) for students following degree programmes in this area though this was not formally assessed.

Other mobility options (unaccredited)

Other options, though not assessed, included opportunities to participate in short term exchanges, tours or fieldwork projects abroad with departmental sites at a number of HEIs referred to staff organised (in some cases student organised) and led study tours abroad, some of which were offered regularly, to a number of locations including Greece, Italy, Tunisia, Iran and Turkey. Almost all HEIs make some mention of travelling abroad – one typical comment being '[t]he Department also provides information and guidance to any students planning to go to Greece or Italy' –

and some, though by no means all, refer to the British Schools in Athens and Rome.

Provision at the British Archaeological Schools & Institutes abroad

The 5 British Academy funded Schools and Institutes abroad in regions relevant to the needs of classical subject students constitute a unique and valuable resource for the promotion and provision of study and travel abroad in the subject area. The British Schools in Rome (BSR) and Athens (BSA), though 'they are not formally part of the UK University system',¹³ currently offer regular UG summer schools for students at UK (and Irish) HEIs and although no formal courses are currently offered at the other Institutes the British Institute of Archaeology at Ankara (BIAA) offers annual travel scholarships 'to enable undergraduate and postgraduate students to experience the cultures of Turkey and the Black Sea region',¹⁴ as do the CBRL Institutes in Amman and Jerusalem.¹⁵

The BSA annual UG summer course ('Archaeology and Topography of Ancient Greece') includes lectures, excursions to major sites and museum visits, lasts for 3 weeks, is open to UG students at UK and Irish HEIs and is limited to c. 30 places per year.¹⁶ The 2010 materials state that it 'is also possible to take the course as a credit module at many UK universities' but although,¹⁷ as was confirmed by surveys of a number of HEIs, some students are allowed to have their participation in the BSA course count towards grades at the home HEI, some HEIs count the course as a module in itself, there is no universal approach to the accreditation. The course at the BSR ('Ancient Rome Summer School') is also comprised by lectures and by site and museum visits and is

¹³ Mitchell, 2002: 10.

¹⁴ See http://www.biaa.ac.uk/home/index.php?option=com_content&task=view&id=23&Itemid=30

¹⁵ See <http://www.cbri.org.uk/support.html> 'CBRL Travel Grants are offered to enable individuals undertaking study or research in the humanities and social sciences at undergraduate, postgraduate or postdoctoral level to travel in the countries of the Levant (Cyprus, Israel, Jordan, Lebanon, Palestine and Syria) in connection with their work.'

¹⁶ http://www.bsa.ac.uk/pages/content.php?cat_id=35

¹⁷ See http://www.bsa.ac.uk/doc_store/FrontOffice/FRO2009_25.pdf

likewise aimed at UG students taking degrees in classical subjects in the UK and Ireland. There are c. 30 places on the course which runs for 2 weeks. Communications from the BSR indicate that participation in the Ancient Rome Summer School has not, to their knowledge, been used to satisfy, in full or in part, the requirements of a 'credit module' at a UK HEI.

MOBILITY AND THE CURRICULUM

...in courses in art and archaeology, ancient history and Byzantine Studies direct contact with the material through eg study tours, museum visits, experience of field-work, and the opportunity to handle artefacts is highly desirable. (*QAA Subject Benchmark Statement in Classics & Ancient History*, 2007: 15)

Each summer the [British School at Athens] conducts a three-week course for undergraduates on 'The Archaeology and Topography of Greece' which introduces students to the physical landscape of Greece and explores a variety of material evidence *designed to complement university teaching and to expand the range of knowledge and skills students will bring to bear on the final years of their degrees.* The programme includes lectures, excursions to major sites in Attica, the Peloponnese, and central Greece as well as visits to museums.¹⁸

[The annual Summer School at the British School at Rome is]... *intended for undergraduates studying classics, ancient history, classical archaeology and related subjects* at a British or Irish university...[and aims] to provide a stimulating introduction to the topography of the city, its architecture and art, the latest discoveries and new developments in archaeological approaches.¹⁹

In Greece, the American School of Classical Studies at Athens [ASCSA] was founded in 1881...to facilitate the study of antiquity by students from the United States...The first ASCSA class learned Greek archaeology in part through field trips. This approach was firmly established by 1902 when Thomas Seymour wrote... "one important part of the work of our School at Athens is to help our students not simply to learn what has been said and published about Greece and its monuments, but also *to become acquainted with Greece and its monuments themselves.*" (Murray & Runnels, 2007: 598)

As noted in the survey of current provision above every teaching department in the subject area makes some reference to international travel for academic purposes or to study abroad, in the sense of a significant period of study which allows students to carry out a part of their studies in another country, or in terms of shorter programmes of travel for academic purposes promoted or organised by the home institution or, finally, simply in terms of suggestions, encouragements or requirements to travel to countries connected with Classical Antiquity, with one department stating 'we not only expect you to spend three weeks visiting classical sites and museums in Greece and Italy, but we provide financial support for you to do so.'

If we consider the curriculum in the broadest sense (as involving content, transmission, process, experience and outcome) then study or travel abroad is, in the broadest sense, a curricular and pedagogic issue. That study or travel abroad is an issue of curriculum development is indicated above by the benchmarking statement for Classics & Ancient History which includes statements, as above, in general support of study or travel abroad and by the references to the BSA and BSR, above, which provide programmes abroad that are intended to *'complement university teaching and to expand the range of knowledge and skills students will bring to bear on the final years of their degrees.'*

Approaches adopted by the Area studies community in the UK are of interest here in the sense that there seem to exist many parallels with area studies and classical studies in this regard (with, for example, an American studies student going to the US for a semester and a Classics student going to Italy or the US) and where study abroad has largely cultural and historical rather than linguistic goals.²⁰ This coincidence is also seen in the 2008 QAA benchmarking statements for Area studies which refers to the ways in which mobility periods can be integrated into the curriculum, addresses the issue of credit recognition and introduces the issue, discussed below, of intercultural skills and enhanced employability:

²⁰ The relationship is also significant in the sense that 14 of the UK HEIs with Classics departments also offer American studies and that at 7 of these HEIs US exchanges, often shared with the American studies department, are open to classical subject students.

¹⁸ See www.bsa.ac.uk/pages/content.php?cat_id=35

¹⁹ See www.bsr.ac.uk/BSR/sub_human/BSR_Hum_05_courses.htm

It is considered desirable, though for practical reasons not always possible, for honours degree programmes in area studies to include one or more periods spent in the region studied. These periods are normally a credit-weighted, integral element of an area studies degree programme. The period can vary from a week or two, to a semester, to an entire academic year according to the objectives of the programme specification...its intended value lies in students' direct exposure to a culture which they are studying, thereby enhancing both their intercultural awareness and competences and their employability. (*QAA Benchmarking statement for Area Studies*, 2008: 3)

The inclusion of mobility periods within the 'programme specification' is, as has been widely recognised by studies within the context of mobility goals of the Bologna process, are an issue of curricular development:

The EU currently administers a series of mobility programmes to encourage students and scholars from all over Europe to spend time in HEIs in other countries. At the Bologna Process summit in Leuven/Lou-vain-La-Neuve in April 2009, European HE Ministers set the challenging target that at least 20% of students graduating in the European Higher Education Area (EHEA) should have had a study or training period abroad by 2020. This presents a significant challenge not just in terms of encouraging students to go abroad, *but also in terms of curriculum design...*²¹ (UK HE Europe Unit Mobility statement)

While there are good reasons to broaden the 'social dimension' of mobility and increase participation in Erasmus... greater focus should be placed on academic quality of the experience abroad and...*it should be tied more to curriculum development* rather than just being an administratively smooth European experience... (Dowling, 2008: 8)

If 'mobility windows' are to become the norm, then *a review of the curriculum in all subjects to increase flexibility will be essential...* While there is ongoing debate on whether an adequate mobility period can be achieved in a three-year first cycle degree...*it is recognised that with more flexible curriculum*, with integrated mobility; credit transparency; learning outcomes and associated assessment and assessment criteria; these concerns can be allayed. (*Implementing Bologna in Practice*, 2009: 6-7)

The integration of mobility options into the curriculum, either through the creation of a more flexible curriculum or through the embedding of mobility within courses and programmes may address one of the key barriers to study abroad (see below) and has been one of the main aims of the Mapping Internationalisation in the Classics project: to provide an overview, on a national level, not only of *what* international study opportunities are offered but *how* study or travel abroad is being integrated, again on a national level, into curriculum design by individual departments, particularly those who have embedded mandatory mobility periods within courses as this has been shown to contribute to increased participation.²²

Various studies have identified a number of reasons for the low take up of mobility periods abroad by students at UK HEIs but the most significant reasons also appear to be related to the curriculum and to questions concerning the recognition and the perceived relevance of study abroad.²³ Regarding recognition of studies abroad, Dowling (2008: 7) states:

...the level of problems associated with the recognition of credits for students returning from a period of study abroad remains stubbornly high. *Students are being left without credits that can be fully and meaningfully included in their degrees...* Students' fear that this might lead to their degree, or part of their degree, not being recognised and having their graduation and entry to the workforce delayed. This fear is a strong disincentive to become mobile.

This is something that is sometimes reflected at UK HEI sites, with the approaches to credit recognition mentioned above, which sometimes present international study as an additional,

²² Cf. *Implementing Bologna in Practice*, 2009: 7: 'Integrated (compulsory) mobility periods encourage students to prepare for the mobility experience and to 'take it in their stride' (i.e. they do not appear to be deterred by the 'barriers' identified above). This may suggest that more widespread and effective integration of mobility in the curriculum would encourage more students to be mobile.'

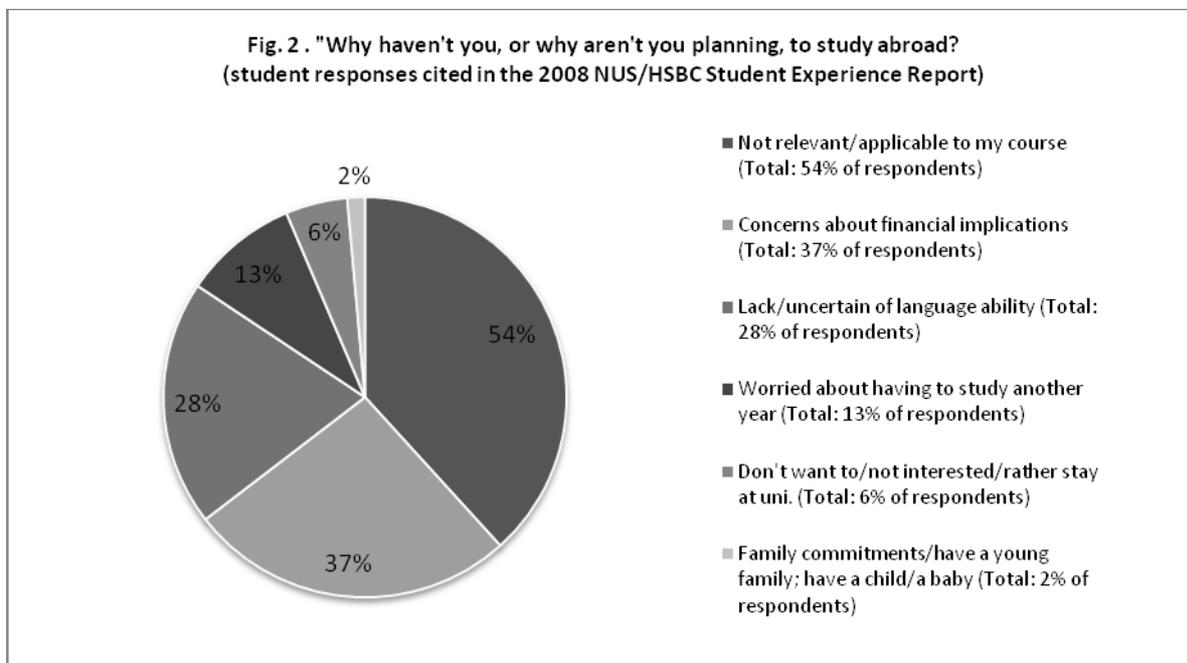
²³ Cf. *International Student Mobility*, 2004: 46 'Some students believed (often incorrectly) that going abroad would damage their degree prospects and delay their graduation. Some departments appeared to discourage mobility because of tight curricula or professional accreditation.'

²¹ See http://www.europeunit.ac.uk/sites/europe_unit2/eu_policy_education/mobility.cfm

even unusual, rather than as an integral part of the degree.

The most recent survey of student attitudes to study abroad (the 2008 NUS/HSBC survey) seems to confirm that the most significant barrier for students who are already pursuing degrees is not financial or linguistic but the

extent to which international study options are perceived by students to be not relevant to their programmes of study (see fig.2.) with 54% of respondents stating, when replying to the question ‘Why haven't you, or why aren't you planning, to study abroad?’ answering ‘Not relevant/applicable to my course.’



If mobility opportunities are more fully integrated into the curriculum this would help to overcome the existing, perceived, barrier that study or travel is ‘not relevant’ in turn, if such programmes and course were listed and presented, at HEI sites and at centralised web resources, to students prior to application this may help to overcome another key barrier: student expectation and the ‘normalisation’ of international study *as a part* of the curriculum.²⁴

²⁴ Cf. Dowling (2008) 6 ‘Financial worries and language (or more the lack of ability to speak foreign languages) are the two most quoted barriers to UK student mobility. *The third most quoted barrier according to the International student mobility publication is the lack of information.* This is easily the most rectifiable barrier. HEIs have been encouraged to highlight mobility opportunities and support mechanisms to students at Open Days, in course catalogues, etc. Providing sufficient and widespread information to prospective students about the mobility opportunities available is however a financial pressure on HEIs. The full spectrum of UK HE stakeholders needs to be involved in this process and to share the task equally. There is a strong ‘Erasmus brand’ in other European countries and undergraduate students begin their studies expecting to be able to avail of a mobility opportunity.

Such efforts may also go some way toward addressing the issue of increasing diversity in participation.²⁵

As to the provision of such opportunities it has been argued that this is something that is perhaps best developed at the HEI rather than at the department level, with Jones (2008: xvi):

...whilst institutions espouse the internationalised curriculum, global citizenship and multiple perspectives for *all* students, the key determining factor in interventions remains the discipline. This is perhaps the first boundary

This is an area where HEIs and national governments can work more closely with secondary schools in the future.’ Partial, comparative, listings of international study already exist in publications such as Smith and Owen (2007) and, again, partial, at the British Council Erasmus listings site: <http://www.erasmusbritishcouncil.co.uk/ukguidebc.php>.

²⁵ Cf. ‘The literature review and statistical analysis shows that UK mobile students are most likely to be white, from a high-income family...’ (Dowling, 2008: 2). Also see ‘Finally, less well-off students tend to regard mobility as an elite or middle-class phenomenon, or “only for language students”’. (*International Student Mobility*, 2004: 46)

which needs to be crossed. Acknowledging that cross-cultural capability for *all* transcends the finite needs of disciplinary perspective will enable students to develop as graduates for the globalised knowledge economy and society of the twenty-first century.

Other studies, however, have stressed the need to address this issue from a subject area perspective, if the aim of international study remains to enrich both subject based understanding and engagement as well as global perspectives, and have suggested that international study is an area of the curriculum and the student experience in which academic departments should play a key role. As stated by Dowling in the passage quoted above, ‘greater focus should be placed on academic quality of the experience abroad’, and in *Implementing Bologna in Practice* (2009: 6):

In promoting the benefits of a mobility experience, more attention should be paid to specific/different benefits within each of the Bologna cycles *and for each subject area*. These include – access to unique facilities [including sites & museums], specialist units, internationally renowned teachers and researchers, courses not available in the home institution, a radically different or new perspective on the subject and centres of excellence.

MOBILITY, COURSE CHOICE & THE STUDENT EXPERIENCE

The level of provision of international study and travel opportunities is also something that clearly plays a role is student programme choice:

While most universities in the UK offer worldwide exchanges, where students swap places with others from all over the world for a semester or a year during their degree, the number and quality on offer, together with the cost and time spent abroad, vary dramatically. ‘A deciding factor for me in choosing to study at [*a particular UK HEI*] was the fact it offered more than 230 exchange places at overseas universities in the US, Canada, Australia, New Zealand, India, China, South Korea, Japan, Singapore and South America.’ (‘A lot can happen in a year abroad’ *The Independent*, Tuesday, 17 August 2010)

Considerable evidence exists to suggest that prospective students do in fact consider international study opportunities as a deciding

factor in their selection of a particular course or institution, with recent studies stating that for some 10%²⁶ or 17%²⁷ the opportunity to study abroad was a deciding factor.

Spending a period of time studying or travelling abroad has been recognised, also by students themselves as in fig.3., as having a significant impact on the students experience, with one report (Allan 2006: 15) stating that ‘[t]he vast majority of graduates who had spent time abroad identified this period as being the most formative of their higher education, and mentioned the benefits as being increased self-confidence, maturity and heightened cultural understanding.’ These results concur with the findings of the (see fig. 3) 2008 NUS/HSBC Student Experience survey which also clearly indicates the extent to which students themselves are connecting mobility, discussed below, with employability.

MOBILITY, EMPLOYABILITY & INTERCULTURAL SKILLS

David Willetts, the Universities Minister, said ‘Businesses say there aren’t enough students with experience of languages, different cultures and the wider world... One of my aims is to try and encourage our undergraduates and postgraduates to study abroad and the best way to do that is to ensure it counts towards a British degree...It would enrich the outlook of British students and make them more employable.’ (‘More British students “to study abroad”, says Willetts’, *The Daily Telegraph*, 01 Aug 2010.)

New research presented today by the Council for Industry and Higher Education (CIHE) found that international businesses are increasingly seeking graduates who have a global awareness, particularly those who have the

²⁶ The figure of 10% is from the 2009 NUS/HSBC report: ‘What were the main reasons for choosing your course? Please indicate your top three reasons... [10% of respondents selected] Opportunity to study abroad’ (*NUS/HSBC Student Experience Report: Choosing a university and course*, September 2009, p.7)

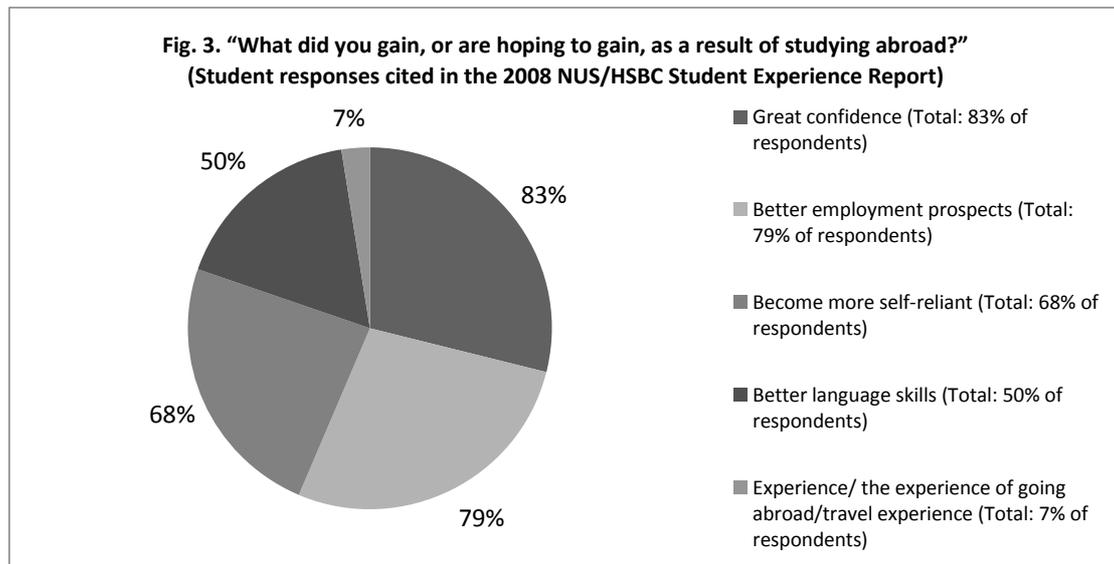
²⁷ The figure of 17% is from the, more recent, 2010 Sodexo-Times Higher Education: ‘According to the results of the Sodexo-Times Higher Education University Lifestyle Survey 2010, which polled almost 2,000 students...17 per cent of [undergraduate] students rated details of whether a course offers opportunities for overseas study as a priority.’ (‘Qualifications rated over quality in course guides’ *Times Higher Education* 11 March 2010)

initiative to study overseas as part of their learning. Graduates who have studied abroad tend to be more culturally aware, able to work in multicultural teams and move around the world as part of their career ... ('Graduates who have studied abroad more appealing to businesses' *Guardian*, Thursday 16 October 2008)

HEFCE is keen for students in English HEIs to take up opportunities for mobility and overseas

study and experience. (HEFCE representative comment on the Mapping Internationalisation in the Classics Project)

...in a world of increasingly savage funding cuts how high up the list of things we wish to preserve is travel? And how do our desires as practitioners mesh with the policy priorities of our funders? (Mapping Internationalisation in the Classics Project respondent)



Funding and advisory bodies have stressed the importance of equipping students with a global perspective and with the intercultural skills to succeed in a global workplace or, in other words 'equipping students to be effective graduates in the global economy' (Bourn, 2010: 27). One of the most significant studies linking outward UK student mobility with employability is the 2008 CIHE report reviewed above.²⁸ This is also something which is increasingly being stressed by government bodies, as above with the quotation from the current minister Universities Minister.

International study then, in addition to being a key curricular issue, is seen as necessary for the development of employable, globally successful graduates, as was recognised by students themselves with 72% of respondents in the study in fig.3 citing 'better employment prospects' as a key motivation.

²⁸ Cf. Brown, R. with Archer, W. & Barnes, J. (2008) *Global Horizons and the Role of Employers*. London: Council for Industry and Higher Education (CIHE). Available at <http://www.cihe-uk.com/publications.php>. Also see the CIHE report by Fielden et al (2007). For a recent discussion see Leggott and Stapleford (2007).

It can be argued that degree programmes (whether 'traditional' or 'modern') in classical subjects, in the sense that they cover such a broad cultural and geographical area, combined with the international study opportunities mentioned above and the great resource of the of the BASIS funded Institutes overseas are uniquely well placed to provide students with the global outlook intercultural competencies. That this is something which emerges from the nature of the subject itself with one recent article (Parker, 2008: 12) arguing that 'Classical Studies can claim in effect, to specialise in intercultural communication – with sensitively interpreting other cultures: communication across time as well as culture' and something which is conveyed by the student employability profile for the subject area at the HEA: 'A graduate in Classics or Ancient History typically will have the ability to...understand another culture.'²⁹

In conclusion, the issue of international student mobility is something that has been

²⁹ See http://www.heacademy.ac.uk/assets/hca/classics/featureResources/Employability/student_employability_profiles_classics.pdf

taken up in strength by the Scottish government, as in the passage below, which identifies the problem of low take up, issues of diversity in students studying abroad and the role of the curriculum:

[T]he Scottish Government is planning a ‘Year of Outgoing’ in a bid to increase the number of Scottish students studying abroad. It aims to address the issue of the country having one of the least mobile student populations in Europe...According to the NUS, those who do study abroad are mainly limited to language students and those from an affluent background. The action plan aims to address these inequalities. Its key recommendations are based around Scottish universities being more flexible. They include universities building ‘mobility windows’ into more courses, not just language-based, to allow for studying abroad; implementing a system of floating credits that would be acquired through work or study experience abroad outwith the core curriculum; and raising awareness of international study from a young age...Both Universities Scotland, which represents the country’s higher education institutions, and the government have supported the idea in principle. (‘More students to study overseas in “Year of Outgoing” Education Secretary Mike Russell says there will be an intensive push’ *Herald Scotland* 21 Mar 2010)

SCOTT BURGESS
INSTITUTE OF EDUCATION (IOE)
UNIVERSITY OF LONDON

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CLASSICS AT UK UNIVERSITIES, 2009-10

STATISTICS

The annual collection of staff and student figures, on which the following pages open up a large window, demonstrates the vibrancy of the teaching of a crucial number of core subjects typically taught in Classics departments in British Universities. These statistics would not exist without the tremendous help of the contributing departments, and thanks must therefore be given for their efforts to all those involved at the various stages of producing these figures. As with Varro's sheep, the figures

evidently do not register with unfailing accuracy the numbers of students taught or the numbers of teaching staff involved: but they serve as a powerful reminder of the continued interest of the student body in subjects that are central to the teaching of the Humanities in the UK: and if demand is anything to go by, they will remain so for years to come.

ULRIKE ROTH
UNIVERSITY OF EDINBURGH

Table B: Single and Joint Honours

**'Traditional classics'
(Classics, Greek, Latin)**

**'Modern classics'
(Class. Studs, Anc. Hist., Art/Arch.)**

	single honours				joint honours				single honours				joint honours			
	no.	FTE	% change FTE (1998-9 = 100)	index (1998-9 = 100)	no.	FTE	% change FTE (1998-9 = 100)	index (1998-9 = 100)	no.	FTE	% change FTE (1998-9 = 100)	index (1998-9 = 100)	no.	FTE	% change FTE (1998-9 = 100)	index (1998-9 = 100)
	trad SH				trad JH				mod SH				mod JH			
1998-9	1,241	1,181	100	100	333	155	100	100	2,001	1,711	100	100	2,035	851	100	100
1999-00	1,178	1,074	-9.1	91	298	120	-22.9	77	2,375	2,036	19.0	119	2,018	892	4.7	105
2000-1	1,109	1,019	-5.1	86	219	97	-19.0	62	2,068	1,824	-10.4	107	2,103	863	-3.2	101
2001-2	1,082	968	-5.0	82	265	127	31.3	82	2,363	1,958	7.4	114	1,963	805	-6.7	95
2002-3	1,108	1,022	5.6	87	238	120	-5.3	78	2,525	2,255	15.1	132	1,700	828	2.9	97
2003-4	1,362	1,150	12.5	97	221	126	5.1	81	2,582	2,363	4.8	138	1,689	879	6.1	103
2004-5	1,482	1,225	6.5	104	232	114	-9.4	74	2,518	2,424	2.6	142	1,602	809	-8.0	95
2005-6	1,624	1,300	6.2	110	200	96	-16.2	62	2,792	2,576	6.3	151	1,571	896	10.9	105
2006-7	1,616	1,306	0.4	111	187	92	-4.0	59	2,808	2,575	0.0	151	1,647	905	1.0	106
2007-8	1,773	1,440	10.3	122	296	163	77.2	105	2,924	2,506	-2.7	146	1,819	935	3.3	110
2008-9	1,958	1,600	11.1	135	289	164	0.5	106	2,822	2,488	-0.7	145	1,853	911	-2.6	107
2009-10	1,399	1,271	-20.5	108	252	124	-24.2	80	2,989	2,824	13.5	165	1,860	929	1.9	109

Table C: All Students

	'Traditional Classics'						'Modern Classics'						
	Classics		Greek		Latin		Class. Civ.		Anc. Hist.		Class. Art/Arch.		
	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE	
SINGLE HONOURS													
2004-5	1,346	1,133	44	31	92	60	1,280	1,214	1,109	1,056	129	154	
2005-6	1,462	1,200	68	46	94	55	1,444	1,313	1,224	1,110	124	153	
2006-7	1,488	1,231	43	25	85	49	1,433	1,338	1,263	1,114	112	124	
2007-8	1,657	1,376	38	22	78	42	1,415	1,248	1,385	1,141	124	117	
2008-9	1,705	1,408	171	149	82	43	1,310	1,169	1,404	1,226	108	93	
2009-10	1,312	1,212	41	21	46	39	1,475	1,430	1,425	1,338	89	56	
JOINT HONOURS													
2004-5	72	36	17	8	143	70	477	260	1,063	498	62	51	
2005-6	66	32	33	14	101	49	539	310	975	552	57	35	
2006-7	63	30	27	14	97	48	537	298	1,057	577	53	30	
2007-8	128	77	30	15	138	70	541	269	1,195	600	83	65	
2008-9	126	75	17	9	146	79	539	261	1,213	595	101	55	
2009-10	79	39	13	7	160	79	572	277	1,145	574	143	78	
OTHER													
2004-5	7	4	633	151	637	162	8,100	924	1,452	441	323	97	
2005-6	17	7	667	155	733	174	8,124	895	1,315	307	406	118	
2006-7	40	16	561	137	1,109	264	5,039	896	1,567	393	458	111	
2007-8	23	12	626	154	977	231	5,767	998	1,553	315	426	76	
2008-9	131	51	70	15	948	224	6,432	1,052	1,413	284	418	75	
2009-10	26	11	404	97.75	456	160	2,169	1,585.5	1,531	304	984	408	
ALL													
2004-5	1,425	1,173	694	191	872	292	9,857	2,397	3,624	1,994	514	302	
2005-6	1,545	1,239	768	215	928	278	10,107	2,518	3,514	1,968	587	306	
2006-7	1,591	1,277	631	176	1,291	362	7,009	2,532	3,887	2,084	623	265	
2007-8	1,808	1,466	634	191	1,193	344	7,723	2,515	4,133	2,057	633	258	
2008-9	1,962	1,534	258	173	1,176	346	8,281	2,483	4,030	2,106	627	222	
2009-10	1,417	1,262	448	126	662	278	4,216	3,292	4,101	2,216	1216	542	

Figures in italics include Open University data.

Table D: Staff

	Full-time				Part-time				Other	
	permanent		temporary		permanent		temporary		no.	FTE
	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE
2005-6	345	342	38	39	40	19	53	15	150	56
2006-7	370	367	34	35	38	18	73	18	115	48
2007-8	394	390	33	34	30	14	72	27	124	36
2008-9	401	398	33	34	29	16	87	32	125	31
2009-10	369	369	45	45	26	12	92	39	155	33
Summary (all staff)										
	no.	FTE	%	on leave (FTE)	%	effective (FTE)	%			
2005-6	625	471		68		404				
2006-7	630	485	3	61		425	5.3			
2007-8	653	501	3.3	69		430	1.2			
2008-9	674	510	1.8	63		445	3.4			
2009-10	687	498	-2.4	86		411.8	-7.4			
FTE since 1998-9										
	no.	%		no.	%					
1998-9	351	-1.5		2004-5	379	-4.3				
1999-00	343	-2.3		2005-6	404	6.1				
2000-1	360	4.9		2006-7	425	5.1				
2001-2	361	0.1		2007-8	430	1.2				
2002-3	386	6.5		2008-9	445	3.3				
2003-4	395	2.4		2009-10	412	-0.8				

Figures exclude the Open University

Table E: Beginners' Languages

	Greek			Latin		
	no.	FTE	% change	no.	FTE	% change
Undergraduates						
2004-5	976	302		1,319	348	
2005-6	1,015	269	-11.7	1,294	329	1.7
2006-7	980	323	-4.3	1,395	380	7.4
2007-8	1,174	355	9.9	1,408	350	-7.9
2008-9	1,163	331	-6.6	1,492	377	7.8
2009-10	950	288	-13	1,309	343	-9
Postgraduates						
2004-5	55	14		81	16	
2005-6	53	16	18.2	78	20	25.5
2006-7	73	22	36.1	80	17	-14.2
2007-8	95	20	-9.1	122	26	52.9
2008-9	74	21	6.2	156	37	42.9
2009-10	78	22	3.9	130	37	-28.2

Note: There were no OU PGs for 2009-10

Table F: Postgraduates

	Full-time	Part-time	Other (FTE = 0)	Total no.	FTE	% change
TAUGHT						
2003-4	268	256	8.7	532.7	373	
2004-5	277	222	9	508	354	-5.1
2005-6	315	208	10	533	423	19.4
2006-7	281	231	6	518	395	-6.6
2007-8	308	265	4	577	409	3.5
2008-9	305	284	30.6	619.6	400	-2.3
2009-10	389	342	14	745	538	34.6
RESEARCH						
2003-4	388	157	14	559	442	
2004-5	411	130.5	18	559.5	482	9.0
2005-6	432	107	14	553	490	1.7
2006-7	508	103	10	621	538	9.8
2007-8	467	125	30.5	622.5	491	-8.7
2008-9	377	126	20.625	523.625	415	-15.5
2009-10	432.5	133.5	23	589	463.9	11.8

FTE student numbers in the UK
 'Traditional' vs. 'Modern' Classics, Single and Joint Honours
 10-year-view (2001-10)

