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# Pearson

## Higher Nationals in

### Performing Arts

#### SCHEME OF WORK

UNIT: 1 The Performing Arts Industry

For use with the Higher National Certificate and  
Higher National Diploma in Performing Arts  
First teaching from September 2018

Issue 1



## **Edexcel, BTEC and LCCI qualifications**

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All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

## Higher National Certificate/Diploma in Performing Arts

### SCHEME OF WORK

<b>Programme Title:</b>	Higher Nationals in Performing Arts	<b>Level:</b>	4
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<b>Unit Title:</b>	The Performing Arts Industry	<b>Tutor:</b>	
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<b>Unit Number:</b>	1	<b>Academic Year:</b>	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
<b>LO1</b> Describe the importance of health, safety and wellbeing when working within the performing arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LO2</b> Explain the roles and responsibilities within the performing arts industry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LO3</b> Investigate the range and accessibility of employment opportunities that relate to your specialism	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>LO4</b> Investigate how to market and develop a career as a performing arts professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1-LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Introduction to the course</li> </ul> <p><b>Sample activities:</b></p> <p>Tutor-led lecture and group discussion on the requirements of the unit, assessment, research, reflection and contextual assignments, comprising of:</p> <ul style="list-style-type: none"> <li>• Lecture from course leader or tutor using presentation software</li> <li>• Group discussion about the unit</li> <li>• Question and answer session with student participation.</li> </ul> <p>Suggested length: 2 hours</p>
Session 2	LO1-LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Researching for tasks and assessments</li> </ul> <p><b>Sample activities:</b></p> <p>Lecture and discussion on research and how to approach it within the given tasks for the unit, comprising of:</p> <ul style="list-style-type: none"> <li>• Lecture from course leader or tutor using presentation software</li> <li>• Demonstration of how to research for a particular task, for example, Health and Safety, using a computer, journals, publications and books</li> <li>• Group discussion about approaches to researching and learning from the session</li> <li>• Question and answer session with student participation.</li> </ul> <p>Suggested length: 2 hours</p>
Session 3	LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Roles within the performing arts and how they are structured</li> </ul> <p><b>Sample activities:</b></p> <p>Lecture and discussion about the different roles within the chosen pathway, focusing on 'frontstage' (performance roles) and comprising of:</p> <ul style="list-style-type: none"> <li>• Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</li> <li>• Group discussion about knowledge of or the roles within the chosen pathway</li> <li>• Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>Roles within the performing arts and how they are structured</li> </ul> <p><b>Sample activities:</b> Lecture and discussion about the different roles within the chosen pathway, focusing on 'backstage' (behind the scenes) and comprising of:</p> <ul style="list-style-type: none"> <li>Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</li> <li>Group discussion about knowledge of or the roles within the chosen pathway</li> <li>Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>
Session 5	LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>The different roles within the performing arts and how they are structured</li> <li>The different roles within the performing arts and how they might be structured within networking</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</li> <li>Group discussion about knowledge of/learning about the topic</li> <li>Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours (or 3 x 1 hours)</p>
Session 6	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>Health and Safety – personal</li> </ul> <p><b>Sample activities:</b> Lecture and discussion about injury prevention and management, comprising of:</p> <ul style="list-style-type: none"> <li>Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</li> <li>Group discussion about knowledge of/learning about the topic</li> <li>Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>Health and Safety – personal</li> </ul> <p><b>Sample activities:</b> Lecture and discussion about the importance of rehabilitation, rest and maintenance, comprising of:</p> <ul style="list-style-type: none"> <li>Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</li> <li>Group discussion about knowledge of/learning about the topic</li> <li>Question and answer session with student participation.</li> </ul> <p>Suggested length: 2 hours</p>
Session 8	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>Health and Safety – personal</li> </ul> <p><b>Sample activities:</b> Lecture and discussion about fitness, comprising of:</p> <ul style="list-style-type: none"> <li>Lecture from course leader or guest fitness expert using presentation software and the unit descriptor as a guide</li> <li>Informal quiz to ascertain knowledge</li> <li>Group discussion about knowledge of/learning about the topic</li> <li>Question and answer session with student participation.</li> </ul> <p>Suggested length: 2 hours (or 2 x 1 hour)</p>
Session 9	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>Health and Safety – personal</li> </ul> <p><b>Sample activities:</b> Workshop with a fitness professional, focusing on maintaining fitness throughout a performing arts career, comprising of:</p> <ul style="list-style-type: none"> <li>Lecture from a guest fitness expert using presentation software and the unit descriptor as a guide</li> <li>Physical activities related to the subject matter</li> <li>Group discussion about knowledge of/learning about the topic</li> <li>Question and answer session with student participation.</li> </ul> <p>Suggested length: 2 hours (or 2 x 1 hour), to be delivered in a studio space</p>

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Health and Safety – personal</li> <li>• Health and Safety – legislation</li> <li>• Health and Safety in the workplace</li> </ul> <p><b>Sample activities:</b></p> <p>Lecture about mental health and the pressures of being a performer, the legalities of Health and Safety in the workplace, and how each individual can contribute to Health and Safety in the workplace, comprising of:</p> <ul style="list-style-type: none"> <li>• Lecture from a mental health expert using presentation software and the unit descriptor as a guide</li> <li>• Lecture from a Health and Safety legislation expert using presentation software and the unit descriptor as a guide</li> <li>• Lecture from a Health and Safety expert using presentation software and the unit descriptor as a guide</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours (or 3 x 1 hour)</p>
Session 11	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Health and Safety – first aid</li> </ul> <p><b>Sample activities:</b></p> <p>Basic first-aid training from a recognised organisation such as the Red Cross, comprising of:</p> <ul style="list-style-type: none"> <li>• Lecture from a trained first-aider using presentation software and the unit descriptor as a guide</li> <li>• Practice of certain first-aid techniques</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours</p>

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Nutrition and hydration</li> <li>• Risk assessment</li> </ul> <p><b>Sample activities:</b> Lecture and discussion about nutrition and healthy eating and hydration, comprising of:</p> <ul style="list-style-type: none"> <li>• Lecture from a trained lecturer using presentation software and the unit descriptor as a guide</li> <li>• Paired activity on creating a healthy lifestyle plan that includes diet and hydration</li> <li>• Lecture from course leader, tutor or guest lecturer using presentation software and the unit descriptor as a guide</li> <li>• Workshop on constructing a risk assessment of a performing arts space or venue (for example, dance studio, rehearsal space, theatre)</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours (Nutrition &amp; hydration 2 hours or 2 x 1 hour, and Risk assessment 1 hour)</p>
Session 13	LO3 & LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment and self-employment</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture from course leader, tutor or guest lecturer about working as an employee and as a self-employed person, using presentation software and the unit descriptor as a guide</li> <li>• Exploration of the differences in accountancy needs of a self-employed person and an employed person</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation.</li> </ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>



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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment law</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture from employment law specialist using the unit descriptor as a guide</li> <li>• Informal quiz to ascertain knowledge</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation</li> </ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>
Session 15	LO3 & LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Keeping records of financial transactions</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture from an accountant using the unit descriptor as a guide</li> <li>• Informal quiz to ascertain knowledge</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation</li> </ul> <p>Suggested length: 2 hours</p>
Session 16	LO3	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Submitting a self-assessment tax return and National Insurance</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture from an accountant using the unit descriptor as a guide</li> <li>• Informal quiz to ascertain knowledge</li> <li>• Working through an online self-assessment tax return</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation</li> </ul> <p>Suggested length: 3 hours</p>

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Planning for the future</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture from a financial expert using the unit descriptor as a guide</li> <li>• Informal quiz to ascertain knowledge of pensions and investments</li> <li>• Working through an online self-assessment tax return</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation</li> </ul> <p>Suggested length: 2 hours</p>
Session 18	LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Getting and keeping an agent</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture from an agent using the unit descriptor as a guide</li> <li>• Discussion about what an agent does</li> <li>• Informal quiz to ascertain knowledge of agents and managers</li> <li>• Discussion on how to get and keep an agent</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation</li> </ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>
Session 19	LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• What do you need to promote yourself?</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture and discussion about headshots and showreels</li> <li>• Workshop/lecture and discussion about what a curriculum vitae is for</li> <li>• Lecture and discussion about sourcing and contacting prospective employers</li> <li>• Group discussion about knowledge of/learning about the topic</li> <li>• Question and answer session with student participation</li> </ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"><li>• Social media and self-promotion</li></ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"><li>• Lecture and discussion about how social media can help you to promote yourself, to network and to raise your profile</li><li>• Discussion about personal websites and their uses for a performer</li><li>• Using social media and the internet to inform your career – using computers to evidence good and bad examples</li><li>• Group discussion about knowledge of/learning about the topic</li><li>• Question and answer session with student participation</li></ul> <p>Suggested length: 3 hours (or 2 x 1.5 hours)</p>

# Pearson Higher Nationals in Performing Arts

## SCHEME OF WORK

UNIT: 2 Professional Development

For use with the Higher National Certificate and  
Higher National Diploma in Performing Arts  
First teaching from September 2018

Issue 1



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## Higher National Certificate/Diploma in Performing Arts

### SCHEME OF WORK

<b>Programme Title:</b>	Higher Nationals in Performing Arts	<b>Level:</b>	4
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<b>Unit Title:</b>	Professional Development	<b>Tutor:</b>	
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<b>Unit Number:</b>	2	<b>Academic Year:</b>	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
<b>LO1</b> Assess the skills required for employment in your chosen area of specialism with the performing arts industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LO2</b> Design a personal professional development strategy that will outline targets for proactive skills development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LO3</b> Undertake the personal development plan over an agreed time frame.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LO4</b> Evaluate own continuing professional development in line with wider commercial awareness of industry trends and the employment market	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• The career portfolio</li> <li>• An overview of career paths in specialist study area</li> <li>• Defining success</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Tutor-led activity: Introduction to the unit, assessment and expectations.</li> <li>• Group activity: Students discuss initial perceptions of potential avenues of employment in their specialism.</li> <li>• Paired activity: Students explore and assess what success in their field might look like.</li> </ul>
Session 2	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Introduction to employability</li> <li>• Professional skills, knowledge and attributes</li> <li>• The expanded role of the creative professional</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Discuss the professional skill set (entrepreneurial and soft skills) that are key in the industries your specialism relates to.</li> <li>• Paired activity: Assess and evaluate various professional attributes, skills and knowledge as relevant to a given area of employment in your specialism, and present to the group.</li> <li>• Individual activity: Consider currently owned professional skills, knowledge and attributes and assess readiness for professional practice.</li> </ul>

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Assessing strengths and weaknesses</li> <li>• Specialism – specific skills, knowledge and attributes</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Discuss the specialist skills and attributes (technical understanding, industry knowledge, mental and motor skills) that are key in the industry your specialism relates to.</li> <li>• Paired activity: Assess and evaluate various specialist skills and attributes as relevant to a given area of employment in your specialism, and present to the group.</li> <li>• Individual activity: Consider currently owned specialist skills and attributes and assess readiness for professional practice.</li> </ul>
Session 4	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment focus</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.</li> <li>• Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.</li> <li>• Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group.</li> </ul>



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment focus</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.</li> <li>• Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.</li> <li>• Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group.</li> </ul>
Session 6	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment focus: Teaching</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.</li> <li>• Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.</li> <li>• Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group.</li> </ul>
Session 7	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment focus</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.</li> <li>• Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.</li> <li>• Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group.</li> </ul>

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment focus</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.</li> <li>• Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.</li> <li>• Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group.</li> </ul>
Session 9	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Employment focus: Online opportunities</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.</li> <li>• Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.</li> <li>• Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group.</li> </ul>

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO1 & LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Goal setting and progression routes</li> <li>• SMART targets for development</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Tutor-led activity: Define SMART targets with examples that relate to professional development over a range of employment avenues within the specialism.</li> <li>• Individual activity: Create short-, medium- and long-term goals for professional development and share with the group.</li> <li>• Group activity: Share peer feedback in response to individual professional development plans.</li> </ul>
Session 11	LO1, LO2 & LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Case study research</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Paired activity: Identify and research an individual, assigning professional skills and attributes that are key to their professional practice and share findings with the group.</li> <li>• Group activity: Use SWOT analysis to reflect on the case study and then identify how this can inform own activity and professional development planning.</li> </ul>
Session 12	LO1, LO2 & LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Case study research</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Paired activity: Identify and research an individual, assigning professional skills and attributes that are key to their professional practice and share findings with the group.</li> <li>• Group activity: Use SWOT analysis to reflect on the case study and then identify how this can inform own activity and professional development planning.</li> <li>• Group activity: Speculate and/or research the developmental experience through which this area of employment might be accessed.</li> </ul>

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Experiential and accredited development</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Research the semi-professional and amateur employment that will provide entry level access to employment within your industry.</li> <li>• Tutor-led activity: Explore education and career development options that support access to employment within your industry.</li> <li>• Paired activity: Identify and evaluate the experiential and accredited activities that link and illustrate a logical professional development route for a given area of employment.</li> </ul>
Session 14	LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Evidencing and communicating your skill set</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Paired activity: Research profiles of professionals working within your specialism and evaluate the examples of work that exist online.</li> <li>• Group activity: Discuss type, variety and quality of work to include in a professional showreel.</li> <li>• Individual activity: Plan and design a portfolio that will effectively communicate your skills toward your intended professional goals.</li> </ul>
Session 15	LO3	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Networking in your professional field</li> <li>• Professional bodies and unions</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Guest speaker assesses value of networking and Q&amp;A.</li> <li>• Group activity: Identify where networks exist, how they are accessed and what their benefits may be.</li> <li>• Paired activity: Research professional bodies that relate to your specialism and assess the support and benefits they offer in your professional development and sustainability, and share findings with the group.</li> </ul>

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Tools for networking</li> <li>• Online forums</li> <li>• Developing an online profile</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Discuss the platforms and forums (online and otherwise) for professional networking that are in existence and are either used or have potential for use in your industry.</li> <li>• Paired activity: Research a given platform or forum for professional networking and review the benefits and limitations, and share findings with the group.</li> <li>• Individual activity: Plan and design a strategy for an online presence that will allow you to network with peers while communicating your skills set and brand.</li> </ul>
Session 17	LO3	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Professional communication</li> <li>• Finding and responding to professional adverts and briefs</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>• Group activity: Discuss the importance of written and spoken communication skills in your industry.</li> <li>• Paired activity: Discuss the various channels of communication that are typically used in your industry and assess examples of good and bad practice.</li> <li>• Individual activity: Respond to a simulated or actual job advert or brief to explain your interest and suitability, selecting appropriate examples of your work to accompany your response.</li> </ul>

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>New business directions and developing opportunities in your specialism</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>Tutor activity: Lecture introduces new directions and developing opportunities.</li> <li>Small group activity: Students with shared specialisms will research and discuss how the business landscape and opportunities have changed over time for their discipline.</li> <li>Individual activity: Research practitioners in your specialism and identify how new opportunities have been exploited through innovative professional practice, using your findings to review your own professional development plans.</li> </ul>
Session 19	LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>Future proofing your career</li> <li>Sustainability and viability</li> <li>Versatility, adaptability, resilience and innovation</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>Formative assessment: Present your professional development plan and portfolio of work examples to your group.</li> <li>Group activity: Provide peer feedback for presentations, critiquing sustainability and viability of the professional plans.</li> </ul>
Session 20	LO3 & LO4	<p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>Summative assessment of presentations</li> </ul> <p><b>Sample activities:</b></p> <ul style="list-style-type: none"> <li>Individual activity: Assignment 2 – present to your group.</li> <li>Small group activity: Record peer feedback for sharing after the session.</li> </ul>