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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## Higher National Certificate/Diploma in Performing Arts

### SCHEME OF WORK

<table>
<thead>
<tr>
<th>Programme Title:</th>
<th>Higher Nationals in Performing Arts</th>
<th>Level:</th>
<th>4</th>
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<tbody>
<tr>
<td>Unit Title:</td>
<td>The Performing Arts Industry</td>
<td>Tutor:</td>
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<tr>
<td>Unit Number:</td>
<td>1</td>
<td>Academic Year:</td>
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### Learning Outcomes (LO)

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<thead>
<tr>
<th>Learning Outcomes (LO)</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
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<tbody>
<tr>
<td>LO1 Describe the importance of health, safety and wellbeing when working within the performing arts</td>
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<tr>
<td>LO2 Explain the roles and responsibilities within the performing arts industry</td>
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<tr>
<td>LO3 Investigate the range and accessibility of employment opportunities that relate to your specialism</td>
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<tr>
<td>LO4 Investigate how to market and develop a career as a performing arts professional</td>
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<tr>
<th>Sessions</th>
<th>Learning Outcome(s)</th>
<th>Session Activities</th>
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</table>
| Session 1 | LO1–LO4 | **Topic(s):**  
• Introduction to the course  

**Sample activities:**  
Tutor-led lecture and group discussion on the requirements of the unit, assessment, research, reflection and contextual assignments, comprising of:  
• Lecture from course leader or tutor using presentation software  
• Group discussion about the unit  
• Question and answer session with student participation.  
Suggested length: 2 hours |
| Session 2 | LO1–LO4 | **Topic(s):**  
• Researching for tasks and assessments  

**Sample activities:**  
Lecture and discussion on research and how to approach it within the given tasks for the unit, comprising of:  
• Lecture from course leader or tutor using presentation software  
• Demonstration of how to research for a particular task, for example, Health and Safety, using a computer, journals, publications and books  
• Group discussion about approaches to researching and learning from the session  
• Question and answer session with student participation.  
Suggested length: 2 hours |
| Session 3 | LO2 | **Topic(s):**  
• Roles within the performing arts and how they are structured  

**Sample activities:**  
Lecture and discussion about the different roles within the chosen pathway, focusing on ‘frontstage’ (performance roles) and comprising of:  
• Lecture from course leader or tutor using presentation software and the unit descriptor as a guide  
• Group discussion about knowledge of or the roles within the chosen pathway  
• Question and answer session with student participation.  
Suggested length: 3 hours (or 2 x 1.5 hours) |
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<td></td>
<td></td>
<td><strong>Topic(s):</strong></td>
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<tr>
<td></td>
<td>LO2</td>
<td>• Roles within the performing arts and how they are structured</td>
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<td><strong>Sample activities:</strong></td>
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<td>Lecture and discussion about the different roles within the chosen pathway, focusing on ‘backstage’ (behind the scenes) and comprising of:</td>
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<td>• Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</td>
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<td>• Group discussion about knowledge of or the roles within the chosen pathway</td>
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<td>• Question and answer session with student participation.</td>
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<td>Session 4</td>
<td>LO2</td>
<td><strong>Session Activities</strong></td>
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<td><strong>Topic(s):</strong></td>
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<tr>
<td></td>
<td>LO2</td>
<td>• The different roles within the performing arts and how they are structured</td>
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<td></td>
<td>• The different roles within the performing arts and how they might be structured within networking</td>
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<td><strong>Sample activities:</strong></td>
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<td></td>
<td>• Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</td>
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<td>• Group discussion about knowledge of/learning about the topic</td>
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<td>• Question and answer session with student participation.</td>
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<td>Suggested length: 3 hours (or 3 x 1 hours)</td>
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<tr>
<td>Session 6</td>
<td>LO1</td>
<td><strong>Session Activities</strong></td>
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<td><strong>Topic(s):</strong></td>
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<tr>
<td></td>
<td>LO1</td>
<td>• Health and Safety – personal</td>
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<td><strong>Sample activities:</strong></td>
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<td>Lecture and discussion about injury prevention and management, comprising of:</td>
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<td>• Lecture from course leader or tutor using presentation software and the unit descriptor as a guide</td>
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<td>• Group discussion about knowledge of/learning about the topic</td>
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<td>• Question and answer session with student participation.</td>
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| Session 7 | LO1 | Topic(s):
  - Health and Safety – personal  
Sample activities: 
Lecture and discussion about the importance of rehabilitation, rest and maintenance, comprising of: 
  - Lecture from course leader or tutor using presentation software and the unit descriptor as a guide  
  - Group discussion about knowledge of/learning about the topic  
  - Question and answer session with student participation.  
Suggested length: 2 hours |
| Session 8 | LO1 | Topic(s):
  - Health and Safety – personal  
Sample activities: 
Lecture and discussion about fitness, comprising of: 
  - Lecture from course leader or guest fitness expert using presentation software and the unit descriptor as a guide  
  - Informal quiz to ascertain knowledge  
  - Group discussion about knowledge of/learning about the topic  
  - Question and answer session with student participation.  
Suggested length: 2 hours (or 2 x 1 hour) |
| Session 9 | LO1 | Topic(s):
  - Health and Safety – personal  
Sample activities: 
Workshop with a fitness professional, focusing on maintaining fitness throughout a performing arts career, comprising of: 
  - Lecture from a guest fitness expert using presentation software and the unit descriptor as a guide  
  - Physical activities related to the subject matter  
  - Group discussion about knowledge of/learning about the topic  
  - Question and answer session with student participation.  
Suggested length: 2 hours (or 2 x 1 hour), to be delivered in a studio space |
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| Session 10 | LO1 | **Topic(s):**  
• Health and Safety – personal  
• Health and Safety – legislation  
• Health and Safety in the workplace  

**Sample activities:**  
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:  
• Lecture from a mental health expert using presentation software and the unit descriptor as a guide  
• Lecture from a Health and Safety legislation expert using presentation software and the unit descriptor as a guide  
• Lecture from a Health and Safety expert using presentation software and the unit descriptor as a guide  
• Group discussion about knowledge of/learning about the topic  
• Question and answer session with student participation.  

Suggested length: 3 hours (or 3 x 1 hour) |
| Session 11 | LO1 | **Topic(s):**  
• Health and Safety – first aid  

**Sample activities:**  
Basic first-aid training from a recognised organisation such as the Red Cross, comprising of:  
• Lecture from a trained first-aider using presentation software and the unit descriptor as a guide  
• Practice of certain first-aid techniques  
• Group discussion about knowledge of/learning about the topic  
• Question and answer session with student participation.  

Suggested length: 3 hours |
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| Session 12 | LO1                  | **Topic(s):**  
• Nutrition and hydration  
• Risk assessment  
**Sample activities:**  
Lecture and discussion about nutrition and healthy eating and hydration, comprising of:  
• Lecture from a trained lecturer using presentation software and the unit descriptor as a guide  
• Paired activity on creating a healthy lifestyle plan that includes diet and hydration  
• Lecture from course leader, tutor or guest lecturer using presentation software and the unit descriptor as a guide  
• Workshop on constructing a risk assessment of a performing arts space or venue (for example, dance studio, rehearsal space, theatre)  
• Group discussion about knowledge of/learning about the topic  
• Question and answer session with student participation.  
Suggested length: 3 hours (Nutrition & hydration 2 hours or 2 x 1 hour, and Risk assessment 1 hour) |
| Session 13 | LO3 & LO4            | **Topic(s):**  
• Employment and self-employment  
**Sample activities:**  
• 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  
• Exploration of the differences in accountancy needs of a self-employed person and an employed person  
• Group discussion about knowledge of/learning about the topic  
• Question and answer session with student participation.  
Suggested length: 3 hours (or 2 x 1.5 hours) |
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| Session 14 | LO3 | **Topic(s):**  
Employment law  
**Sample activities:**  
- Lecture from employment law specialist using the unit descriptor as a guide  
- Informal quiz to ascertain knowledge  
- Group discussion about knowledge of/learning about the topic  
- Question and answer session with student participation  
Suggested length: 3 hours (or 2 x 1.5 hours) |
| Session 15 | LO3 & LO4 | **Topic(s):**  
Keeping records of financial transactions  
**Sample activities:**  
- Lecture from an accountant using the unit descriptor as a guide  
- Informal quiz to ascertain knowledge  
- Group discussion about knowledge of/learning about the topic  
- Question and answer session with student participation  
Suggested length: 2 hours |
| Session 16 | LO3 | **Topic(s):**  
Submitting a self-assessment tax return and National Insurance  
**Sample activities:**  
- Lecture from an accountant using the unit descriptor as a guide  
- Informal quiz to ascertain knowledge  
- Working through an online self-assessment tax return  
- Group discussion about knowledge of/learning about the topic  
- Question and answer session with student participation  
Suggested length: 3 hours |
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| Session 17 | LO3 | **Topic(s):**  
• Planning for the future  
**Sample activities:**  
• Lecture from a financial expert using the unit descriptor as a guide  
• Informal quiz to ascertain knowledge of pensions and investments  
• Working through an online self-assessment tax return  
• Group discussion about knowledge of/learning about the topic  
• Question and answer session with student participation  
Suggested length: 2 hours |
| Session 18 | LO4 | **Topic(s):**  
• Getting and keeping an agent  
**Sample activities:**  
• Lecture from an agent using the unit descriptor as a guide  
• Discussion about what an agent does  
• Informal quiz to ascertain knowledge of agents and managers  
• Discussion on how to get and keep an agent  
• Group discussion about knowledge of/learning about the topic  
• Question and answer session with student participation  
Suggested length: 3 hours (or 2 x 1.5 hours) |
| Session 19 | LO4 | **Topic(s):**  
• What do you need to promote yourself?  
**Sample activities:**  
• Lecture and discussion about headshots and showreels  
• Workshop/lecture and discussion about what a curriculum vitae is for  
• Lecture and discussion about sourcing and contacting prospective employers  
• Group discussion about knowledge of/learning about the topic  
• Question and answer session with student participation  
Suggested length: 3 hours (or 2 x 1.5 hours) |
### Sessions | Learning Outcome(s) | Session Activities
--- | --- | ---
Session 20 | LO4 | **Topic(s):**
- Social media and self-promotion  
**Sample activities:**
- Lecture and discussion about how social media can help you to promote yourself, to network and to raise your profile  
- Discussion about personal websites and their uses for a performer  
- Using social media and the internet to inform your career – using computers to evidence good and bad examples  
- Group discussion about knowledge of/learning about the topic  
- Question and answer session with student participation  
Suggested length: 3 hours (or 2 x 1.5 hours)
Pearson
Higher Nationals in
Performing Arts

SCHEME OF WORK

UNIT: 2 Professional Development

For use with the Higher National Certificate and
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First teaching from September 2018

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Higher National Certificate/Diploma in Performing Arts

**SCHEME OF WORK**

| Programme Title: | Higher Nationals in Performing Arts | Level: | 4 |
|------------------|-------------------------------------|--------|
| Unit Title:      | Professional Development            | Tutor: |
| Unit Number:     | 2                                   | Academic Year: |  |

<table>
<thead>
<tr>
<th>Learning Outcomes (LO)</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Assess the skills required for employment in your chosen area of specialism with the performing arts industry</td>
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<td><strong>LO2</strong> Design a personal professional development strategy that will outline targets for proactive skills development</td>
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<td><strong>LO3</strong> Undertake the personal development plan over an agreed time frame.</td>
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<td><strong>LO4</strong> Evaluate own continuing professional development in line with wider commercial awareness of industry trends and the employment market</td>
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| Session 1 | LO1 | **Topic(s):**  
- The career portfolio  
- An overview of career paths in specialist study area  
- Defining success  
**Sample activities:**  
- Tutor-led activity: Introduction to the unit, assessment and expectations.  
- Group activity: Students discuss initial perceptions of potential avenues of employment in their specialism.  
- Paired activity: Students explore and assess what success in their field might look like. |
| Session 2 | LO1 & LO2 | **Topic(s):**  
- Introduction to employability  
- Professional skills, knowledge and attributes  
- The expanded role of the creative professional  
**Sample activities:**  
- Group activity: Discuss the professional skill set (entrepreneurial and soft skills) that are key in the industries your specialism relates to.  
- 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.  
- Individual activity: Consider currently owned professional skills, knowledge and attributes and assess readiness for professional practice. |
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| **Session 3** | LO1 & LO2 | **Topic(s):**  
  - Assessing strengths and weaknesses  
  - Specialism – specific skills, knowledge and attributes  
  **Sample activities:**  
  - 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.  
  - 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.  
  - Individual activity: Consider currently owned specialist skills and attributes and assess readiness for professional practice. |
| **Session 4** | LO1 & LO2 | **Topic(s):**  
  - Employment focus  
  **Sample activities:**  
  - Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.  
  - Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.  
  - Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group. |
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| Session 5 | LO1 & LO2 | **Topic(s):**  
- Employment focus  
**Sample activities:**  
- Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.  
- Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.  
- Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group. |
| Session 6 | LO1 & LO2 | **Topic(s):**  
- Employment focus: Teaching  
**Sample activities:**  
- Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.  
- Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.  
- Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group. |
| Session 7 | LO1 & LO2 | **Topic(s):**  
- Employment focus  
**Sample activities:**  
- Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.  
- Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.  
- Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group. |
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| Session 8 | LO1 & LO2 | **Topic(s):**  
  Employment focus  

**Sample activities:**  
- Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.  
- Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.  
- Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group. |
| Session 9 | LO1 & LO2 | **Topic(s):**  
  Employment focus: Online opportunities  

**Sample activities:**  
- Group activity: Research typical professional scenarios for this employment avenue and assess the specific professional and specialist skills that are relevant.  
- Paired activity: Research the accessibility (in terms of certified or experiential qualifications) of this employment avenue and share findings with the group.  
- Paired activity: Explore the professional challenges that exist within this employment avenue and share findings with the group. |
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| Session 10 | LO1 & LO2 | **Topic(s):**  
- Goal setting and progression routes  
- SMART targets for development  
**Sample activities:**  
- Tutor-led activity: Define SMART targets with examples that relate to professional development over a range of employment avenues within the specialism.  
- Individual activity: Create short-, medium- and long-term goals for professional development and share with the group.  
- Group activity: Share peer feedback in response to individual professional development plans. |
| Session 11 | LO1, LO2 & LO4 | **Topic(s):**  
- Case study research  
**Sample activities:**  
- 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.  
- Group activity: Use SWOT analysis to reflect on the case study and then identify how this can inform own activity and professional development planning. |
| Session 12 | LO1, LO2 & LO4 | **Topic(s):**  
- Case study research  
**Sample activities:**  
- 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.  
- Group activity: Use SWOT analysis to reflect on the case study and then identify how this can inform own activity and professional development planning.  
- Group activity: Speculate and/or research the developmental experience through which this area of employment might be accessed. |
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They can be customised and amended according to localised needs and requirements.

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

<table>
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<tr>
<th>Sessions</th>
<th>Learning Outcome(s)</th>
<th>Session Activities</th>
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</table>
| Session 13 | LO2 | **Topic(s):**  
  - Experiential and accredited development  
  **Sample activities:**  
  - Group activity: Research the semi-professional and amateur employment that will provide entry level access to employment within your industry.  
  - Tutor-led activity: Explore education and career development options that support access to employment within your industry.  
  - 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. |
| Session 14 | LO4 | **Topic(s):**  
  - Evidencing and communicating your skill set  
  **Sample activities:**  
  - Paired activity: Research profiles of professionals working within your specialism and evaluate the examples of work that exist online.  
  - Group activity: Discuss type, variety and quality of work to include in a professional showreel.  
  - Individual activity: Plan and design a portfolio that will effectively communicate your skills toward your intended professional goals. |
| Session 15 | LO3 | **Topic(s):**  
  - Networking in your professional field  
  - Professional bodies and unions  
  **Sample activities:**  
  - Group activity: Guest speaker assesses value of networking and Q&A.  
  - Group activity: Identify where networks exist, how they are accessed and what their benefits may be.  
  - 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. |
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| **Session 16** | LO3 | **Topic(s):**  
- Tools for networking  
- Online forums  
- Developing an online profile  

**Sample activities:**  
- 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.  
- Paired activity: Research a given platform or forum for professional networking and review the benefits and limitations, and share findings with the group.  
- 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. |

| **Session 17** | LO3 | **Topic(s):**  
- Professional communication  
- Finding and responding to professional adverts and briefs  

**Sample activities:**  
- Group activity: Discuss the importance of written and spoken communication skills in your industry.  
- Paired activity: Discuss the various channels of communication that are typically used in your industry and assess examples of good and bad practice.  
- 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. |
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<tbody>
<tr>
<td></td>
<td>LO4</td>
<td><strong>Topic(s):</strong></td>
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<tr>
<td></td>
<td></td>
<td>• New business directions and developing opportunities in your specialism</td>
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<td><strong>Sample activities:</strong></td>
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<td></td>
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<td>• Tutor activity: Lecture introduces new directions and developing opportunities.</td>
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<td>• Small group activity: Students with shared specialisms will research and discuss how the business landscape and opportunities have changed over time for their discipline.</td>
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<td>• 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.</td>
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<td>LO4</td>
<td><strong>Topic(s):</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Future proofing your career</td>
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<td>• Sustainability and viability</td>
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<td></td>
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<td>• Versatility, adaptability, resilience and innovation</td>
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<td></td>
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<td><strong>Sample activities:</strong></td>
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<td>• Formative assessment: Present your professional development plan and portfolio of work examples to your group.</td>
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<td>• Group activity: Provide peer feedback for presentations, critiquing sustainability and viability of the professional plans.</td>
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<td>LO3 &amp; LO4</td>
<td><strong>Topic(s):</strong></td>
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<tr>
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<td></td>
<td>• Summative assessment of presentations</td>
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<td><strong>Sample activities:</strong></td>
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<td>• Individual activity: Assignment 2 – present to your group.</td>
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<td>• Small group activity: Record peer feedback for sharing after the session.</td>
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