

# TCP002 Assignment 1

*by* Davide Filingeri

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### Cover Sheet for Coursework

Participants must complete this cover sheet to accompany each piece of coursework submitted. **No work will be marked without completion of this sheet.**

Participant Name:	Dr Davide Filingeri	Submission Date:	19/10/2017
Programme Title:	PGCAP		
Module Title:	17TCP002		
Assignment Title:	TCP002 Assignment 1 - Enterprise in the curriculum		

If this coursework is part of a group activity, list the names of the other group members:

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**Declaration**

By making this submission I confirm that the attached coursework is my own work and that anything taken from or based upon the work of others – or previous work of mine – has its source clearly and explicitly cited; I understand that failure to do so may constitute Academic Misconduct.

I have read the '*Coursework Code of Practice*', the '*Marking Descriptors*' and the '*Plagiarism as Academic Misconduct*' section of the *Programme Handbook* as well as the learning outcomes for the module and the programme, as available on Learn and set out in the *Programme Handbook*.

**Postgraduate Certificate in Academic Practice: coursework feedback sheet**

Student name:

Module: TCP002

**Indicative  
grade**

Assignment: 1 – Enterprise in the curriculum

<b>Coherence:</b> Does the work have a coherent argument?	
<b>Insight and Analysis:</b> Does the work critically address a range of views? Is it self-reflective and analytical?	
<b>Originality:</b> Does the work include original illustrations/examples? Is there a distinctive synthesis of material?	
<b>Use of evidence/resources:</b> Is the evidence used accurately, critically and effectively?	
<b>Evaluation:</b> Does the work demonstrate actual or potential impact on the learning environment?	
<b>Presentation:</b> Is the work legible, grammatical and fluent? Are data presented accurately and appropriately? How well has Mahara been used to communicate ideas?	

Overall, what was good about the work?

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Advice for improvement:

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**Overall Grade**

N.B. This remains provisional until it has been confirmed by the external examiner and the review board

Tutor's Name:

Date:

## Part A

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(a) Identify what enterprise means within Loughborough, your discipline, your teaching and your students' learning.

### Within Loughborough

- Along with teaching and research, enterprise is considered a core mission and value at Loughborough University.
- Enterprise at Loughborough encompasses a variety of activities, whose ultimate goal is to influence the economic and social development of individuals, businesses, the professions and communities, through knowledge exchange.
- Loughborough embraces the broad view of enterprise as *"the application of creative ideas and innovations to practical situations"* (QAA, 2012). Accordingly, enterprise permeates any academic activity performed at Loughborough, including teaching and research.
- Within teaching, enterprise is embedded in the curriculum development, and it aims at providing graduates with *"skills, knowledge, aptitudes, behaviours, work and life experience"* (Careers Network, LU) that will ultimately increase students' employability.
- Within research, enterprise is embedded in the pathway to impact, and it aims at *"helping businesses and industry to compete more effectively, shaping public policy, and improving the quality of people's lives"* (Case Studies, LU) through partnership with external bodies and knowledge exchange.

### Discipline

- Within my discipline of Human Applied Physiology, enterprise takes the form of knowledge transfer with industry partners, and of public engagement with healthy and clinical populations.
- Knowledge transfer with industry partners includes practical research activities aimed at developing fundamental knowledge of the human body (e.g. regional differences in wetness sensitivity across the body) that can be used to improve product development (e.g. designing smart clothing based on body maps of skin sensitivity) (Filingeri et al. 2014).
- Public engagement with healthy and clinical populations includes social interaction with "end-user" of the research, through public lectures, seminars, and production of online resources (see *Filingeri: Handling the heat - latest MS research*).

### Teaching

- As I embrace the broad view of enterprise as *"the application of creative ideas and innovations to practical situations"* (QAA, 2012), enterprise is embedded in every aspect of my teaching, where practical opportunities to develop

creative and critical thinking are provided through both individual and group activities.

- My teaching of human physiology and ergonomics include the development of practical scenarios where students are faced with the challenge of applying their theoretical knowledge.
- An example of a group activity produced within my teaching that required enterprise thinking saw my students being tasked with the challenge of having to design a "bionic eye" to be used by a medical consultancy firm working with individuals with sight loss. This activity required the students not only to develop an understanding of the biology of the eye, but also, to encompass industrial expectations and users' need, into their knowledge application. As well as developing enterprise thinking, this activity aligned with Bloom's Taxonomy (Bloom et al. 1956) in terms of allowing the student to move from remembering and understanding concepts, to analyse, evaluate and apply these, in an attempt to create new knowledge or applications.
- Aside from the aforementioned broader view of enterprise, enterprise is also meant within my teaching as a pathway to raise employability, by meeting employers' expectations in terms of graduate knowledge base.

#### Students' Learning

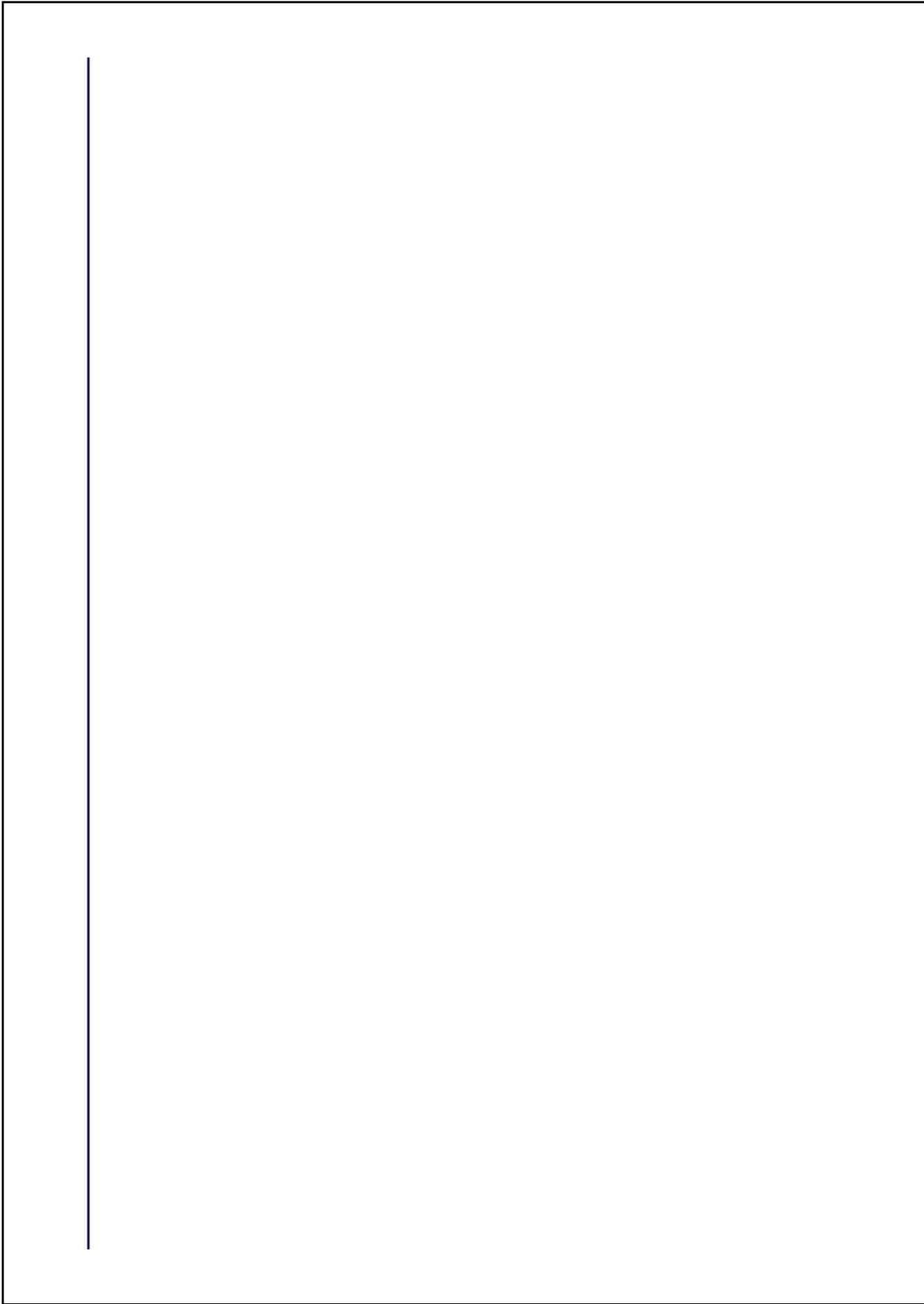
- Enterprise within my students' learning is very much focused at developing those "*skills, knowledge, aptitudes, behaviours, work and life experience*" (Careers Network, LU) that will nurture my students' ability to develop creative ideas and innovations to practical situations, and that will ultimately maximise their employability.
- While there is a tendency for students to interpret enterprise only as "*businesses, entrepreneurs, renting cars, Alan Sugar...*" (Surrey University), the inclusion of enterprise within my student's learning is meant in terms of developing a platform of learning opportunities that promote self-challenge and contribute to develop those skills essential for a successful professional career.

Overall, my aforementioned teaching practice in relation to enterprise, knowledge of how enterprise relates to my discipline, and appreciation of the value of enterprise for student's learning and employability aligns to Areas of Activity A1/A2, to Core knowledge K1/K2/K3/K6, and to Professional values V1/V3/V4 of the UKPSF

## Part B

[Please amend as required; you may not have content for all boxes]

Benchmarking / Accreditation	Programme ILOs	Module Part A ILOs	Module Part B ILOs	Module Part C ILOs	Module Part D / PG ILOs
<p>QAA framework for higher education qualifications in England, Wales, NI (2008)</p>	<p>Program – BSc User Centred Design</p> <p>K1 – design methodology, the context of design activity, and the role of the designer within professional practice</p> <p>C6 – understand the ethical, cultural and legal contexts of working with and for people</p> <p>P4 – apply a user centred design process in response to a brief, to produce appropriate design solutions</p> <p>G1 – use creativity and innovation in problem solving</p> <p>G2 – apply their skills and understanding in professional practice</p> <p>G8 – demonstrate an ability to apply knowledge gained in one area to a cognate problem in another area</p>		<p>Module: Design Research and Professional Practice 2</p> <p>“This module will help to further develop your understanding of study design, data collection and analysis requirements in the context of design research. There will be a particular emphasis on the practical application of the principles to real world problems using qualitative and quantitative methods. You will also be using specific computer software that can support the analysis of the data provided by these techniques”</p>		



## **Part C (750 words max)**

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My vision on enterprise and on its importance for curriculum development within the modules I teach as part of Design-related undergraduates and masters courses is twofold.

First, I am a believer that enterprise is truly founded on nurturing students' ability to apply creative ideas and innovations to practical situations (QAA, 2012).

Accordingly, I craft my curriculum development as to provide ad-hoc learning opportunities that are diverse, yet inclusive enough, so that such creative skills are actually developed and refined in the context of different students' needs and personal learning styles (Evans 2009).

Second, I appreciate that the greatest achievement of developing enterprise thinking resides in raising students' employability, both educationally and professionally.

Accordingly, the design of ad-hoc learning opportunities stimulating enterprise thinking within my curriculum specifically focuses on raising those skills, knowledge, aptitudes, behaviours, work and life experiences, that form the basis of the broad "Loughborough University Graduate Attributes" (Careers Network, LU), and that are also subject-specific and relevant to the job market my students are most likely to enter (e.g. ergonomics and design consultancies).

In line with what suggested by Barnett (2009), I support the view that the importance of curriculum development, and of distilling enterprise thinking into this process, does not merely rely on developing knowledge; but to promote a transition of that knowledge into a state of "knowing", that ultimately lead into students "becoming" creative problem solvers (being the latter the ultimate goal of enterprise).

As an example, I recently introduced in the curriculum development of my module on the human visual system for designers and ergonomists, a "real-life scenario" group activity that is specific to the intended learning outcomes of each of my lecturers.

One of those activities saw my students being tasked with the challenge of designing a "bionic eye" to be used by a medical consultancy firm working with individuals with sight loss. This activity required the students not only to develop an understanding of the biology of the eye, but also, to encompass industrial expectations and users' need, into their knowledge application.

The learning outcomes for such lecture were "to understand the anatomy and physiology of the eye" and "to relate fundamental knowledge of the visual system to user's needs in everyday life". Accordingly, the curricular activity designed aimed at providing a constructive alignment between learning outcomes and the learning activities created to meet those (Biggs, HEA).

As well as developing enterprise thinking, this activity aligned with Bloom's Taxonomy (Bloom et al. 1956) in terms of allowing the student to move from remembering and understanding concepts, to analyse, evaluate and apply these, in an attempt create new knowledge or applications.

The design of this curricular activity was an integral part of the development of my module, and was partly based on the "Seven Principles for Good Practice in Undergraduate Education" by Chickering and Gamson (1987). Specifically, it was aimed at: developing reciprocity and cooperation among students through working as part of a group of peers; emphasizing time on task, by setting a specific time limit for such activity (i.e. 15 min max); an ultimately encouraging active learning, by providing a scenario were acquired basic information requires critical application and synthesis.

Importantly, this activity is very much thought around developing enterprise thinking that is subject specific (i.e. ergonomics, design) and that is highly likely to be representative of those professional tasks that graduates from my course are likely to face in their professional careers.

An important aspect of enterprise education instilled in this curricular activity related to developing behaviours and interpersonal relationships that are appropriate for a professional environment. In order to stimulate such development, the task described above also included a verbal peer evaluation of the different ideas produced by each class group, which is founded on aspects of respect and good professional practice.

The example above is one of the many activities that underlie my current curriculum development, and one that puts enterprise thinking at the centre of the key generic skills that my course aims to deliver.

Overall, my aforementioned teaching practice in relation to enterprise, knowledge of how enterprise relates to my discipline, and appreciation of the value of enterprise for student's learning and employability aligns to Areas of Activity A1/A2, to Core knowledge K1/K2/K3/K6, and to Professional values V1/V3/V4 of the UKPSF.

## References

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Biggs (HEA) Aligning teaching for constructing learning  
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UKPSF  
[https://www.heacademy.ac.uk/system/files/downloads/uk\\_professional\\_standards\\_framework.pdf](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf)

# TCP002 Assignment 1

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## GRADEMARK REPORT

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FINAL GRADE

68/100

GENERAL COMMENTS

### Instructor

Overall, what was good about the work?

In part A, you have effectively identified and outlined what Enterprise means across a range of contexts and used resources and references to support your answer.

In part B, you have identified key ILO's at the programme level and identified some interesting content at the modular level to map across.

In part C you have undertaken a thoughtful and considered evaluation of how you incorporate enterprise into your curriculum design and delivery. You have drawn on a good range of sources to explore both enterprise and curriculum design. This is particularly effective when looking at your design decisions through the frame of the LU graduate attributes.

You have engaged with the UKPSF.

Advice for improvement:

In part B, you have cited the QAA framework for higher education, however you may also have found some interesting material for mapping enterprise within the specific subject benchmarks which would have further supported your answer.

Additionally, at the modular level in part B you have identified enterprise within what appears to be the module aim or summary. Were there any learning outcomes from this module which also incorporated enterprise?

In part C you have undertaken an effective review of how and why you have introduced elements such as 'real life scenarios' into your teaching. As part of your evaluation it would also have been interesting to address any challenges you may have come across and how your design and delivery choices addressed these.

Where there any other ways you could incorporate enterprise into your students' curriculum such as through engaging with alumni, students who have been on placement, employers etc.?

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