



# SCHOOL OF HUMANITIES & SOCIAL SCIENCES

The School of Humanities & Social Sciences (HMS) is a market leader in providing practical training in the fields of arts and social sciences at the polytechnic level in Singapore. HMS offers unique programmes, many of which are available only at Ngee Ann Polytechnic. The School pioneered a range of popular diplomas ranging from its most established programme, the Diploma in Early Childhood Education launched in 1999, to the Diploma in Arts Business Management, which was introduced in 2010.

Our rigorous and innovative curriculum aims to equip students with critical thinking skills, the ability to work collaboratively, and the passion to serve the community. HMS students are given diverse opportunities to work on projects, go on field trips, internships and overseas programmes. Each year, about 400 HMS students are sent on overseas study trips, youth expeditions and immersion programmes. Our students are encouraged to live the slogan: Think People. Enrich Lives. Serve Communities.

## COURSES OFFERED

HMS offers seven full-time diploma courses:

- Diploma in Arts Business Management (ABM)
- Diploma in Business & Social Enterprise (BZSE)
- Diploma in Chinese Media & Communication (CMC)
- Diploma in Chinese Studies (CHS)
- Diploma in Child Psychology & Early Education (CPEE)
- Diploma in Early Childhood Education (ECH)
- Diploma in Psychology Studies (PCS)

## COLLABORATIONS

HMS programmes are endorsed by key industry partners and government bodies. Our diplomas are supported by strong collaborations.

ECH is co-taught by the SEED Institute, the training and consultancy arm of NTUC First Campus. For field practicums, ECH students are attached to a range of childcare centres. For the CPEE diploma, HMS has established partnerships with KKH Child Development Unit, Dyslexia Association of Singapore,

and Rainbow Centre which offer their staff as adjunct lecturers and allow the students to work as interns or on projects with them.

CHS students spend a semester in China where they are taught by Chinese university professors. CHS students who have MOE teaching bursaries spend another semester at the National Institute of Education (NIE). As part of the curriculum, CMC students have two weeks of intensive training at the Singapore Media Academy's state-of-the-art broadcasting studios. CMC students also enjoy internship opportunities with key media organisations such as Singapore Press Holdings (SPH) and MediaCorp.

Our PCS diploma is strongly endorsed by the Ministry of Community Development, Youth and Sports (MCYS), Singapore Prisons Services (SPS), Institute of Mental Health (IMH), Health Promotion Board (HPB), and many other voluntary welfare organisations. PCS students can also opt to work on research projects, or be interns to develop and implement programmes in collaboration with our industry partners to gain relevant training in psychology.

As the only social enterprise course in Singapore, BZSE's partners include both for-profit and non-profit organisations such as DBS Bank, Cerebos, Swensens, and the Social Enterprise Association. A key feature of BZSE is that students get to work with international non-profit organisations and non-governmental organisations such as World Vision, and network with award-winning social entrepreneurs.

ABM is jointly delivered by well-known arts practitioners from Emily Hill, LASALLE College of the Arts and lecturers from NP's School of Business & Accountancy. With endorsement from the National Arts Council (NAC), the Esplanade, Singapore Symphony Orchestra, the Arts House, and many other arts organisations, ABM students are exposed to various arts events and projects.

### STUDENT/GRADUATE ACHIEVEMENTS

- Justine Lee (BZSE) received the SHINE Award by the National Youth Council in recognition of his contributions to the community. Justine and two other Ngee Ann Polytechnic students set up a social enterprise, Soule, which donates a pair of shoes to a needy child in China for every pair of flip-flops sold.
- Amalina Binte Abdul Razak (ECH) clinched the Special Achievement Award for Excellence (Academic) by MENDAKI.
- Third-year CHS student Tan Chin Kiang won The Rising Talent Award at the 12th Singapore Tertiary Chinese Literature Award (STCLA).
- Koh Yong Sheng (CHS) beat 800 hopefuls to come in second in MediaCorp's nationwide radio deejay talent contest "So You Wanna Be a DJ".
- Three final-year CMC students, Jessica Shen, Issac Lim and Zhou Jingyi, organised a Chinese song-writing competition and brought an audience of over 250 people to its finale concert C'ING 2011 at Dragonfly, St James Power Station. Ms Sim Ann, Parliamentary Secretary, Ministry of Education and Ministry of Law, was the guest of honour at the event.
- Two PCS final-year students, Nur Hazwani Bte Mohamad Azib and Isabel Low Sher Wein, secured \$5,000 project funding from Lee Foundation to implement "En-Masse Dragons" – a project to empower youths with positive skills and values through sports outreach.
- Final-year PCS student Jiang Meiqing Joanna was awarded \$2,400 by the National Youth Council for her project "Knitted Kins" to write and publish an activity book consisting of 30-minute games for families to bond.

- CPEE final-year student Joel Chua Hiang Yang's poetry was selected to be published in The Moving Words Anthology, which received 2,000 submissions nationwide. The anthology was launched at the Singapore Writers Festival.
- Four ABM students were each awarded the Talent in the Arts Grant (TAG) of up to \$5,000 a year. They got the chance to be trained by renowned instructors or attend master classes.
- Second-year PCS students successfully ran eight sessions of healthcare workshops for the elderly in Central Singapore Community Development Council's (CDC) Bright Homes Programme.
- Five final-year CPEE students received the EIPIC Award from the National Council of Social Services to pursue an Advanced Diploma in Early Childhood Intervention (Special Needs).
- HMS graduates have clinched prestigious scholarships from local and overseas universities: Esther Lim Shu Hui won the LKY-STEP Award to pursue a Bachelor of Arts at NUS; Candyce Chua Wei Fang was awarded SPH Lim Kim San Memorial Scholarship to pursue a Bachelor of Arts in Chinese Studies at NUS; Liew Zhen Rong Yvonne and Shen Yuanyuan were awarded the MOE Teaching Award to study at NUS; Tong Wen Xu won the MOE Teaching Scholarship to pursue a Bachelor of Arts in Chinese Studies at NUS; Germaise Tan was awarded the Singapore Government Scholarship – Overseas Merit Scholarship to pursue a Bachelor of Science in Psychology; Joanna Jiang, Wong Siew Fong, Chia Kai Xin and Pearlyn Kwang were awarded the NTU College Scholarships to pursue their study at NTU; Seven CHS graduates were also awarded the MOE Scholarship to pursue the NIE Degree Programme.

### SCHOOL ACHIEVEMENTS

#### 30-Hour Famine Camp 2011

HMS worked with World Vision to bring its annual global 30-hour famine camp to Ngee Ann Polytechnic. The event attracted over 1,800 participants and volunteers.

#### International Conference on Teaching and Learning of Chinese as a Second Language

HMS and Singapore Centre for Chinese Language (SCCL) jointly organised the second International Conference on Teaching and Learning of Chinese as a Second Language. Minister of Education Mr Heng Swee Keat, Senior Parliamentary Secretary for MOE Ms Ann Sim and Permanent Secretary for MOE Mrs Tan Ching Yee attended the event, which saw guests from over 15 countries.

### INNOVATIVE LEARNING FACILITIES

#### Dialogue in the Dark (DiD) Singapore

Launched in April 2010, DiD Singapore is an innovative social enterprise on NP campus. Managed by HMS students, it employs the visually impaired as guides and trainers for the tours and workshops. NP hosts the first DiD in the world within an educational institution. The training centre is used to enhance experiential and applied learning for students from NP and secondary schools.

#### Educational Resource & Therapy Centre (ERTC)

With the support of Lien Foundation, ERTC is a purpose-built facility with specialised resources to train students interested in special education. Students are trained to provide direct early intervention and learning support in pre-school settings.

#### Media Hub

HMS's Media Hub is specially equipped with audio, video and editing suites to enable students to produce creative multimedia content for websites, publications and events.



## DIPLOMA IN ARTS BUSINESS MANAGEMENT (ABM) 3-YEAR COURSE

Jointly offered by the **School of Humanities & Social Sciences (HMS)** and the School of Business & Accountancy (BA), the Diploma in Arts Business Management (ABM) is a business management course anchored in the creative arts. The course also aims to provide students with the skills to develop arts enterprises in Singapore.

Students will gain a good understanding of business fundamentals and management skills, so that they will be able to manage talents and artists, market the creative arts and handle finances for arts organisations upon graduation. They will also be introduced to different forms of creative arts such as theatre, music, dance and visual arts through studio classes and performing skills workshops.

They will gain industry exposure through ABM's partnership with government bodies, such as National Arts Council and arts organisations such as The Esplanade, Singapore Symphony Orchestra, and museums. They will also receive hands-on experience with mentorship and coaching from practising arts producers, managers and administrators, right from their first year.

In their second year, they will choose between two tracks – Performing Arts Management or Visual Arts Management. The Performing Arts Management specialisation gives them the skills to run major festivals and events while the Visual Arts Management specialisation trains them to manage galleries and museums.

In their final year, they can choose to do a final-year project or go on a local or overseas internship.

### ENTRY REQUIREMENTS

To be eligible for consideration, candidates must have the following GCE 'O' Level examination (or equivalent) results:

Subject	'O' Level Grade
English Language as a First Language	1-6
Mathematics (Elementary/Additional)	1-6
Any three subjects	1-6

You must have also sat for a Humanities subject or Art /Music or Principles of Accounts or a relevant OSIE / Applied Subject and fulfill the aggregate computation requirements.

### CAREER PROSPECTS

With the government's vision of turning Singapore into an arts and cultural hub, there will be greater demand for professionals who can manage the creative industries. ABM graduates can enter the fields of arts management, logistics, financing and marketing. They are also likely to work for local museums, galleries, and arts organisations.

### ACCREDITATION FOR FURTHER STUDIES

ABM graduates can receive up to one semester's exemption when they sign up for relevant degree programmes at local institutions such as Nanyang Technological University and National University of Singapore.

They may also pursue the following overseas degree programmes:

- University of Melbourne (Australia) - Bachelor of Creative Arts
- University of Queensland (Australia) - Bachelor of Creative Arts
- Queensland University of Technology (Australia) - Bachelor of Creative Industries
- Central Saint Martins College of Art and Design (London) - Bachelor of Criticism, Curation and Communication: Arts and Design

COURSE CURRICULUM	
Module Name	Credit Units
<b>YEAR 1</b>	
<b>Level 1.1 (22 hours per week)</b>	
Introduction to Creative Arts Management	6
Music in the Performing Arts	4
Art History	4
Written Communication	4
Social Psychology	4
Business Presentation Skills	4
<b>Level 1.2 (24 hours per week)</b>	
Arts, Culture and Society	4
Development of Theatre and Drama	4
Dance in the Performing Arts	4
Visual Communication	4
Economics	4
IT Applications in Business	4
<b>YEAR 2</b>	
<b>Level 2.1 (22 hours per week)</b>	
<b>Common Modules</b>	
Arts Marketing and Distribution	4
Publication Design and Production	4
Resource Development in Arts Management	4
Principles of Management	4
Sports and Wellness <sup>^</sup>	2
<b>Specialisation Track 1: Performing Arts Management</b>	
Arts and Entertainment	4
<b>Specialisation Track 2: Visual Arts Management</b>	
International Visual Arts	4
<b>Level 2.2 (20 hours per week)</b>	
<b>Common Modules</b>	
Research in Audience Development	4
Financial Management	4
Organisational Behaviour	4
Global Issues: Singapore Perspectives	2

Module Name	Credit Units
<b>Specialisation Track 1: Performing Arts Management</b>	
Performing Skills	6
<b>Specialisation Track 2: Visual Arts Management</b>	
Studio Practice	6
<b>Level 3.1 (22 hours per week) Common Modules</b>	
Talent and Artist Management	4
Creative Entrepreneurship	4
Arts Regulation, Policy and Governance	4
<b>Specialisation Track 1: Performing Arts Management</b>	
Festival & Event Management	6
Arts Criticism (Performing Arts)	4
<b>Specialisation Track 2: Visual Arts Management</b>	
Museum and Art Gallery Management	6
Arts Criticism (Visual Arts)	4
<b>Level 3.2</b>	
Internship / Project Work	22

**Notes:**

<sup>^</sup> For more details on Interdisciplinary Studies (IS) modules, please log on to [www.np.edu.sg/is/](http://www.np.edu.sg/is/)

**IS Modules**

The School of Interdisciplinary Studies (IS) delivers a broad-based curriculum, which nurtures a new generation of professionals with multidisciplinary skills and an innovative and entrepreneurial spirit to meet the challenges of a knowledge economy. IS offers both prescribed modules and electives to challenge boundaries. Prescribed modules develop students' competencies in core areas such as Communication, Innovation and Enterprise, Culture and Communication, and Personal Mastery and Development, while elective modules provide insights into Arts and Humanities, Business, Design, and Science and Technology.

**COURSE MODULES**

**LEVEL 1.1**

**Introduction to Creative Arts Management**

This module aims to introduce students to the management of the different forms of creative arts and the arts industry. Through field visits, students will be exposed to a range of topics including theatre, music, dance and visual arts. The topics covered will focus on arts management in Singapore and the region. Students will gain an understanding of the various aspects of the industry, ranging from the arts scene in different countries to the business development of the arts.

**Music in the Performing Arts**

This module gives an introductory understanding of music as a performing art and its role in other art forms. The various music genres from Asian to Western, classical to modern, will be explored. This module helps students critically listen to and develop an enjoyment of music. Students will be able to understand and recognise a wide variety of musical forms and formats.

**Art History**

This module provides students with a basic chronology of visual art styles, characteristics, and cultural influences of different eras, ranging from the Renaissance period to the post-modern age. This module is designed as a broad overview of the history of the development of western art. In addition to the focus on Western art, there will also be some introductory sessions on Islamic, Chinese, Indian, Southeast Asian and Singaporean art. The lessons about understanding art will be equally taught and applied to these types of art.

**Written Communication**

This module aims to equip students with the skills to write effectively in English in both academic and professional settings. The focus will be on business writing as well as formal, expository writing. On top of acquiring the basics of structure and style, students will learn how to formulate and develop clear writing objectives, how to flesh these objectives out into coherent, cohesive written pieces, and how to support and sustain inquiry through research. The module will also cultivate students' willingness to constantly critique

and revise their writing, engage with their peers in providing and receiving feedback on written work, and develop intellectual integrity by respecting others' work.

#### Social Psychology

This module explores the nature and causes of behaviour of individuals in relation to other people. The aim is to provide an understanding of the mechanisms and processes by which social behaviours are shaped by various social, cognitive, environmental, cultural and biological factors.

#### Business Presentation Skills

This module aims to help students become more effective in speech and presentation skills. Students will learn what makes a person an effective presenter – the importance of listening, and the need for congruency in their verbal and non-verbal communication. The module also introduces students to the elements of phonetics as well as styles for different business settings.

### LEVEL 1.2

#### Arts, Culture and Society

The module studies the roles and functions of arts in modern society. It examines the social, economic, political, and technological contexts within which the arts operate. Students are engaged in a critical evaluation of a broad range of issues such as globalisation, identities and education. They will also identify the relationship between arts, culture and society.

#### Development of Theatre and Drama

This module aims to provide students with an introductory understanding of the development of Western and Eastern theatre. The history of theatre will be studied alongside appropriate texts and plays. This module also introduces students to the key features of drama and the various elements of drama through improvisations and exercises.

#### Dance in the Performing Arts

The module provides an introductory understanding of dance as an art form and its development in the West and Asia. Students will look at the various genres from traditional to contemporary and the relationship of dance with other art forms. This module develops an appreciation of dance as an artistic and dramatic expression through movement.

#### Visual Communication

This module examines the key principles and concepts in visual design. Through the course, students will learn how to communicate visually for different business contexts, particularly in corporate identity and self-promotion. Digital photography and imaging software will be used to create marketing and publicity collateral such as business cards and advertisements.

#### Economics

This module provides students with an understanding of the economic choices made by consumers, firms and the government, and how these decisions affect the market for a particular good or service. It incorporates a study of the theory of demand and supply. The module discusses production costs, price determination and supply decisions for individual firms in different market structures. Students will have a basic understanding of the economic factors and government initiatives that have an impact on arts business management.

#### IT Applications in Business

In this module, students will be given an overview with hands-on projects on current business IT applications like word-processing, spreadsheets, database management, publishing software and multimedia tools.

### LEVEL 2.1

## COMMON MODULES

#### Arts Marketing and Distribution

The module introduces the fundamental principles of marketing and distribution, specifically for arts products. Through case studies, students will learn to develop marketing strategy, branding and public relation skills, define audience target, implement marketing tactics and apply marketing technologies to market, promote, sell and distribute arts products.

#### Publication Design and Production

The module introduces the importance of collaterals in promotion, marketing and corporate communication. Through lectures, hands-on projects and classroom critiques, students learn the process of designing magazines, brochures, and periodicals. This module also covers writing design specifications, copyfitting, copyediting and production layout.

#### Resource Development in Arts Management

The module provides an understanding of the critical role of resource development in performing arts organisations. Students learn to identify the various resources needed in developing and sustaining a performing arts organisation, such as finance and facilities. Through case studies, students will cover topics such as business development (investment), sponsorship, and venue management.

#### Principles of Management

In this module, students will acquire an understanding of basic management principles and practices. They will also learn how managers plan, lead, organise and control activities and resources in arts and business organisations, as well as how change management, innovation and creativity can enhance organisational performance.

## SPECIALISATION TRACK 1: PERFORMING ARTS MANAGEMENT

#### Arts and Entertainment

By attending arts entertainment events, students will gain an understanding of how performing arts exist as different forms of entertainment, such as plays, dance, concerts and musical theatre. The module also explores the relationship between the arts and entertainment industries and how this relationship can be complementary.

## SPECIALISATION TRACK 2: VISUAL ARTS MANAGEMENT

#### International Visual Arts

This module builds on Art History and further explores the various forms of visual art from a variety of cultures and societies, historical and contemporary [being exhibited today]. Through field visits to museums and art galleries, students will learn to identify and appreciate the different forms of art works.

### LEVEL 2.2

## COMMON MODULES

#### Research in Audience Development

This module examines the construction of arts audiences, and explores the relationship between the

audience and the creative arts economy. Students will learn to conduct and study audience surveys and focus groups using statistics. Through these and their own observations, they will get to experiment with ways to plan marketing efforts to build and engage audiences in the creative arts industry.

#### Financial Management

The module introduces the basic concepts of financial management, including accounting, cash management, budgeting, box office management and forecasting, in relation to arts organisations. Using case studies and simulations, students learn how to apply financial accounting principles to the arts industry.

#### Organisational Behaviour

This module gives students a basic understanding of human behaviour at the workplace and provides them with opportunities to develop interpersonal and intrapersonal skills. This will help them in their future careers as arts and business managers or executives who are able to effectively motivate, promote cooperation and teamwork, manage stress and resolve conflicts among their subordinates. Students are also introduced to cultural behaviour.

#### Global Issues: Singapore Perspectives

This module develops students' ability to think critically about world issues. Students will discuss a wide range of social, political and cultural issues from the Singapore perspective. They will learn how to defend their arguments, recognise a fallacy and see beyond the obvious. The focus will be on presenting an opinion or viewpoint that can be defended rather than on arriving at a "right" answer.

### SPECIALISATION TRACK 1: PERFORMING ARTS MANAGEMENT

#### Performing Skills

In this module, students will learn to identify the "tools" and techniques of a performer, through various workshops. Through this, students will develop an understanding and sensitivity to the needs of an arts performer. The module will also expose students to the various performing techniques, such as acting, singing and dancing.

### SPECIALISATION TRACK 2: VISUAL ARTS MANAGEMENT

#### Studio Practice

This module is an off-site, studio-based course which introduces students to the making of fine art in two and three dimensions including painting, sculpture, pottery, printmaking and drawing. In addition, students will also gain skills in exhibition management and the art business knowledge.

#### LEVEL 3.1

#### COMMON MODULES

#### Talent and Artist Management

The module examines the crucial role of professional management for various types of artists and entertainers. Focusing on the roles of personal manager, talent agent, road manager, and company manager, students will learn the art of guiding the professional career of artistes, developing contacts within the arts industry, marketing and promoting artistes for overseas exposure, identifying clients and projects for the artistes, and negotiating deals.

#### Creative Entrepreneurship

The module explores the relationship between creativity and entrepreneurship. Students will learn about the issues and challenges in the business of arts practices such as culture, politics, entertainment, media and education, in the modern world. The module also introduces an entrepreneurial concept to individual creative practice in lectures and tutorials to develop new ideas and plans for creative leadership.

#### Arts Regulation, Policy and Governance

This module examines the role of government regulation, policy and governance within the arts industry. It provides an overview of the role of the law within the arts industry, focusing on intellectual property rights, censorship and rights management.

### SPECIALISATION TRACK 1: PERFORMING ARTS MANAGEMENT

#### Festival & Event Management

This module aims to introduce students to the range

of performing arts events and activities. The module will introduce students to the systems used to manage festivals and events in the arts sector. Students will learn about the various components involved with festival and event management and learn how to plan and execute a festival / event within the context of community partnerships and risk management.

#### Arts Criticism (Performing Arts)

This module covers the critical analysis of the performing arts – the art of writing reviews. The module will explore the uses and elements of criticism with an emphasis on the practical applications of the techniques and skills of review writing.

### SPECIALISATION TRACK 2: VISUAL ARTS MANAGEMENT

#### Museum and Art Gallery Management

This module provides an understanding of the management of museums, art galleries and exhibitions, as well as the heritage sector. The module also aims to introduce students to the central questions of archiving and conservation. Students will develop curatorial skills and acquire practical skills relating to marketing and presentation of art works. The module will include topics on content collection, exhibition planning and preparation as well as supervision of exhibitions.

#### Arts Criticism (Visual Arts)

The module aims to enable students to understand and analyse art methods and theories which have been developed since the Renaissance up to the present-day. Students will be introduced to visual literacy and the different ways of looking at and interpreting works of art as well as writing about them.

#### LEVEL 3.2

#### Internship / Project Work

Students will be attached to one or several performing arts organisations matching their abilities and interests. Alternatively, students can work on projects in their areas of interest.



## DIPLOMA IN BUSINESS & SOCIAL ENTERPRISE (BZSE) 3-YEAR COURSE

The **Diploma in Business & Social Enterprise (BZSE)** is the first and only course of its kind to be offered by a polytechnic. It was launched to provide cross-disciplinary training and meet the demand for trained social enterprise managers in three sectors - business, non-profit and for-profit social enterprises.

Students gain a balanced mix of fundamentals in business, social and enterprise studies, and applied skills. The core and complementary modules offer a comprehensive programme customised to meet the demand for the skill sets required to operate social enterprises and serve diverse needs.

The course provides students with a firm foundation in business fundamentals, crisis management, legal frameworks for social enterprises, corporate governance, and marketing and communication skills, among others.

BZSE focuses on learning through experience with collaborations, case studies and forums. Students will learn to execute projects and promote corporate social responsibility in companies. They will also attend classes that are often conducted outside the classroom, both locally and overseas. For example, in their first year, BZSE students will get the chance to embark on a regional study trip where they will conduct research on social and environmental issues. They also learn to interact with the locals and embrace the values of dignity and empowerment through the immersive process.

### ENTRY REQUIREMENTS

To be eligible for consideration, candidates must have the following GCE 'O' Level examination (or equivalent) results:

Subject	'O' Level Grade
English Language as a First Language	1-6
Mathematics (Elementary/Additional)	1-6
Any three subjects	1-6

You must have also sat for a Humanities subject or Art / Music or Principles of Accounts or a relevant OSIE / Applied Subject and fulfill the aggregate computation requirements.

### CAREER PROSPECTS

Social enterprise is a growing field in Singapore and around the world. Upon graduation, BZSE students can work as social enterprise managers, community development officers, marketing or corporate communication officers, or human resource executives in a wide range of non-profit and business organisations.

### ACCREDITATION FOR FURTHER STUDIES

BZSE graduates can further their studies and specialise in the fields of business or humanities at local and foreign universities.

BZSE graduates may enjoy exemptions for the following programmes:

- University of Queensland (Australia) – Bachelor of Business Management, Bachelor of Business, Bachelor of Commerce, Bachelor of Communication, Bachelor of International Hotel & Tourism Management, Bachelor of Economics
- Bond University (Australia) - Bachelor of Business

- Murdoch University (Australia) – Bachelor of Commerce (Entrepreneurship & Innovation/ Management), Bachelor of Arts (Community Development)
- James Cook University (Singapore) - Bachelor of Business, Bachelor of Psychology, Bachelor of Arts (Psychology), Bachelor of Information Technology

BZSE graduates may also gain direct entry into the following programmes:

- Monash University (Australia) in partnership with the Social Service Training Institute (SSTI) - Bachelor of Social Work
- Flinders University (Australia) in partnership with the Social Service Training Institute (SSTI) - Bachelor of Education (Special Education)

BZSE graduates also receive up to one semester's exemption at National University of Singapore and Nanyang Technological University.

## COURSE CURRICULUM

### Module Name Credit Units

#### YEAR 1

##### Level 1.1 (24 hours per week)

Introduction to Social Enterprise	4
Economics 1	4
Business Management	4
Written Communication	4
IT Applications	4
Idea Jumpstart^	2
Sports & Wellness^	2

##### Level 1.2 (20 hours per week)

Introduction to Social & Environmental Studies	4
Speech Communication & Presentations	4
Principles of Accounting	4
Introduction to Statistics & Research Methods	4
Social Psychology	4

#### YEAR 2

##### Level 2.1 (24 hours per week)

Project Management for Social Enterprise	4
Human Resource Management	4
Financial Management	4
Economics 2	4
Cross Cultural Communications & Practices	4
Idea Blueprint^	2
Interdisciplinary Studies (IS) module^	2

##### Level 2.2 (24 hours per week)

Principles of Marketing	4
Legal Frameworks for Social Enterprise	4
Enterprise Creation & Development	4
Public Relations & Event Management	4
Business Communications	4
Idea Launchpad^	2
Interdisciplinary Studies (IS) module^	2

### Module Name Credit Units

#### YEAR 3

##### Level 3.1 (24 hours per week)

Overview of International Systems	4
Crisis Management & Conflict Resolution	4
Non-Profit Organisations and Development	4
Corporate Governance	4
Managing Social Enterprises	4
World Issues: A Singapore Perspective^	2
Interdisciplinary Studies (IS) module^	2

##### Level 3.2

Internship and/or Research Project	22
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#### Notes:

^ For more details on Interdisciplinary Studies (IS) module, please log on to [www.np.edu.sg/is/](http://www.np.edu.sg/is/)

#### IS Modules

The School of Interdisciplinary Studies (IS) delivers a broad-based curriculum, which nurtures a new generation of professionals with multidisciplinary skills and an innovative and entrepreneurial spirit to meet the challenges of a knowledge economy. IS offers both prescribed modules and electives to challenge boundaries. Prescribed modules develop students' competencies in core areas such as Communication, Innovation and Enterprise, Culture and Communication, and Personal Mastery and Development, while elective modules provide insights into Arts and Humanities, Business, Design, and Science and Technology.

## COURSE MODULES

### LEVEL 1.1

#### Introduction to Social Enterprise

This module introduces students to the nature of social enterprises, namely, to create social value in the non-profit, private and public sectors. Issues relevant to the setting up of social enterprise initiatives will be examined; these include the philosophy of philanthropy and the Social Entrepreneurial mindset. The module

adopts an experiential learning approach, and students are sent to interview social entrepreneurs in Singapore to understand firsthand their values and motivations behind the founding of these enterprises.

#### Economics 1

In this module, students will study how economic choices made by consumers, firms and the government affect the market for a particular good or service. Theories of demand and supply, and discussions on production costs, price determination and supply decisions for individual firms in different market structures will also be covered.

#### Business Management

In this module, students acquire an understanding of basic management principles and practices. They also learn how managers plan, lead, organise and control activities and resources in organisations, as well as how change management, innovation and creativity enhance organisational performance.

#### Written Communication

This module equips students with the skills to write effectively in English, in both academic and professional settings. The focus is placed on business writing and formal, expository writing. On top of acquiring the basics of structure and style, students will also learn how to formulate and develop clear writing objectives, flesh these objectives out into coherent, cohesive written pieces, and support and sustain inquiry through research. The module will also cultivate students' willingness to constantly critique and revise their writing, engage with their peers in providing and receiving feedback on written work, and develop intellectual integrity by respecting others' work.

#### IT Applications

In this module, students work on projects that require them to have hands-on experience in current business IT applications like word-processing, spreadsheets, database management, publishing software and multimedia tools. The project involves students putting

together a video and presentation on the learning outcomes from selected modules in the semester.

#### LEVEL 1.2

##### Introduction to Social & Environmental Studies

This module gives students an introductory insight into social affairs and problems as a result of globalisation, social inequalities and divides, changes in the role and identity of the family and workplace, crime and deviance, impact on education and health, population and environmental issues.

##### Speech Communication & Presentations

This module introduces students to the elements of phonetics as well as speech communication context (intra and inter-personal) and styles for different settings. It trains students to be effective, articulate, confident, persuasive and credible speakers in a variety of professional situations, particularly for dealing with clients and the pitching of proposals.

##### Principles of Accounting

This module introduces the basic concepts and principles of accounting, and develops students' skills in analysing business transactions and financial statements. Topics include accounting equation, double-entry concept, analysis and recording of business transactions, preparation of financial statements for service and trading concerns, and accounting for cash and fixed assets.

##### Introduction to Statistics & Research Methods

This module introduces students to basic statistics and methods used in business research. Students learn about the research process, qualitative and quantitative research methodologies, designing of questionnaires and research writing skills.

##### Social Psychology

Social psychology is the scientific study of the way people think, feel, desire and behave in social situations. It involves understanding how people influence, and are

influenced by, others around them. Students cultivate the basic skills for analysing the social situations and events that they encounter in their everyday lives. The module also requires students to apply their knowledge on Statistics and Research Methods to work on a project to gather empirical findings of social psychology.

#### LEVEL 2.1

##### Project Management for Social Enterprise

This module equips students with the skills required for effective project management for social enterprise: planning, scheduling, monitoring, managing and evaluating. The Project Management Life Cycle will be introduced, and students will have to manage and implement a real project as part of the module. Project management softwares will also be introduced as useful tools for the module.

##### Human Resource Management

This module allows students to develop human resources (HR) management skills needed by supervisors and managers to ensure that their organisations attract and retain the right people to meet organisational goals. Students are also introduced to industrial relations and globalisation trends that are impacting the management of HR, with a focus on HR for non-profit organisations.

##### Financial Management

This module discusses financial decision-making by social enterprises. These decisions involve such questions as what productive assets to acquire, how to manage the firm's working capital and what kinds of short-term financing to secure. The module also teaches topics including basic knowledge of financial and managerial accounting as well as the concept of value.

##### Economics 2

In this module, students will acquire the basic set of tools used to analyse contemporary socio-economic issues and to relate them to fiscal and monetary

policies. The module covers economic growth, unemployment, inflation, international trade, labour markets, poverty, income distribution and the roles of sovereign wealth funds.

#### Cross Cultural Communication & Practices

This module provides students with the skills to enable them to communicate effectively across different cultures and recognise the value of the shared and diverse aspects of different cultures. Students learn to use verbal and non-verbal techniques and develop confidence in cross-cultural communication.

### LEVEL 2.2

#### Principles of Marketing

This module examines the basic concepts and principles of the marketing of goods and services to enable students to better understand and evaluate the marketing system – from planning to pricing, promotion and distribution. It also helps students to appreciate the interaction of marketing variables and their impact on marketing decisions. Students have the opportunity to learn and apply marketing concepts in a creative way through projects, presentations and case studies.

#### Legal Frameworks for Social Enterprise

This module focuses on contract of agency, contract of sales, loan contract and employment contract. Essential elements of intellectual property and unfair competition are also explored. Students study the international legal aspects of social entrepreneurship, its salient features and the basic principles of fiscal law.

#### Enterprise Creation & Development

This module teaches students to apply analytical and innovative thinking to integrate the different functional areas of a venture into a business plan. Students work in teams to appreciate the finer points of the business planning process in an experiential and stimulating classroom environment. Topics focus on the application of basic knowledge learned in the varied disciplines of finance, marketing and product/service creation and development.

#### Public Relations & Event Management

Students are introduced to the basic principles and practices of public relations. They acquire the necessary strategic planning skills and learn to apply various tools and techniques to develop PR programmes. Besides being introduced to various strategies to manage and optimise relations with the mass media, students also learn how to manage events, such as fund-raising programmes, effectively.

#### Business Communication

This module teaches students to apply the appropriate oral and written communication strategies for a variety of situations. The module includes understanding business etiquette and protocols, persuasive messages, writing/answering enquiries/complaints, and writing curriculum vitae.

### LEVEL 3.1

#### Overview of International Systems

In this module, concepts of non-state actors and the nation states will be introduced. Major humanitarian players like the World Bank, United Nations and UNESCO will be discussed. Students acquire an understanding of how these organisations operate in a global setting. They are also equipped with the tools and frameworks of analysis to better understand the international system in which Singapore operates and the global socio-political settings that influence how individuals act.

#### Crisis Management & Conflict Resolution

This module explores the phenomenon of abrupt, radical social and socio-political change (as distinct from evolutionary, slow social change) affecting power relations and social institutions. Selected case studies on social and political crises and conflicts, how non-profit organisations and international organisations respond to such crises, and how communities rebuild themselves will be studied.

#### Non-Profit Organisations & Development

This module teaches students about the roles of non-profit organisations, including NGOs, in international and community development. Topics include studies on non-profit organisations and development management, international relations, development economics, refugees studies, institutional studies, corporate governance and development administration. It includes a focus on the poor to understand how various development strategies may contribute to the reduction and elimination of poverty.

#### Corporate Governance

This module introduces students to the creation of an ethical, law-abiding culture within the organisation, the importance of Corporate Governance (CG) in organisations, major CG principles, the purpose of the internal audit function and the various committees that help to provide the necessary checks and balances in the organisation, and other related issues. It focuses on corporate governance for non-profit organisations and uses case studies to engage students in their learning.

#### Managing Social Enterprises

This module is designed to offer a practical understanding and equip students with the necessary tools and skills to manage a social enterprise. Some aspects to be covered include: HR and team roles in a business setup; Implementing Sales and Marketing strategies; Basic functions of a CRM (Customer Relations Management) Software; Management Information Reporting; Understanding operations and day-to-day functions of an enterprise.

### LEVEL 3.2

#### Internship and/or Project

Students are attached to a range of private or public sector organisations to work on projects related to corporate social responsibility, and managing of social enterprises or non-profits, either locally or overseas.



## DIPLOMA IN CHINESE STUDIES (CHS) 3-YEAR COURSE

The first and only such course offered in a local polytechnic, the **Diploma in Chinese Studies (CHS)** was launched in response to the growing demand for effectively bilingual professionals who are proficient in Chinese language and culture.

Jointly designed and taught by faculty from Ngee Ann Polytechnic (NP), Zhejiang University City College (ZUCC), Huazhong Normal University (HNU) and the National Institute of Education (NIE), this course prepares students for a range of careers in education, media, business as well as translation and interpretation.

Over 80 percent of the course is conducted in Chinese. The curriculum covers subjects in Chinese language, literature, culture, translation and interpretation skills, media studies, psychology and education studies.

An important highlight of the CHS programme is the China Immersion Programme. All final-year students spend one semester in China, completely immersed in Chinese academic rigour and culture.

CHS trains students to become Chinese Language teachers, translators or bilingual professionals in the corporate world. There are two academic tracks for CHS: Teaching Track and Non-Teaching Track. CHS Teaching Track students are required to sign a bond with MOE, and receive a monthly MOE teaching bursary. They will be trained by NIE in the final semester. Upon graduation, they will complete a two-year Diploma in Education (Chinese Specialisation) in one year. For the CHS Non-Teaching Track students, they can either work on an industry project or undergo an internship.

### ENTRY REQUIREMENTS

To be eligible for consideration, candidates must have the following GCE 'O' Level examination (or equivalent) results:

Subject	'O' Level Grade
English Language as a First Language	1-6
Mathematics (Elementary/Additional)	1-7
Higher Chinese OR Chinese	1-4 1-2
Any two subjects	1-6

You must also fulfil the aggregate computation requirements for the ELP2B2-A aggregate type listed at <http://www.np.edu.sg/admissions/Pages/elr2b2.aspx>

### CAREER PROSPECTS

With their newfound mastery of the Chinese language and culture, our CHS graduates can easily find career opportunities in Singapore and overseas. They are highly suitable for positions such as Chinese language teachers, translators or interpreters, and writers for educational or fictional materials. They can also work in corporations needing professionals strong in the Chinese language.

### SCHOLARSHIPS AND BURSARIES

Teaching bursaries are available to those whom the Ministry of Education (MOE) selects for its trainee teacher programme. Students who are interested in becoming Chinese Language teachers may apply directly with MOE for a teaching bursary.

## ACCREDITATION FOR FURTHER STUDIES

CHS graduates can apply for further studies and may enjoy exemptions at the following universities:

- Zhejiang University (China) - Bachelor of Chinese Studies
- Huazhong Normal University (China) - Bachelor of Chinese Studies
- University of Queensland (Australia) - Bachelor of Arts
- Shanghai University (China) - Bachelor of Chinese Studies
- Shanghai International Studies University (China) - Bachelor of Chinese Studies
- Fudan University (China) - Bachelor of Chinese Studies
- Communication University of China - Bachelor of Chinese Studies

CHS graduates also receive up to one semester's exemption at National University of Singapore and Nanyang Technological University.

## COURSE CURRICULUM

Module Name	Credit Units
<b>YEAR 1</b>	
<b>Level 1.1 (21 hours per week)</b>	
Introduction to Chinese Cultural History	4
Introduction to Chinese Drama & Theatre	4
Written Communication in Chinese	5
Fundamentals of Translation	4
Social Psychology & Communication	4
<b>Level 1.2 (21 hours per week)</b>	
Introduction to Chinese Literature	4
General History of China	4
Literary Theory	4
Aspects of Chinese Popular Culture	4
Written Communication	5

Module Name	Credit Units
<b>YEAR 2</b>	
<b>Level 2.1 (20 hours per week)</b>	
Modern Chinese Literature	4
Writing for Chinese Media	4
Understanding Chinese Media	4
Classical Chinese Poetry	4
Elective	4
<b>Level 2.2 (24 hours per week)</b>	
Global Issues: Singapore Perspectives	4
Contemporary Chinese Language	4
Speech & Presentation Skills	4
Advanced Translation	4
Modern Chinese Fiction	4
Elective	4
<b>Electives</b>	
Web Design & Applications	4
Radio Production	4
Video Production	4
Asian Cinema	4
<b>YEAR 3</b>	
<b>Level 3.1</b>	
Six modules as part of China Immersion Programme	24
<b>Level 3.2 (Students to do one)</b>	
Teaching Practicum (NIE) or Internship and/or Project	20
	22

## COURSE MODULES

### LEVEL 1.1

#### Introduction to Chinese Cultural History

This module introduces various aspects of Chinese cultural history, including the development of social culture, Chinese philosophy, ethical values, educational system, the arts as well as other aspects of Chinese culture. Students will also be encouraged to critically evaluate Chinese traditions, customs and lifestyles.

#### Introduction to Chinese Drama & Theatre

This module aims to help students develop critical and creative thinking skills to produce short theatre pieces. Students enjoy hands-on experience in directing, writing and acting a short play. The module will also introduce techniques in the application of theatre and drama in various fields of work.

#### Written Communication in Chinese

This module teaches students how to write effectively in both academic and professional settings. Besides understanding the basic structure and style of different types of writing, students will learn how to develop clear objectives to produce coherent and cohesive writing, and to support and sustain inquiry through research. They will constantly review their writing through peers' feedback, and develop intellectual integrity by respecting the intellectual property of others.

#### Fundamentals of Translation

This module introduces students to fundamental strategies and techniques of English/Chinese (EC) and Chinese/English (CE) translation. Students learn the basic principles of written translation and apply these principles to the translation of a variety of text genres. Students will also explore how a translator makes decisions in actual practice by considering a host of factors, including the author's intention, the desired function of the translated text as well as the needs of the readers.

#### Social Psychology & Communication

Students will be introduced to the processes of human communication at the intrapersonal, interpersonal and small group communication levels. This module examines the processes of social influence that occur at these levels. The emphasis of the course is on reflective thinking and students are urged to apply what they have learnt to their own lives. In addition, they will have to cultivate, through application, both higher-order and critical thinking skills.

### LEVEL 1.2

#### Introduction to Chinese Literature

This module surveys the development of classical

Chinese literature from ancient times to the late Qing era. It introduces students to representative literary works of each period, ranging from the Book of Songs to the Qing novels. The module explores the historical background of literary works, the lives and experiences of major writers, as well as the structural and formal characteristics of different literary genres.

#### General History of China

This module gives students an outline of Chinese history. It covers all the important events and major historical figures throughout all the dynasties in China. Students should be able to form a general idea about Chinese history and Chinese people, and have some insightful reflections to the development of Chinese history, so that they can read more extensively in Chinese culture and history and do some deeper thinking and analyses.

#### Literary Theory

This module aims to provide students with opportunities to consider the nature of literary study, the functions of literary texts and the value to the reader of literary and critical theory. It will enhance students' skills in critical analysis through the study and discussion of selected texts and extracts, gain various skills appropriate to literary study and the awareness of the role of readers in the processes whereby texts generate different meanings.

#### Aspects of Chinese Popular Culture

This module gives an overview of the trends and developments of Chinese popular culture in Singapore, Malaysia, China, Hong Kong and Taiwan. Students will be exposed to the similarities and differences in popular culture among modern Chinese societies.

#### Written Communication

This module teaches students how to write effectively in both academic and professional settings. Besides understanding the basic structure and style of different types of writing, students will learn how to develop clear objectives to produce coherent and cohesive writing, and to support and sustain inquiry through research. They will constantly review their writing through

peers' feedback, and develop intellectual integrity by respecting the intellectual property of others.

### LEVEL 2.1

#### Modern Chinese Literature

This module is a general introduction to the different genres of modern Chinese literature from 1917 to the present, across Mainland China, Hong Kong, Taiwan, Singapore and Malaysia. Through the works of famous Chinese writers such as Lu Xun, Yu Dafu, Shen Congwen, Mao Dun, Ba Jin, Lao She, Zhang Ailing and Bai Xianyong, students will learn about the development of Chinese literature in the 20th century and explore their own ideas about literature in the modern era.

#### Writing for Chinese Media

The module provides an overview of the different types of writing for the mass media. It examines the differences in writing style in journalism, broadcasting, public relations, advertising and the Internet. Students learn different elements of style, construction and syntax in writing for Chinese media, as well as analytical skills in reading information from the media.

#### Understanding Chinese Media

This module examines the Chinese-language media in East Asia and Southeast Asia, with emphasis on the media systems in China, Taiwan, Hong Kong and Singapore. It provides an overview of the developments and regulatory frameworks of the media industries in the region, and engages students in a critical evaluation of the roles of the media, and how they are regulated. Students are also introduced to the print, broadcast and various electronic media.

#### Classical Chinese Poetry

This module focuses mainly on Tang Poetry and Song Lyrics. Poets from different schools and their representative works will be studied. Students are encouraged to read extensively about certain poets' life stories and their creative writings. They are trained to have an eye for the beauty of classical Chinese poetry, and acquire the art of appreciating it.

#### Elective

Each student has the option to select one elective module in Level 2.1 based on his/her interests.

### LEVEL 2.2

#### Global Issues: Singapore Perspectives

This module develops a student's ability to think critically on world issues. Students will discuss a wide range of social, political and cultural issues from the Singapore perspective. They will learn how to defend their arguments, recognise a fallacy and see beyond the obvious. The focus will be on presenting an opinion or viewpoint that can be defended rather than on arriving at a "right" answer.

#### Contemporary Chinese Language

This is a foundational module in Chinese language and linguistics. The course introduces students to formal features of the Chinese language, including its lexical features, phonological system, morphology, syntactical structure as well as writing system. Students will also explore the characteristics of Chinese language as it is used in the Singapore context.

#### Speech & Presentation Skills

In this module, students learn the basics of Chinese phonetics as well as speech communication styles in different social settings. It trains students to be effective, articulate, confident, composed and credible Mandarin speakers in a variety of professional situations. The module also explores how communication affects human behaviour and social developments.

#### Advanced Translation

This module exposes students to the theory and practice of Chinese-English (CE) and English-Chinese (EC) translation in greater depth and breadth. Students will have hands-on knowledge of how different types of texts, including advertisements, movie/song/book titles and academic abstracts can be translated. Techniques of translating formal and literary texts will also be addressed, with focus on how the notion of equivalence can be perceived in the translation of different text genres.

### Modern Chinese Fiction

This module requires students to have a deep understanding of the masterpieces of modern Chinese fiction. Besides extensive reading on modern Chinese fiction, students are also encouraged to explore the souls of famous modern Chinese novelists and understand the culture and the society revealed in their masterpieces.

### Elective

Each student has the option to select one elective module in Level 2.2 based on his/her interests.

## ELECTIVES

### Web Design & Applications

This module gives students an appreciation of web design process, content development and new media skills. Students will familiarise themselves with the basic principles of using computer software to design and create websites and interactive multimedia content.

### Radio Production

Students will develop fundamental skills of critical listening, writing and audio production to create effective productions for radio. They will have hands-on experience in the audio production studio to learn digital audio editing techniques. Students will also expand their audio production skills to produce radio drama, documentary and feature programmes.

### Video Production

This module provides students with a basic theoretical and practical introduction to video production techniques and equipment, visual aesthetics, and planning and organising a video production. Students will be introduced to single-camera operational style of video production.

### Asian Cinema

This module is an introduction to the art and industry of Asian cinema. Students will explore the unique traditions of selected national cinemas of East Asia, South Asia and Southeast Asia. Against the backdrop of globalisation, students will also discover the unique histories and aesthetics of Asian film production.

## LEVEL 3.1

### China Immersion Programme

Students will study at one university in China for one semester in their final year. They will study six modules which will be taught by university lecturers there. This overseas programme allows students to be immersed in an environment that reinforces the learning of Chinese language and the appreciation of Chinese culture.

## LEVEL 3.2

### STUDENTS ON TEACHING BURSARY (MODULES TAUGHT IN NIE)

#### Teaching of Civics & Moral Education

Students will be introduced to the use of various approaches to teach the module at the primary school level. Students will learn core values such as love and humility, filial piety, harmonious family, courtesy, responsibility, compassion and loyalty. Important subjects like the cultural practices, values, places of worship, customs and traditions of the different races of Singapore will be included in the module.

#### Use of Chinese in Teaching (Hanyu Pinyin)

This module aims to develop the oral communication skills of students for teaching purposes. Three main sections will be emphasised: Phonetics, Speech Skills and Effective Classroom Communication. Errors in Mandarin pronunciation with regard to vowels and consonants, the four tones and the change of tone with specific words will also be taught. Students will also be exposed to the practical knowledge and skills in Hanyu Pinyin, accurate pronunciation and standard Mandarin.

#### Techniques in the Teaching of Chinese Language

This module equips students with a comprehensive understanding of the various teaching methods and various practical techniques in the teaching of different language skills. The use of IT in the teaching of Chinese language will be included.

#### Modern Chinese Grammar (NIE)

This module aims to provide students with a basic knowledge of modern Chinese grammar, as well as an

understanding of the nature and classification of the Chinese lexicon. It will equip them with the concepts and skills to analyse the various parts of speech and sentence structures of various kinds of modern Chinese texts in daily and academic life as well as in school settings. Besides, it also deals with the functions of rhetoric in literature and everyday life. It aims to enable students to determine the linguistic structure of an expression and relate it to its meaning and rhetorical effects.

#### Chinese Etymology & Modern Chinese Script

This module aims to equip students with a basic knowledge of Chinese etymology and the modern Chinese script. It deals with the origin and evolution of the Chinese writing, the analysis of the structure, form and meaning of Chinese characters, as well as the reform movement of Chinese writing in later stages. Such knowledge will enhance their ability as Chinese language teachers, especially when it comes to the teaching of recognition of Chinese characters.

### STUDENTS NOT ON TEACHING BURSARY (CHOOSE ONE)

#### Internship

Students will be placed on a semester-long internship matching their abilities and interests.

#### Project

Students work on independent career-related or research-related projects in their areas of interest.



# DIPLOMA IN CHINESE MEDIA & COMMUNICATION (CMC) 3-YEAR COURSE

The **Diploma in Chinese Media & Communication (CMC)** is designed for students seeking a career in the growing Chinese print, broadcast and interactive media industries. It is a unique media course that is conducted in both Chinese and English.

Over 60 percent of the bilingual course is conducted in Mandarin. The syllabus covers a range of exciting and creative modules such as News Reporting & Feature Writing, Publication Design & Production, Web Design & Applications, Copywriting & Advertising, Public Relations & Event Management, Radio Production and Video Production. Besides media training, students will also build a strong foundation in Chinese language through modules in Chinese history, literature and culture, and translation.

In the final year, CMC students will spend one semester working on an industry project or interning at a top overseas or local media company. All final-year students will also participate in an overseas study programme to broaden their understanding of the Chinese-language media in the region.

## ENTRY REQUIREMENTS

To be eligible for consideration, candidates must have the following GCE 'O' Level examination (or equivalent) results:

Subject	'O' Level Grade
English Language as a First Language	1-6
Mathematics (Elementary/Additional)	1-7
Higher Chinese OR Chinese	1-4 1-3
Any two subjects	1-6

You must also fulfil the aggregate computation requirements for the ELR2B2-A aggregate type listed at <http://www.np.edu.sg/admissions/Pages/elr2b2.aspx>

## CAREER PROSPECTS

The most popular TV and radio stations in Singapore are the Chinese channels. With China's rising prominence, there is also increasing demand internationally for Chinese-language content. As a bilingual media practitioner, CMC graduates will be highly sought after as a journalist, producer, translator/interpreter, or PR and marketing executive.

## ACCREDITATION FOR FURTHER STUDIES

You may also pursue the following overseas programmes:

- Hong Kong Baptist University
  - Bachelor of Social Sciences in Communication
- Shih Hsin University, Taiwan
  - Bachelor of Chinese Studies
  - Bachelor of Journalism
- Fudan University, China
  - Bachelor of Chinese Studies
  - Bachelor of Journalism
- Communication University of China
  - Bachelor of Chinese Studies
  - Bachelor of Journalism
- University of Queensland, Australia
  - Bachelor of Arts
  - Bachelor of Communication
  - Bachelor of Journalism

CMC graduates can receive up to one semester's exemption at National University of Singapore and Nanyang Technological University.

COURSE CURRICULUM	
Module Name	Credit Units
<b>YEAR 1</b>	
<b>Level 1.1 (24 hours per week)</b>	
Introduction to Mass Communication	4
Writing for Chinese Media	4
Visual Communication	4
Publication Design & Production	4
Speech & Presentation Skills	4
Social Psychology & Communication	4
<b>Level 1.2 (24 hours per week)</b>	
Media, Culture and Society	4
News Reporting & Feature Writing	4
Web Design & Applications	4
Radio Production	4
Fundamentals of Translation	4
Written Communication in English	4
<b>YEAR 2</b>	
<b>Level 2.1 (24 hours per week)</b>	
Asian Cinema	4
Video Production 1	4
Public Relations & Event Management	4
Copywriting & Advertising	4
Chinese Media Seminars	4
Elective	4
<b>Level 2.2 (24 hours per week)</b>	
Media Ethics, Law & Policies	4
Media Project Management	4
Video Production 2	4
Broadcast Journalism	4
Global Issues: Singapore Perspectives	4
Elective	4
<b>Electives</b>	
General History of China	4
Introduction to Chinese Literature	4
Introduction to Chinese Cultural History	4
Introduction to Chinese Drama & Theatre	4

Module Name	Credit Units
<b>YEAR 3</b>	
<b>Level 3.1</b>	
Overseas Immersion Programme	24
<b>Level 3.2 (Students to do one)</b>	
Internship and/or Project	22

## COURSE MODULES

### LEVEL 1.1

#### Introduction to Mass Communication

This module provides an introduction to the basic theories and concepts of mass communication. Besides exploring the historical development, organisation and functions of the media, students will also examine the production processes of media industries.

#### Writing for Chinese Media

The module provides an overview of the different types of writing for the mass media. It examines the differences in writing style in journalism, broadcasting, public relations, advertising and the Internet. Students will learn different elements of style, construction and syntax in writing for Chinese media, as well as analytical skills in reading information from the media.

#### Visual Communication

Focusing on the use of images in the media, this module examines the theories and concepts of visual literacy. It provides an introduction to communicating visually through conceptual thinking with the use of digital photography and imaging software. Students will also think critically about the issues of visual images in communication, and learn the basic principles of visual design.

#### Publication Design & Production

This module introduces students to typography and page composition, including grid layout, and the

principles of alignment, contrast, proximity and repetition. Through lectures, hands-on projects and classroom critiques, students learn the process in designing magazines, brochures, periodicals, books and collateral pieces. This module also covers writing design specifications, copyfitting, copyediting as well as newspaper production and layout.

#### Speech & Presentation Skills

In this module, students learn the basics of Chinese phonetics as well as speech communication styles in different social settings. It trains students to be effective, articulate, confident, composed and credible Mandarin speakers in various professional situations. The module also explores how communication affects human behaviour and social developments.

#### Social Psychology & Communication

Students will be introduced to the processes of human communication at the intrapersonal, interpersonal and small group communication levels. This module examines the processes of social influence that occur at these levels. The emphasis is on reflective thinking and students are urged to apply what they have learnt to their own lives. In addition, they will have to cultivate, through application, both higher-order and critical thinking skills.

### LEVEL 1.2

#### Media, Culture and Society

The module studies the roles and functions of media in modern society. It examines the social, economic, political, and technological contexts within which the media operate. With special emphasis on the Chinese-language media in East Asia and Southeast Asia, it provides an overview of the media industries in the region, and engages the students in a critical evaluation of a broad range of media issues.

#### News Reporting & Feature Writing

This module equips students with the basic skills in writing news and feature stories for the print media. Students will learn to gather information from different

sources and critically assess the information they obtain. They will also examine the social responsibility and ethical framework of print journalism, and learn to write with accuracy, clarity and credibility.

#### Web Design & Applications

This module gives students an appreciation of the web design process, content development and new media skills. Through this module, students will familiarise themselves with the basic principles of using computer software to design and create websites and interactive multimedia content.

#### Radio Production

Students will develop fundamental skills of critical listening, writing and audio production to create effective productions for radio. They will have hands-on experience in the audio production studio to learn digital audio editing techniques. Students will also expand their audio production skills to produce radio drama, documentary and feature programmes.

#### Fundamentals of Translation

This module introduces students to fundamental strategies and techniques of English/Chinese (EC) and Chinese/English (CE) translation. Students will learn the basic principles of written translation and apply these principles to the translation of a variety of text genres. Students will also explore how a translator makes decisions in actual translation practices by considering a host of factors, including the author's intention, the desired function of the translated text as well as the needs of the readers.

#### Written Communication in English

This module teaches students how to write effectively in both academic and professional settings. Besides understanding the basic structure and style in different types of writing, students will learn how to develop clear objectives to produce coherent and cohesive writing, and to support and sustain inquiry through research. They will constantly review their writing through peers' feedback, and develop intellectual integrity by respecting the intellectual property of others.

### LEVEL 2.1

#### Asian Cinema

Drawing from an eclectic blend of works, the module provides an overview of the "national cinemas" in Asia, and explores a range of issues relating to Asian cinema. Besides covering basic film terminology and rudiments of film form, it aims to provide students with a greater understanding of Asian history, society and culture through the medium of cinema. Special attention will be paid to selected cinemas of East, South and South-east Asia.

#### Video Production 1

This module provides students with a basic theoretical and practical introduction to video production techniques and equipment, visual aesthetics, and planning and organising a video production. Students will be introduced to single-camera operational style of video production, and they will create short narrative projects.

#### Public Relations & Event Management

This module equips students with the necessary strategic skills and various tools and techniques to develop Public Relations programmes. Students will be involved in planning, coordinating, staging, and managing events. They will also learn to write persuasively for various audiences.

#### Copywriting & Advertising

This module provides an introduction to the creative process of advertising and covers the basic principles and concepts of copywriting. Students will learn to write and edit Chinese-language advertising and commercial copy for different media. They will also learn about media planning, and get to produce advertising materials and develop advertising campaigns.

#### Chinese Media Seminars

Media practitioners are invited to share their work experiences and insights on the trends and development of the media industries. Students will be planning and organising the seminars as part

of the requirement for the Public Relations & Event Management module.

#### Elective

Each student has the option to select one elective module in Level 2.1 based on his/her interests.

### ELECTIVES

#### General History of China

This module gives an outline of Chinese history. It covers all the important events and major historical figures throughout the dynasties in China. Students will develop an understanding of Chinese history and Chinese people. They are also encouraged to read extensively on Chinese culture and history, and think critically about the development of China.

#### Introduction to Chinese Literature

This module surveys the development of classical Chinese literature from ancient times to the late Qing era. It introduces students to representative literary works of each period, ranging from the Book of Songs to the Qing novels. The module explores the historical background of literary works, the lives and experiences of major writers, as well as the structural and formal characteristics of different literary genres.

### LEVEL 2.2

#### Media Ethics, Law & Policies

This module examines the legal, regulatory and ethical issues that media practitioners face in the course of their work, with emphasis placed on Singapore. Students will learn the fundamental concepts and doctrines in law, and explore the different theoretical approaches to media ethics. Using real-life and hypothetical case studies, they will develop analytical skills to make ethical judgments in complex situations. Areas of interest include contract, censorship, defamation and intellectual property.

### Media Project Management

This module equips students with the skills required for effective project management in the media industry: planning, budgeting, scheduling, monitoring, managing, and evaluating.

### Video Production 2

This module exposes students to non-narrative production. Students will learn to research, write, interview, shoot and edit short video segments similar to those required in magazine format, infotainment, lifestyle television or interview programmes.

### Broadcast Journalism

This module focuses on TV and radio news reporting and production. It covers research, interviewing, scriptwriting, presentation, recording and packaging for TV and radio news reports and current affairs programmes. Students are also introduced to the production process of a broadcast newsroom.

### Global Issues: Singapore Perspectives (English)

This module develops a student's ability to think critically on world issues. Students will discuss a wide range of social, political and cultural issues from the Singapore perspective. They will learn how to defend their arguments, recognise a fallacy and see beyond the obvious. The focus will be on presenting an opinion or viewpoint that can be defended rather than on arriving at a "right" answer.

### Elective

Each student has the option to select one elective module in Level 2.2 based on his/her interests.

## ELECTIVES

### Introduction to Chinese Cultural History

This module introduces various aspects of Chinese cultural history to students, including the development of social culture, Chinese philosophy, ethical values, educational system, the arts as well as other aspects of Chinese culture. Students will also be encouraged

to critically evaluate Chinese traditions, customs and lifestyles.

### Introduction to Chinese Drama & Theatre

This module aims to help students develop critical and creative thinking skills to produce short theatre pieces. Students enjoy hands-on experience in directing, writing and acting a short play. The module will also introduce techniques in the application of theatre and drama in various fields of work.

### LEVEL 3.1

### Overseas Immersion Programme

Students will study in an overseas media university in their final year. This overseas programme will allow students to be immersed in an environment that reinforces their understanding of Chinese media industry in the region.

### LEVEL 3.2

### Internship and/or Project

Students will be placed on a semester-long internship matching their abilities and interests, or students will work on independent career-related or research-related projects in their areas of interest.





# DIPLOMA IN CHILD PSYCHOLOGY & EARLY EDUCATION (CPEE) 3-YEAR COURSE

The **Diploma in Child Psychology & Early Education (CPEE)** was launched in response for a more holistic training for professionals to work with children of diverse needs and abilities. Students will be professionally accredited as early childhood educators majoring in a specialisation track.

The course gives students a strong foundation in the developmental psychology of young children and the principles underlying high quality early childhood education. In addition, the course is designed to include field trips and hands-on practicum.

In their final year, two specialisation tracks are offered. The specialisation in Early Intervention (Special Needs) allows graduates to teach in special education settings and work with children with special needs. The specialisation in Writing & Publishing for Children equips students with in-depth knowledge of creating publications for children. In addition, students will go on an internship or embark on a project as part of their final year learning.

The CPEE diploma is a professional qualification recognised by the Pre-School Qualifications Accreditation Committee and thus CPEE graduates are eligible to register as pre-school teachers in Singapore.

## ENTRY REQUIREMENTS

To be eligible for consideration, candidates must have the following GCE 'O' Level examination (or equivalent) results:

Subject	'O' Level Grade
English Language as a First Language	1-6 <sup>^</sup>
Mathematics (Elementary/Additional)**	1-6 <sup>#</sup>
Any three subjects**	1-6

You must also fulfil the aggregate computation requirements for the ELP2B2-A aggregate type listed at <http://www.np.edu.sg/admissions/Pages/elr2b2.aspx>

<sup>^</sup> All applicants with a C5 or C6 in EL1 in the GCE 'O' Level examination are given two years from the point of teacher registration to obtain at least a B4 in English or a minimum band of 6.5 in the International English Language Testing System (IELTS).

<sup>#</sup> Students with a D7 in Mathematics may apply for the course provided they have GCE 'O'-level passes (1-6) in 5 subjects (including English).

\*\* The main medium of instruction for these subjects must be in ENGLISH, except for a language subject.

Successful candidates are required to pass a medical examination before confirming acceptance to the course. Log on to [www.np.edu.sg/hms/courses/cpee](http://www.np.edu.sg/hms/courses/cpee) for details on the medical/physical requirements.

## CAREER PROSPECTS

CPEE graduates can work with children in various settings, such as mainstream classrooms, early intervention centres, special schools or any child-related services and industries. Graduates can also write and publish materials for young children.

Students can also develop their interest in child psychology through further education in this area. CPEE is a very versatile diploma because child psychology is fundamentally about studying the behaviour and thinking of children.

## SCHOLARSHIPS AND BURSARIES

There are many scholarships and bursaries available to NP students. In addition, CPEE students may apply for the Ministry of Community Development, Youth and Sports (MCYS) Scholarships, and PAP Community Foundation (PCF) Scholarship. Each scholarship award covers full tuition fees, textbooks, laptop allowance and monthly allowances for the three years of study.

### ACCREDITATION FOR FURTHER STUDIES

CPEE graduates enjoy a customised degree at Ngee Ann campus offered by Wheelock College Centre for International Education, Leadership, and Innovation. They will complete the Bachelor of Science in Early Childhood Educational Studies and Leadership in two years, including a five-week immersion programme in Boston.

The degree is internationally accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. Singapore citizens enjoy subsidised tuition fees for this programme. Various scholarships are available for students in this degree programme. For further details, please refer to the Wheelock College website (<http://www.wheelock.edu/sing-np/admiss.asp>).

CPEE graduates may enjoy exemptions for the following programmes:

- Edith Cowan University, Australia
  - Bachelor of Arts (Psychology)
  - Bachelor of Science (Psychology)
- Queensland University of Technology (Australia)
  - Bachelor of Early Childhood Studies / Bachelor of Education
- Macquarie University (Australia) - Bachelor of Early Childhood
- University of South Australia (Australia) - Bachelor of Early Childhood Education
- James Cook University (Singapore) - Bachelor of Business, Bachelor of Psychology, Bachelor of Arts (Psychology), Bachelor of Information Technology
- University of Wollongong – Bachelor of Science (Psychology)

CPEE graduates may gain direct entry into the following programme:

- Flinders University (Australia) in partnership with Social Service Training Institute (SSTI) - Bachelor of Education (Special Education)

CPEE graduates also receive up to one semester's exemption at National University of Singapore and Nanyang Technological University.

### COURSE CURRICULUM

Module Name	Credit Units
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#### YEAR 1

##### Level 1.1 (20 hours per week)

Developmental Psychology and Learning (I)	4
Perspectives in Early Education	4
The Professional Practitioner	4
Written Communication Competencies	4
Children's Health and Socio-emotional Well-being	4

##### Level 1.2 (25 hours per week)

Developmental Psychology and Learning (II)	4
Language Development and Learning	4
Speech & Presentation Skills	2
Introduction to Children's Literature	4
Technology for Teaching and Learning	4
Practicum Programme (I)	7

#### YEAR 2

##### Level 2.1 (22 hours per week)

Psychology of Exceptional Children	4
The Learning Environment & Behaviour Management	4
The Child & the Creative Curriculum	4
The Child & the Inquiry Curriculum	4
Environment & Social Awareness in Children	4
Sports & Wellness	2

##### Level 2.2 (27 hours per week)

The Inclusive Curriculum	4
Collaboration with Families & Communities	4
Curriculum Planning & Design	4
Global Issues and Singapore Perspectives	2
Practicum Programme (II)	13

#### YEAR 3

##### Level 3.1 (16 hours per week)

##### Specialisation Track: Option 1 - Early Intervention (Special Needs)

Special Education	4
Childhood Disorder & Disabilities	4

Module Name	Credit Units
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Early Intervention & Teaching Approaches	4
Psycho-educational Screening of Young Children	4

##### Specialisation Track: Option 2 -

##### Writing & Publishing for Young Children

Non-fiction Writing for a Child Audience	4
Structure & Style in Creative Writing	4
Visual Texts & the Children's Book Illustration	4
Elements of Professional Writing	4

##### Level 3.2

Internship and/or Project	22
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### COURSE MODULES

#### LEVEL 1.1

##### Developmental Psychology and Learning (I)

This module examines the nature of human development from ages zero to twelve. Students will appreciate the holistic nature of development, the biological foundation, pre-natal development, brain research and major developmental theories in relation to physical, social, cognitive and emotional development. Students will be introduced to child study and observation techniques. Applications of theory to help students' understanding of how children learn and its implications on curriculum design will be included in the module.

##### Perspectives in Early Education

Students will study early education from historical, cultural, and contemporary perspectives. The module covers the tenets of early childhood education, developmentally, culturally and individually appropriate practices and the role of play in the lives of children zero to twelve years old. Models of approaches in education

will also be examined. An overview of education in Singapore, its desired outcomes, and the transition from pre-school to primary school will be covered.

#### The Professional Practitioner

This module explores the roles of professionals working with children, families, other professionals and agencies in the community. A range of issues related to the profession will be examined, including the roles of educators, therapists and psychologists; the stages of professional development; ethics and code of conduct; self-evaluation, reflective practice, continuing education, life-long learning and advocacy.

#### Written Communication Competencies

This module aims to develop students' competence in writing for effective professional and academic purposes. Students will be introduced to the skills and conventions of communicating with parents, other professionals and customers. Foundational techniques for reviewing literature, such as analysing, synthesising, expressing, organising and structuring information are highlighted. The process of creating a document with APA documentation style will also be taught.

#### Children's Health & Socio-emotional Well-being

This module examines the physical growth and psychological well-being of children in relation to nutrition and hygiene related conditions. It is also designed to help students understand health practices that will enable them foster positive health and safety behaviours for teachers and children. Students will be equipped with basic skills and knowledge in stress management, and also in detecting and understanding child abuse and neglect.

### LEVEL 1.2

#### Developmental Psychology & Learning (II)

This module builds on students' understanding of the major theories of development psychology as they relate to a child's physical, cognitive, social and

emotional development from zero to twelve. Students will learn about psychology theories and research related to development of moral understanding, gender role and intelligence. Students will evaluate, synthesise and apply these key development psychology theories and research to understand how children think and learn. Implications for curriculum design will be explored.

#### Language Development & Learning

This module examines the psychology of language as it relates to children's language and literacy competencies in early and middle childhood. Factors that support language acquisition as well as the social cultural differences of families and school-based support will be introduced. Students will explore brain research on language learning and the development of home language and bilingualism. Knowledge of developmentally appropriate literacy materials will guide students in designing learning experiences.

#### Speech & Presentation Skills

In this module, students develop their presentation skills that are integral to their academic and professional success. Students will learn how to deliver presentations effectively using appropriate body language and content. Students are also introduced to phonetics to help them read and speak clearly and confidently. Story-telling techniques and drama will also be incorporated.

#### Introduction to Children's Literature

This module will introduce students to children's literature and how it has reflected cultural, social and ideological change. Students will examine the ways in which the child has been depicted in literature, consider distinctive writers and illustrators, learn to appreciate and critique prose and poetry, as well as select age-appropriate books for young children. A study of children's television and drama is included.

#### Technology for Teaching & Learning

This module is designed to help develop the e-competencies of students by equipping them with the essential computing concepts and necessary skills to use computer applications for information research, organisation, collaboration and presentation. Students will be equipped with the basic skills and knowledge needed to use technology to extend learning within the classroom, as well as to integrate and enrich the curriculum. Through a hybrid Problem-Based Learning (PBL) approach, students are introduced to developmentally appropriate programming with the use of media such as television, videotapes, audiotapes and computers for children zero to twelve years old.

#### Practicum Programme (I) \*

This module aims to extend student's competence in relation to the practical aspects of working with young children in early childhood settings. The practical attachment will support students' learning in the area of developmental psychology, professional practices, the tenets of early education, the roles of a professional and issues related to safety, health, hygiene and nutrition and the learning environment for children. Students will engage in a child study project, observe and reflect on key aspects of the programme and assist in the daily routines of the school.

\* This module will begin after the exam week of the previous semester

### LEVEL 2.1

#### Psychology of Exceptional Children

This module introduces students to exceptional competencies in children zero to twelve years old. This includes children with physical, mental, learning, behavioural, and sensory characteristics and special gifts and talents that make them different. Educational considerations as a result of individual differences will also be introduced.

### The Learning Environment & Behaviour Management

A range of factors in the learning environment and conditions that influence children's behaviour will be examined. Students will learn to conduct observations of children to understand the psychology of the child; reflect on the contributing factors and use developmentally appropriate guidance strategies to modify behaviour and influence thinking.

### The Child & the Creative Curriculum

This module introduces students to the creative arts for children. Theories related to creativity and aesthetic development will help students understand and implement creative art-based integrated approaches to learning. They will gain insights into children's thinking and their world by analysing their creative expressions. Students will also analyse the teacher's role in enhancing creativity as well as in planning, implementing child-centred and age-appropriate activities for the creative arts.

### The Child & the Inquiry Curriculum

This module gives students the knowledge and skills required to plan, implement and evaluate learning experiences for inquiry in early childhood settings. The principles and concepts, which underpin children's learning in mathematics and science from early to middle childhood, will be examined. Students will learn how to design developmentally appropriate activities for young children with a diverse range of needs in a multicultural and multilingual society. Students will be expected to adopt teaching strategies that nurture problem solving and abstract thinking.

### Environment & Social Awareness in Children

This module aims to equip students with the essential knowledge, skills and disposition in order to empower children from zero to twelve years old to become socially competent citizens of the global community. Students will explore children's thinking, understanding and learning of history, geography, economics, environmental and social awareness. Planning and

teaching of developmentally and culturally appropriate environment and social studies experiences will be included.

### Sports & Wellness

This module helps students to learn a sport as a recreational activity to keep them fit and healthy. Team building and collaboration skills are developed as they network with other students. There are a total of 19 sports electives to choose from; these include sports such as aerobics, badminton, basketball, soccer and volleyball.

## LEVEL 2.2

### The Inclusive Curriculum

This module builds on students' understanding of the psychology of exceptional children aged zero to twelve years old. Students are introduced to selected models of inclusion of children with special needs in educational settings, role of educators in inclusive setting, features of an inclusive curriculum and the physical elements of an inclusive classroom. Students will also learn basic strategies to enable both typically developing and exceptional children to develop acceptance and friendship. They will also revisit selected child observation tools and the appropriate guidance strategies for the overall management of the class. Collaboration with parents and strategies to promote awareness and acceptance will be included.

### Collaboration with Families & Communities

This module will equip students with the knowledge and skills needed to work with families and communities. Students will recognise the importance of the child's family and will explore different models and strategies to help them connect with the home, school and community. Policies and practices in relation to children, families and the communities as well as theories on the changing family, family policies and support networks will also be introduced.

### Curriculum Planning & Design

This module aims to provide students with an overview of quality educational programmes. Strategies that promote thinking will guide curriculum planning and design. Students will review the different curriculum models including the Preschool Curriculum Framework in Singapore and develop skills in devising appropriate learning outcomes for all children. Students will also be introduced to models and curriculum approaches to support children's inquiry in a global society.

### Global Issues: Singapore Perspectives

This module helps young Singaporeans think through a wide range of global issues and the direct effects they have on young children and their development. Students will also contemplate the indirect effects and possible long-term impact on children, especially those in developed countries like Singapore. The module will adopt a constructivist approach, giving students opportunities to formulate, articulate and debate viewpoints in order to make thoughtful decisions and informed choices, leading them to make greater strides in both their personal and professional development.

### Practicum Programme (II)\*

This module aims to extend student's competence in relation to the practical aspects of working with young children in early childhood settings. The practical attachment will give opportunities for students to observe, plan and implement learning experiences for an individual child and a small group of six to eight children based on the understanding of child psychology. Both structured and unstructured learning experiences will be designed with the aim to enhance and challenge children's growing language abilities and understanding of their world. Students will practice child guidance and classroom management strategies, develop and test out learning strategies which challenge children's curiosity and desire to experiment, explore and discover.

\* This module will begin after the exam week of the previous semester.

### LEVEL 3.1

#### SPECIALISATION TRACK 1: EARLY INTERVENTION (SPECIAL NEEDS)

##### Special Education

This module introduces students to the field of special education. Students will examine the definitions, approaches and the inter- and multi-disciplinary services of special education in Singapore and internationally. Different theoretical perspectives, trends and latest developments will be examined. Policies and advocacy will be discussed and students will explore issues related to suitable educational placements for children with special needs.

##### Childhood Disorders & Disabilities

This module introduces students to the definitions, symptoms and causes of selected disorders and disabilities which are usually first diagnosed in infancy and childhood, according to the DSM-IV-TR. Development of typically and atypically developing children will be compared. The manner and extent in which such disorders and disabilities impact a child's overall development will also be examined.

##### Early Intervention & Teaching Approaches

This module introduces students to the development of the Individualised Educational Plan (IEP) – a systematic plan that describes and prescribes the learning needs for the exceptional child. Students will also be introduced to a variety of activity-based strategies to help children with special needs develop language, literacy, social and functional skills as well as methods to manage their behaviours.

##### Psycho-educational Screening of Young Children

This module provides an overview of the skills and techniques to screen and identify behavioural and learning needs in young children with special needs. Students will also be introduced to standardised and

teacher-made screening tools used for checking and identifying behavioural and learning issues.

#### SPECIALISATION TRACK 2: WRITING & PUBLISHING FOR CHILDREN

##### Non-Fiction Writing for a Child Audience

This module introduces the practice and theory of writing non-fiction for children. Students will read a range of theoretical texts, with particular emphasis on the informative structure. They will become familiar with the working methodologies of practicing authors and illustrators. They will explore a number of different disciplines, such as writing non-fiction for young readers as well as documentaries for children.

##### Structure & Style in Creative Writing

This module provides students with the opportunity to write across three genres, including prose, poetry and playwriting. Students will learn to apply literary techniques from other forms to their own work. Topics include voice, imagery, tone and characterisation; elements of narratives, dramatic and lyrical forms; and the study of contemporary works. Students will master structure and style and understand how a variety of literary forms function.

##### Visual Texts & the Children's Book Illustration

This module aims to make students aware of and able to decode visual elements in picture books. Students will be equipped with knowledge of illustrated texts for children from earliest times to the mid-twentieth century. Students will also study the relationship between words and images and the creation of meaning through analysis and creation of texts in a variety of media. A study into typography will be included.

##### Elements of Professional Writing

This module aims to guide students in preparing written work for publication. Students learn to copy-edit their work to professional standards, select particular

publications for shorter pieces of creative writing and select publishers. Students will also develop their self-editing skills and their ability to critically review their own work with regard to its potential audience. Preparation of book proposals will also be included.

### LEVEL 3.2

##### Internship and/or Project

The Internship Programme with professional practitioners acting as mentors enable students to acquire the work experience needed for their chosen areas of interest. The organisations involved are selected for their capacity to allow students to learn different aspects of work in the industry concerned. The students learning outcomes are assessed by their respective field mentors and Ngee Ann supervisors. Students could also work closely with industry partners on projects that will benefit children, families and the community.





## DIPLOMA IN EARLY CHILDHOOD EDUCATION (ECH) 3-YEAR COURSE

Ngee Ann is the first polytechnic to offer a full-time **Diploma in Early Childhood Education (ECH)**. Designed to meet the rising demand for early childcare professionals, ECH is a professional course training students to be **accredited pre-school teachers and supervisors**.

Students are taught child development and play in the early years, child health and nutrition, and curriculum design and assessment. They will also be equipped with the management and leadership skills required to successfully run an early childhood programme.

From the first year, ECH students are placed on weekly attachments to childcare centres to work with young children alongside experienced teachers. Field practicums are part of the assessment. In the final year, students are required to engage in actual research projects to improve teaching pedagogy, processes and materials or the physical environment.

The ECH programme is co-taught by the SEED Institute, the training and consultancy arm of NTUC First Campus. A comprehensive programme, ECH offers a two-in-one diploma certification, fully accredited by the Ministry of Community Development, Youth and Sports (MCYS), and the Ministry of Education (MOE). ECH's three-year curriculum will give students an advantage as it is specially designed to encompass both teaching and leadership components.

### ENTRY REQUIREMENTS

To be eligible for consideration, candidates must have the following GCE 'O' Level examination (or equivalent) results:

Subject	'O' Level Grade
English Language as a First Language	1-6 <sup>^</sup>
Mathematics (Elementary/Additional)**	1-6 <sup>#</sup>
Any three subjects**	1-6

You must also fulfil the aggregate computation requirements for the ELR2B2-A aggregate type listed at <http://www.np.edu.sg/admissions/Pages/elr2b2.aspx>

<sup>^</sup> All applicants with a C5 or C6 in EL1 in the GCE 'O' Level examination are given two years from the point of teacher registration to obtain at least a B4 in English or a minimum band of 6.5 in the International English Language Testing System (IELTS).

<sup>#</sup> Students with a D7 in Mathematics may apply for the course provided they have GCE 'O' -level passes (1-6) in 5 subjects (including English).

\*\* The main medium of instruction for these subjects must be in ENGLISH, except for a language subject.

Successful candidates are required to pass a medical examination before confirming acceptance to the course. Log on to [www.np.edu.sg/hms/courses/ech](http://www.np.edu.sg/hms/courses/ech) for details on the medical/physical requirements.

### CAREER PROSPECTS

ECH graduates will start their career as early childhood educators and can become leaders or managers of early childhood centres. They can also work as trained professionals in various agencies that offer services for children and families.

### SCHOLARSHIPS AND BURSARIES

ECH students may apply for Ministry of Community Development, Youth and Sports (MCYS) Scholarships, and PAP Community Foundation (PCF) Scholarship. Each scholarship award covers full tuition fees, textbooks, laptop allowance and monthly allowances for the three years of study.

### ACCREDITATION FOR FURTHER STUDIES

Enjoy a customised degree at Ngee Ann campus offered by Wheelock College Centre for International Education, Leadership, and Innovation. ECH graduates complete the Bachelor of Science in Early Childhood Educational Studies and Leadership in two years, including a five-week immersion programme in Boston. The degree is internationally accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and

Colleges. Singapore citizens enjoy subsidised tuition fees. Various scholarships are available for students in this degree programme.

ECH graduates may also enjoy exemptions for the following programmes:

- Edith Cowan University, Australia
  - Bachelor of Arts (Psychology)
  - Bachelor of Science (Psychology)
- Queensland University of Technology (Australia)
  - Bachelor of Early Childhood Studies, Bachelor of Education
- Macquarie University (Australia) - Bachelor of Early Childhood
- University of South Australia (Australia) - Bachelor of Early Childhood Education
- James Cook University (Singapore) - Bachelor of Business, Bachelor of Psychology, Bachelor of Arts (Psychology), Bachelor of Information Technology

ECH graduates may gain direct entry into the following programmes:

- Monash University (Australia) in partnership with Social Service Training Institute (SSTI) - Bachelor of Social Work
- Flinders University (Australia) in partnership with Social Service Training Institute (SSTI) - Bachelor of Education (Special Education)

ECH graduates also receive up to one semester's exemption at the National University of Singapore and Nanyang Technological University.

## COURSE CURRICULUM

### Module Name Credit Units

#### YEAR 1

##### Level 1.1 (21 hours per week)

Introduction to Child Development	4
Principles & Practices of Classroom Management	2
Speech Training (Basic)	2
Field Practicum 1.1	3
IT & Applications 1	4
Sports & Wellness	2
Written Communication	2
Early Education: Philosophy and Practices	2

##### Level 1.2 (22 hours per week)

Child Development: Theory to Practice	4
Creative Arts for Young Children	4
Field Practicum 1.2	4
Language Arts in the Early Childhood Years	4
Play in the Early Years	4
Professional Development I	2

#### YEAR 2

##### Level 2.1 (23 hours per week)

Effective Communication	2
Infant & Toddler Behaviour and Development	4
Designing Learning Environments	4
Field Practicum 2.1	7
IT & Applications 2	2
Mathematics for Young Children	4

##### Level 2.2 (26 hours per week)

Psychology of Exceptional Children	4
Developing School-Family-Community Partnership	4
Professional Development II	2
Field Practicum 2.2	6.5
Environmental Awareness	3
Designing Developmentally Appropriate Curriculum	4
Child Health & Nutrition	2.5

### Module Name

### Credit Units

#### YEAR 3

##### Level 3.1 (22 hours per week)

Administration & Management of Programmes for Young Children	4
Teachers as Researchers	6
Current Issues and Research in Preschool Education	4
Adult Supervision & Leadership in Early Childhood Settings	4
Child Assessment & Programme Evaluation	2
Financial Management	2

##### Level 3.2 (23 hours per week)

Building Family and Community Partnership	4
Field Practicum 3.2	13
Curriculum Design	4
Organisational Behaviour/ Human Resource Management	4

## COURSE MODULES

### LEVEL 1.1

#### Introduction to Child Development

This module introduces foundational knowledge of the development of children from birth to eight years of age. The module emphasises the importance of observations in early childhood education. Students are expected to gain a critical understanding of the developmental needs of toddlers and preschoolers.

#### Principles & Practices of Classroom Management

This module examines the essential elements of classroom and behaviour management. Students will gain understanding of positive guidance strategies and how they are applied in early childhood settings. In addition, the role of the teacher will be explored.

#### Speech Training (Basic)

This module introduces the use of speech for effective communication to a variety of audiences. It also trains

students to speak more clearly and confidently so they can be good speech models for young children. Students will be exposed to correct breathing and voice production techniques. There will also be practical sessions to help students improve their diction and stress, control their speech volume, vary their pitch and intonation, and correct common pronunciation problems.

#### Field Practicum 1.1

In this practical module, students are attached to a childcare centre to gain awareness and insights regarding functions and operations of the early childhood setting. The students will be expected to demonstrate skills in interacting with young children through the various play and routine care activities at the centre.

#### IT & Applications 1

This module will develop e-competencies by equipping the students with the essential computing concepts and necessary skills to use computer applications for information research, organisation, collaboration and presentation.

#### Sports & Wellness

This module helps students to learn a sport as a recreational activity to keep them fit and healthy. Team building and collaboration skills are developed as they network with other students. There are a total of 19 sports electives to choose from; these include sports such as aerobics, badminton, basketball, soccer and volleyball.

#### Written Communication

This module equips students with the necessary skills to handle different types of writing. Techniques of developing a paper, synthesising and structuring ideas will also be covered. Rules on plagiarism, citing and acknowledging sources and referencing will be highlighted.

#### Early Education: Philosophy & Practices

Students will study early education from the historical and philosophical perspectives. The module will introduce the tenets of early childhood education, developmentally, culturally and individually appropriate practices for young children. Approaches and models of early childhood care and education will be examined in the context of Singapore.

#### LEVEL 1.2

##### Child Development: Theory to Practice

This module focuses on integrating developmental knowledge of children from birth to eight years. Students will identify a range of influences and practices relevant to the development of the whole child. Students are expected to describe the impact of different cultures on young children's development.

##### Creative Arts for Young Children

This module helps students to provide creative arts experiences for young children from 0 to 8 years old. Students will encounter a variety of art experiences such as singing, playing percussion instruments, listening to music, moving to music (dance), dramatisation, drawing, painting and other visual arts activities like craftwork.

#### Field Practicum 1.2

In this practical module, students are attached to childcare centres to implement simple small group and individual child activities. Students will refine skills in interacting with young children through the various play and routine care activities at the centre.

##### Language Arts in the Early Childhood Years

This module provides a detailed understanding of the components of language arts and how they are incorporated in the development of language and literacy acquisition in young children. Explanations of language development will be explored with reference to psychological theories.

#### Play in the Early Years

This module examines some of the theories that regard play as the medium of learning in early childhood and the value of play in children's development. Students will also develop an understanding of the relationship between play experiences and children's motor development as well as the role of the teacher in supporting children's play in the early childhood curriculum.

#### Professional Development I

This module explores the multiple roles of teachers in working with children, families, other professionals and agencies in the community. A range of professional issues will be examined, including roles of the practitioner; the stages of professional development; ethics and code of conduct; self evaluation, reflective practice, continuing education and advocacy.

#### LEVEL 2.1

##### Effective Communication

This module explores the communicative roles of teachers and leaders in working with children, colleagues and other professionals in the same or related agencies in early childhood settings. This module focuses largely on helping students become more effective communicators by applying techniques that will help contribute to enhancing the effectiveness of their communicative skills required in a workplace environment. Students will be introduced to the communication process and factors that contribute to making a person an effective communicator – the importance of listening, and the need for congruency in their verbal and nonverbal communication skills.

##### Infant & Toddler Behaviour and Development

This module explores the different theoretical perspectives and practical experiences of a child's first three years. In addition, developmental and programming issues are addressed, including adult/child interaction, the child's attachment and developmentally appropriate programmes.

### Designing Learning Environments

This module focuses on developing a process of designing a developmentally appropriate learning environment for young children. Students will be expected to select, organise, create and evaluate educational materials and environments for children.

#### Field Practicum 2.1

In this practical module, students are expected to implement the knowledge and skills acquired at their practicum childcare settings. This fieldwork covers the application of skills and knowledge in the care and education of young children.

#### IT & Applications 2

The module builds on the earlier "IT & Applications 1" with hands-on training in more advanced multimedia production and web authoring tools. It also develops students' competence in IT applications for administrative, classroom teaching, multimedia presentation, and management purposes.

### Mathematics for Young Children

This module explores the mathematical content and methodology for teaching mathematics. The emphasis is 2-tiered: working out a sequential mathematical curriculum content appropriate for pre-schoolers aged 0 to 6 years old; and adopting teaching methodologies that nurture children's mathematical thinking, helping them to become problem solvers and abstract thinkers.

#### LEVEL 2.2

### Psychology of Exceptional Children

This module introduces students to exceptional children, including those with physical, mental, behavioural and sensory characteristics that make them different. The module also provides an overview of legislation and programming issues involved in working with exceptional children and their families.

### Developing School-Family-Community Partnership

This module explores the dynamics of families and their roles in an evolving society. Students will have an understanding of the interdependence between home and school and the importance of using the community as a network and resource. The module emphasises the teachers' perspectives in using different approaches and strategies for building bridges between the home, school and community.

#### Professional Development II

This module aims to help students develop the oral and written skills needed for effective communication with their employer, colleagues and customers. Students will also learn the different types of writing required in their work and the skills to make their writing effective. They will also learn job search and interview skills and plan for continuing professional development.

#### Field Practicum 2.2

In this practical module, students are expected to implement the knowledge and skills acquired at their practicum childcare settings. This fieldwork covers the application of skills and knowledge in the care and education of young children.

#### Environmental Awareness

The module examines the domain of science in our environment. The Constructivist approach will be adopted and its teaching strategies as a base to understand how children construct knowledge.

### Designing Developmentally Appropriate Curriculum

This module takes students through two different pathways. Firstly, students will learn the roles of the teacher in planning and implementing an integrated developmentally appropriate pre-school curriculum for children aged zero to six years old. Secondly, students will take on the perspective of a leader in the early childhood setting. Students will learn how to design a programme that meets the needs of the children and encourage collaborative learning.

### Child Health & Nutrition

This module is designed to help students understand the basic needs on nutrition and health for young children. It covers the principles and applications of first aid, symptoms and signs of common childhood illnesses, provision of nutritional needs and how to respond to situations of illnesses, accidents and child abuse.

#### LEVEL 3.1

### Administration & Management of Programmes for Young Children

This module is designed to introduce students to management and administration of programmes for young children in pre-school settings. Students will obtain an overview of the general operations of a childcare centre and kindergarten that include financial management, legislation, safety and health issues, local policies and operation procedures.

### Teachers as Researchers

This hands-on module enables students to acquire knowledge of different types of research in early childhood setting and develop investigation and research skills. Under the guidance of a project advisor, students will carry out a study project in areas including early childhood development, curriculum, parenting issues, teachers' development and management of pre-school centre. This practical exercise requires students to plan, implement and evaluate their project, present their findings and discuss the implication of such findings.

### Current Issues and Research in Pre-School Education

This module examines fundamental local and global trends and issues on children's development, classroom practices, policies and professional development. Students will review prior learning, literatures and research to aid their understanding of issues and controversies. Students gain a general understanding of research designs and tools through the use of secondary sources of information.

### Adult Supervision & Leadership in Early Childhood Settings

This module is designed to help students gain an understanding of the meaning of leadership and its functions, and to recognise the fundamental differences between leadership and management. Various concepts and skills in relations to leadership will be studied and different theoretical models of leadership styles will be examined. Students will also explore the issues and challenges that leaders are encountering in early childhood settings.

### Child Assessment and Programme Evaluation

This module is designed to help students understand the interrelationship between assessment, evaluation and curriculum planning. Students will examine the different methods and tools of assessment of young children's learning and development; evaluate programmes and plan more effectively to meet the needs of young children.

### Financial Management

This module aims to provide students with an understanding of how to manage finances of an organisation that provides early childhood care and education. In addition students will learn about funding and how to procure funds; record financial transactions and control income and expenditure.

## LEVEL 3.2

### Building Family and Community Partnership

This module will examine the implications of changing family landscape and the issues faced by families for leaders in the early childhood settings. Students will explore strategies to build positive, interdependent and reciprocal relationships between families, schools and communities for the optimal development of children.

### Field Practicum 3.2

This module allows students to gain practical experience in leadership and supervision in early

childhood settings. Students will be exposed to the supervisory work in the centre and be able to discuss leadership skills and knowledge. Students will also explore professional ethics, and develop a plan for their professional development.

### Curriculum Design

This module will help students to view curriculum design from a leader's perspective. Students will experience the integration of their prior learning on play, observation and assessment, and reflective practices in relation to developmental milestones and inclusion of children with diverse needs. Students will utilise a planning and teaching cycle to bring together the different elements of curriculum design and explore contemporary

issues to enrich the programme as well as to infuse co-construction of knowledge in the early childhood classrooms. The areas for change in the early childhood classroom will also be explored.

### Organisational Behaviour/Human Resource Management

This module gives students a basic understanding of human behaviour in organisations. Students will also develop competencies in staff management to ensure that their organisations attract, employ and retain the right people at all times to meet organisational goals and objectives.





## DIPLOMA IN PSYCHOLOGY STUDIES (PCS) 3-YEAR COURSE

### The Diploma in Psychology Studies (PCS)

is a highly popular course that was launched in response to the need for professionals who are trained in key areas in psychology. PCS graduates are trained with a strong foundation in psychology coupled with applied skills to work in mental health, special needs, education, hospital and social service settings.

The course is strongly endorsed by the Ministry of Community Development, Youth and Sports (MCYS), National Council of Social Service (NCSS) and Workforce Development Agency (WDA).

Students are given opportunities to work on projects through industrial collaborations and internships with government agencies including Ministry of Community Development, Youth and Sports (MCYS), Singapore Prison Service, Police Psychological Services Division, Defence Science Organisation National Laboratories and Health Promotion Board (HPB), hospitals including Institute of Mental Health, Singapore General Hospital, Tan Tock Seng Hospital, and KK Women's and Children's Hospital, as well as Voluntary Welfare Organisations (VWOS) including Asian Women's Welfare Association (AWWA), Beyond Social Services, HealthServe and Family Service Centres (FSCs).

The course focuses on equipping students with important skills in research, counselling, group facilitation, behaviour modification, crisis intervention, communication and IT applications. Students will gain practical skills through experiential approaches, such as overseas study trips, field visits and integrative projects.

### ENTRY REQUIREMENTS

To be eligible for consideration, candidates must have the following GCE 'O' Level examination (or equivalent) results:

Subject	'O' Level Grade
English Language as a First Language	1-6
Mathematics (Elementary/Additional)	1-7
Any three subjects	1-6

You must also fulfil the aggregate computation requirements for the ELR2B2-A aggregate type listed at <http://www.np.edu.sg/admissions/Pages/elr2b2.aspx>

Successful candidates are required to undergo a medical examination. Psychiatric conditions may lead to non-acceptance into the course.

### CAREER PROSPECTS

With their training in psychological knowledge coupled with applied skills, PCS graduates are well-placed to become community development executives, welfare and rehabilitation officers, assistants in psychometric testing centres, social work assistants, VWO programme and administrative executives, and early intervention and special needs aides or teachers.

### ACCREDITATION FOR FURTHER STUDIES

The PCS diploma opens the door to higher level professional studies in varied fields such as psychology, social work, therapy, special education and counselling.

PCS graduates may enjoy exemptions for programmes at the following universities:

- The Australian National University - Bachelor of Psychology
- University of Adelaide (Australia) - Bachelor of Psychological Science

- Murdoch University (Australia) - Bachelor of Psychology
- James Cook University (Singapore) - Bachelor of Business, Bachelor of Psychology, Bachelor of Arts (Psychology), Bachelor of Information Technology

PCS graduates may gain direct entry into the following programmes:

- Monash University (Australia) in partnership with Social Service Training Institute (SSTI) - Bachelor of Social Work
- Flinders University (Australia) in partnership with Social Service Training Institute (SSTI) - Bachelor of Education (Special Education)

PCS graduates also receive up to one semester's exemption at National University of Singapore and Nanyang Technological University.

## COURSE CURRICULUM

Module Name	Credit Units
<b>YEAR 1</b>	
<b>Level 1.1 (24 hours per week)</b>	
Introduction to Psychology	4
Introduction to Community Services	4
Introduction to Sociology	4
IT Applications for Behavioural Sciences	4
Written Communication	4
Idea Jumpstart <sup>^</sup>	2
Sports & Wellness <sup>^</sup>	2
<b>Level 1.2 (20 hours per week)</b>	
Family & Relationship Studies	4
Lifespan Psychology	4
Speech Communication & Cross Cultural Practices	4
Social Psychology	4
Introduction to Statistics & Research Methods	4

Module Name	Credit Units
<b>YEAR 2</b>	
<b>Level 2.1 (24 hours per week)</b>	
Health Psychology	4
Personality & Individual Differences	4
Managing Social Services	4
Statistics & Research Methods II	4
Industrial & Organisational Psychology	4
Idea Blueprint <sup>^</sup>	2
Interdisciplinary Studies (IS) module <sup>^</sup>	2
<b>Level 2.2 (24 hours per week)</b>	
Behaviour Modification & Intervention	4
Managing Disabilities	4
Fundamentals of Counselling: Practice and Ethics	4
Group Dynamics & Conflict Management	4
Legal Frameworks for Families, Children & Youth	4
Idea Launchpad <sup>^</sup>	2
Interdisciplinary Studies (IS) module <sup>^</sup>	2
<b>YEAR 3</b>	
<b>Level 3.1 (24 hours per week)</b>	
Introduction to Psychometrics, Assessment & Ethics	4
Fundamentals of Crisis Intervention	4
Brain & Behaviour	4
Abnormal Psychology	4
Community Psychology	4
World Issues: A Singapore Perspective <sup>^</sup>	2
Interdisciplinary Studies (IS) module <sup>^</sup>	2
<b>Level 3.2</b>	
Internship and/or Project	22

### Notes:

<sup>^</sup> For more details on Interdisciplinary Studies (IS) modules, please log on to [www.np.edu.sg/is/](http://www.np.edu.sg/is/)

### IS Modules

The School of Interdisciplinary Studies (IS) delivers a broad-based curriculum, which nurtures a new generation of professionals with multidisciplinary skills and an innovative and entrepreneurial spirit to meet the challenges of a knowledge economy. IS offers both prescribed modules and electives to challenge boundaries. Prescribed modules develop students' competencies in core areas such as Communication, Innovation and Enterprise, Culture and Communication, and Personal Mastery and Development, while elective modules provide insights into Arts and Humanities, Business, Design, and Science and Technology.

## COURSE MODULES

### LEVEL 1.1

#### Introduction to Psychology

This module introduces psychology as a science of behaviour and mental processes. Students are given a broad overview of the different fields in psychology and will learn to actively apply psychological insights to their lives.

#### Introduction to Community Services

This module introduces students to the wide array of community services and resources that are available, with special attention to the local context. Types of services catering to different population groups (including children, youth, elderly, family, and people with disabilities and special needs) will be explored.

#### Introduction to Sociology

This module stresses the influence of societal forces on behaviours and lives of individuals. The aim is to provide students with an understanding of the social context of behaviours.

#### IT Applications for Behavioural Sciences

This module develops students' skills and abilities in using computer applications for organising, analysing and presenting research data.

### Written Communication

This module introduces and trains students to develop the necessary skills to handle different types of writing as well as the conventions required of good writing. Techniques for developing a paper and how to synthesise, structure and express ideas are highlighted.

#### LEVEL 1.2

### Family & Relationship Studies

This module examines the family and other types of relationships from a number of social and psychological perspectives. There will be highlights on specific issues/phenomena that affect the contemporary family and social relationships, including the concerns of an aging population.

### Lifespan Psychology

This module studies the physical, cognitive, emotional and social aspects of human development from infancy through childhood, adolescence, adulthood and old age. The aim is to provide students with knowledge of progressive psychological changes that occur in human beings as they age, hence enabling students to understand and respond to issues affecting human development.

### Speech Communication & Cross Cultural Practices

This module is designed to provide students with the skills and understanding to enable them to communicate cross-culturally in an effective manner and recognise the value of the shared and diverse aspects of different cultures. It is intended to help students develop the confidence and concepts to assist in communication between cultures using verbal and non-verbal techniques.

### Social Psychology

This module explores the nature and causes of behaviour of individuals in relation to other people. The aim is to provide an understanding of the mechanisms and processes by which social behaviours are shaped by various social, cognitive, environmental, cultural and biological factors.

### Introduction to Statistics & Research Methods

This module introduces students to basic statistics and methods used in most social and psychological research. Students will learn descriptive and inferential statistics, probability theory, the formulation of research problems and the construction of empirically testable hypotheses, sampling, data collection techniques and research writing skills.

#### LEVEL 2.1

### Health Psychology

This module studies the interaction of biopsychosocial factors underlying physical and mental health and explores various health-related issues including health behaviours, stress, coping and resilience, patient-provider relationships and implications and management of chronic illness.

### Personality & Individual Differences

This module examines what personality is, what personality's major subsystems (e.g., motives, the self) are, and how personality develops. The aim is to provide students with a comprehensive introduction to the major approaches to personality such as Psychoanalysis, Humanistic, Trait, Behavioural and Cognitive.

### Managing Social Services

This module provides a fundamental intervention framework for working with individuals, families, groups and communities. The aim is to provide students with the basic knowledge and skills in the development, management and implementation of programmes, as well as volunteer and case management. Students will also gain an understanding of the changing social landscape and its impact on social services.

### Statistics & Research Methods II

This module builds on the statistical and methodological foundation course, Introduction to Statistics and Research Methods. The module aims to equip students with the knowledge and skills in conducting research in the area of psychology and community services.

Students are introduced to factorial experimental designs and computer statistical packages for data analysis. They are taught laboratory report writing skills and will participate in class experiments as well as conduct a group research project.

### Industrial & Organisational Psychology

This module enables students to acquire a basic understanding of human behaviour in organisations and aims to provide a grounding of the different psychological perspectives used in the analysis of human beings in work and organisations.

#### LEVEL 2.2

### Behaviour Modification & Intervention

This module focuses on the fundamental techniques of behaviour modification in community service settings. Students also study intervention strategies that aim to eliminate maladaptive behaviours and to establish healthy behaviours.

### Managing Disabilities

This module introduces students to concepts about differences and diversity through deconstructing their notion of disability, and learning about conditions such as physical, sensory (hearing and visual impairment), and intellectual disabilities. It also examines multidisciplinary approaches in the assessment of and intervention for people with disabilities.

### Fundamentals of Counselling: Practice & Ethics

This module presents the basic workings of the counselling process and identifies some core issues of counselling. Topics covered include major theories of counselling such as psychoanalytic, behavioural and cognitive behavioural, person-centred, Gestalt, family and systems. The aim is to help students to develop a theoretical and ethical framework, as well as basic counselling skills.

### Group Dynamics & Conflict Management

This module explores how an individual's behaviour may differ depending on the individual's current or

prospective connections to a group. The aim is to equip students with theories and research findings aimed at improving group effectiveness, and to build the skills required to apply that knowledge in practical situations such as managing conflicts in groups.

#### Legal Frameworks for Families, Children & Youth

This module introduces students to the legal framework available for families, children and youth in Singapore. It includes the role of the judicial process in family disputes, and the protection of child, the youth and the aged, as well as the roles of key partners such as the police, healthcare professionals, voluntary welfare organisations and government agencies in the process of managing such social issues.

### LEVEL 3.1

#### Introduction to Psychometrics, Assessment & Ethics

This module provides students with an understanding of the important scientific knowledge and practical professional skills in the areas of psychometrics and psychological testing, and the ethics of applying such knowledge and skills.

#### Fundamentals of Crisis Intervention

This module acquaints students with the psychological impact of a crisis and disaster and the importance of timely intervention. The aim is to ground students in the knowledge of psychosocial needs of clients in crisis and beyond, chronic and acute trauma experiences, and stress disorders. Students also study intervention strategies to relieve stress and trauma, and techniques of stress inoculation appropriate for clients from different demographic backgrounds.

#### Brain & Behaviour

This module provides a general overview of the structure and functions of the brain and its role in determining behaviour. Students develop an understanding of the biological basis of behaviours that enables them to analyse and respond to social and psychological issues.

#### Abnormal Psychology

This module examines scientific perspectives in psychopathology. This module focuses on the theories and research on the etiology and intervention for major psychological disorders and the description of their signs and symptoms.

#### Community Psychology

This module introduces community analysis to identify problems and challenges, and promotion of individual and community wellbeing through prevention and intervention efforts. Students will develop content and tools of communication for educational and advocacy purposes, including the design and delivery of public education campaigns and promotional communication

to inform, educate and persuade audiences in community settings.

### LEVEL 3.2

#### Internship and/or Project

Students will be attached to a community service agency, organisation or psychology clinic. Students can also embark on an independent research project on an approved topic, including some fieldwork, under the supervision of academic staff.

