

MODULE DIRECTORY

ACADEMIC DISCIPLINE OF MDes|BA|BSc (Hons) PRODUCT DESIGN

LEVELS 4, 5, 6

WELSH INSTITUTE OF SCIENCE AND ART

2019-2020

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1. Introduction

This Module Directory includes all the modules for Levels 4, 5, 6 within the MDes|BA|BSc (Hons) Product Design in the academic year 2019-2020.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

2. Module Details

Level 4	
Module No	Module Title
ADDA4008	Decorative Glass Processes
ADDA4009	Design Thinking
ADDA4010	Drawing for 3D
ADAD4009C	Ffyrdd o Feddwl
ADAD4010C	Ffyrdd o Ganfod
ADDA4011	Making for 3D
ADDA4004	Professional Practice 1: Digital Skills
ADDA4007	Professional Practice 2: Online Identities
ADDA4013	Stained Glass Practice
ADDA4012	Technical Design
ADAD4009	Ways of Thinking
ADAD4010	Ways of Perceiving

Module Code	ADDA4008
Title	Decorative Glass Processes
Date	14/05/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a basic and specific understanding and knowledge of materials and processes in glass.
- To facilitate the student's enhancement of the fundamental theoretical and investigative design skills required in the specification and application of decorative glass techniques.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- A basic working knowledge and understanding of manufacturing processes including material properties and their selection, application, advantages and limitations.
- An understanding of a critical framework for appraisal of design and fabrication work related to specific decorative glass processes.

INDICATIVE CONTENT

- Rendering technique
- Decorative glass in interior design, specific to module.
- Applied Stencils and stencil cutting
- Health and Safety, tools and equipment.
- Sandblast Engraving (Two Tone, Depths And Textures)
- Etching, Flashed Glass, Polishing and Stipple, Etch And Abrade
- Mixing and Using Acid
- Elementary Firing Schedules.
- Decorative Techniques for Mirrors
- Elementary Glass Engraving
- Introduction to Glass Painting and Silver Stain
- Use of glass enamels in screen printing and air brushing

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework	4 elements (3000 word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	ADDA4008	
Module Title	Decorative Glass Processes	
Classification	Reading List entry	Electronic*
Essential	Dobbins, N&R, 2001. Etched Glass – Techniques and Designs, North Light Books	☐
Essential	Malcham, J. Dreiser, P, 2006. The Techniques of Glass Engraving. AC& Black	☐
Essential	Casciani, P, 2000. The Technique of Decorative Stained Glass. Dover Publications.	☐
Further	Lefteri, C, 2004. Glass: Materials for Inspirational Design. RotoVision SA, East Sussex.	☐
Further	Baden Fuller, K, 2006. Contemporary Stained- Glass Artists. AC& Black.	☐
Further	Moor, A, 1997. Architectural Glass Art. Mitchell Beazley.	☐
Further	Moor, A, 1994. Contemporary Stained Glass. Mitchell Beazley	☐
Further	Bray, C, 2001. Dictionary of Glass. AC& Black.	☐
Further	Schmidt, P & Wollheim, R. 2007. Patterns in Design, Art and Architecture. Birkhauser.	☐
Further	Dreiser, P, 2006. Techniques of Glass Engraving. AC& Black	
Further	Petrie, K, 2010. Glass and Print. AC& Black	

Module Code	ADDA4009
Title	Design Thinking
Date	14/05/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce the student to the product design research and development process through investigative, intellectual and practical application;

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Select appropriate research methods and implement them within the context of a design project;
- Independently manage and execute design projects using an appropriate blend of creative and innovative thinking;

INDICATIVE CONTENT

- Research methods for product design;
- Idea generation and problem solving techniques;
- Creative toolkits for innovative, analytical and systematic thinking;
- Ergonomics and anthropometrics simulation exercises;
- Product teardown;

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	4 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA4009	
Module Title	Design Thinking	
Classification	Reading List entry	Electronic*
Essential	Milton A., Rodgers P. Research Methods for Product Design. Laurence King	☐
Essential	Martin, B. Hannington B. (2012) Universal Methods of Design. Rockport	
Essential	Morris R. (2009) The Fundamentals of Product Design. AVA	☐
Essential	Fiell C & P. (2019) 100 Ideas That Changed Design. Laurence King	☐
Further	Curedale R. (2013) Design Research Methods. Design Community College Inc.	☐
Further	Curedale R. (2019) Design Thinking Process & Methods. Design Community College Inc.	☐
Further	Ingeledew J (2018) How to have Great Ideas Lawrence King	☐

Module Code	ADDA4010
Title	Drawing for 3D
Date	14/05/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To enable the student to develop observational and practical skills and develop 3D visual and intellectual explorations and responses to a range of media and disciplines.
- To develop knowledge and understanding of fundamental design methods and skills required in implementing and communicating design.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Demonstrate the ability to research, record and evaluate visual and perceptual information.
- Demonstrate competence in the communication of design intentions for given contexts using an appropriate blend of creative and systematic methods.

INDICATIVE CONTENT

- Introduction to types of drawing and materials
- Measured drawing (technical) techniques
- Proportion and anatomy
- Scale and construction drawing
- 3D drawing and tone
- Exploration of visual qualities, line, tone, form, texture and mark making
- Colour theory and practical application
- Use of collage, reprographics and printmaking
- Visual Research & Contextual Reference
- Primary source drawing as research
- Drawing research and contextual reference to practical work
- Reflective and evaluative journal entry
- Rendering and visualization techniques

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0
TOTAL	20 credits	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework	4 elements (3000 word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA4010	
Module Title	Drawing for 3D	
Classification	Reading List entry	Electronic*
Essential	Cane, K (2012) Making and Drawing. A&C Black	☐
Essential	Henry, K. (2012) Drawing for Product Designers. Laurence King	☐
Essential	Eissen, K. & Steur, R. (2011) Sketching: The Basics. BIS Publishers	☐
Essential	Maslen, M & Southern, J (2015) Drawing projects: An exploration of the Language of Drawing.	☐
Essential	Edwards, B (2013) Drawing on the Right Side of the Brain. Harper Collins.	☐
Further	Albers, J (2013) The Interaction of colour. Yale University Press.	☐
Further	Itten, J (1990) The Elements of Colour. Spon Press.	☐

COD Y MODWL: ADAD4009C
TEITL: Ffyrdd o Feddwl
DYDDIAD: 01/12/2017

LEFEL: 4
CREDYDAU: 10

COD JACS: W200

AMCAN(ION)

- Cyflwyno'r myfyrwyr i'r prif syniadau, artistiaid, dylunwyr, ideolegau, athroniaethau ac athronwyr.
- Cyflwyno'r myfyrwyr i gyd-destunau hanesyddol a chyfoes cynhyrchu arteffactau diwylliannol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu dangos y gallu i:

- nodi a thrafod yr amrywiol ddulliau o ddeall elfennau o'r ymdrech ddiwylliannol;
- defnyddio ystod o ddamcaniaethau beirniadol wrth ddadansoddi unrhyw gynnyrch diwylliannol penodol;
- cyfeirio at ffynonellau academiaidd trwy ddefnyddio confensiynau dyfynnu a chyfeirnodu priodol.

CYNNWYS DANGOSOL

- Damcaniaethwyr ac ymarferwyr y 19^{eg} ganrif a'r 20^{fed} ganrif.
- Damcaniaethwyr ac ymarferwyr yr 21^{ain} ganrif.
- Estheteg weledol.
- Ideolegau.
- Diwylliant Gweledol.
- Sgiliau Astudio.

Y STRATEGAETH DYSGU AC ADDYSGU

Yn ystod y modwl hwn yn semester un, bydd myfyrwyr yn dilyn cynllun cyflwyno a fydd â threfn bendant gan gynnwys ystod o ddarlithoedd, tiwtorialau a seminarau. Bydd y sesiynau hyn yn eu symbylu ac yn datblygu syniadau er mwyn i bob myfyriwr allu archwilio'i arfer creadigol y tu hwnt i ffiniau'i ddisgyblaeth bynciau arferol. Cofnodir tystiolaeth o ymchwilio pwnc ac archwilio ffyrdd eraill o feddwl wrth ddatblygu gwaith yn aseiniadau'r modwl. Cynhelir asesiadau ffurfiannol a chrynodol yn ystod y modwl. Defnyddir y darn ffurfiannol i ddarparu adborth ac i'w fwydo i mewn i'r asesiad crynodol terfynol. Mae gwahanol arddulliau dysgu

wedi'u hymgorffori o fewn cynllun cyflwyno'r modwl.

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

Math o Weithgaredd	Oriau	Canran
Dysgu ar yr amserlen	24	24%
Dysgu'n annibynnol	76	76%
Dysgu drwy leoliadau	0	0
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd	3 tasg x 500 eirai	100%

Crynodeb o'r Asesiad

Math o weithgarwch	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN

Cod y Modwl	ADAD4009C	
Teitl Modwl	Ffyrdd o Feddwl	
Categori	Eitemau'r Rhestr Ddarllen	Electronig *
Hanfodol	Barthes R. (1997) <i>Death of the Author in Image, Music, Text</i> . London: Fontana Press.	☐
Hanfodol	Benjamin, W. (1935) The work of Art in the Age of Mechanical Reproduction. In: <i>Illuminations</i> , edited by Hannah Arendt, translated by Harry Zohn, from the 1935 essay New York: Schocken Books.	☐
Hanfodol	Berger, J. (1972) <i>Ways of Seeing</i> (London: Penguin,)	☐
Hanfodol	Debord, G. (1967) <i>Society of the Spectacle</i> . (Rebel Books: London)	☐
Hanfodol	Fontcuberta, J. (2014) <i>Pandora's Camera</i> . (London: Mack Books)	☐
Pellach	Barry, P (2017) <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> , Sections on Postmodernism	☐
Pellach	Higgins, J. R. (2001) <i>The Raymond Williams Reader</i> . (Oxford: Blackwell)	☐
Pellach	Sharples, I. (1998) <i>How We Write: Writing as Creative Design</i> . London: Routledge.	☐
Pellach	Tonfini, G. (2000), <i>Writing as a Visual Art</i> . Abridged by James Richardson. Exeter: The Scarecrow Press.	☐

Pellach	Williams, R (2014) <i>Keywords A Vocabulary of Culture and Society</i> (Fourth Estate.)	☐
Pellach	Szeman & Kaposy. (2010) <i>Cultural Theory: An Anthology</i> . (Oxford: Wiley-Blackwell)	☐
Pellach	Photography & Culture Journal	☐
Pellach	Visual Communication Journal	☐
Pellach	http://www.aber.ac.uk/media/Documents/S4B/dutch/the_book.html	☒
Pellach	http://www.theory.org.uk/	☒

COD Y MODWL: ADAD4010C
TEITL: Ffyrdd o Ganfod
DYDDIAD: 01/12/2017

LEFEL: 4
CREDYDAU: 10

COD JACS: W200

AMCAN(ION)

- Herio myfyrwyr i gymhwyso syniadau, artistiaid, dylunwyr, ideolegau, athroniaethau ac athronwyr allweddol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- adnabod a defnyddio ystod o ddamcaniaethau beirniadol wrth ddadansoddi cynnyrch diwylliannol;
- creu ymateb i wahanol ddulliau o ddeall elfennau ymdrech diwylliannol.

CYNNWYS DANGOSOL

- Damcaniaethwyr ac ymarferwyr y 19^{eg} ganrif a dechrau'r 20^{fed} ganrif.
- Damcaniaethwyr ac ymarferwyr yr 21^{ain} ganrif.
- Estheteg weledol.
- Estheteg.
- Dadfeilio.
- Ffetisiaeth.

Y STRATEGAETH DYSGU AC ADDYSGU

Yn ystod y modwl hwn yn semester dau, bydd myfyrwyr yn dilyn cynllun cyflwyno â threfn bendant gan gynnwys ystod o ddarlithoedd, tiwtorialau a seminarau. Bydd y sesiynau hyn yn eu symbylu ac yn datblygu syniadau er mwyn i bob myfyriwr allu archwilio'i arfer creadigol y tu hwnt i ffiniau'i ddisgyblaeth bynciol arferol. Cofnodir tystiolaeth o ymchwilio pwnc ac archwilio ffyrdd eraill o feddwl wrth ddatblygu gwaith yn aseiniadau'r modwl. Cynhelir asesiadau ffurfiannol a chrynodol yn ystod y modwl. Defnyddir y darn ffurfiannol i ddarparu adborth ac i'w fwydo i mewn i'r asesiad crynodol terfynol. Mae gwahanol arddulliau dysgu wedi'u hymgorffori o fewn cynllun cyflwyno'r modwl.

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

Math o Weithgaredd	Oriau	Canran
Dysgu ar yr amserlen	24	24%
Dysgu'n annibynnol	76	76%
Dysgu drwy leoliadau	0	0
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd a Chyflwyniad	1200 eiriau ('Cylchgrawn') a Cyflwyniad Grŵp	100%

Crynodeb o'r Asesiad

Math o weithgarwch	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN

Cod y Modwl	ADAD4010C	
Teitl Modwl	Ffyrdd o Ganfod	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Bennett, Jill. (2012) <i>Practical Aesthetics, Events, Affects and Art after 9/11</i> . (New York: I.B Tauris & Co Ltd)	☐
Hanfodol	Fontcuberta, Joan. (2014) <i>Pandora's Camera</i> . (London: Mack Books)	☐
Hanfodol	Higgins, John R. (2001) <i>The Raymond Williams Reader</i> . (Oxford: Blackwell)	☐
Pellach	Lefebvre, Henri. (2009) <i>The Production of Space</i> . (Oxford: Blackwell Publishing)	☐
Pellach	Ranciere, J. (2009) <i>The Politics of Aesthetics</i> . (London: Continuum)	☐
Pellach	Szeman, Imre, and Timothy Kaposy. (2010) <i>Cultural Theory: An Anthology</i> . (Oxford: Wiley-Blackwell)	☐
Pellach	Berger J (1972) <i>Ways of Seeing</i> (London: Penguin)	☐
Pellach	Williams, R (2014) <i>Keywords A Vocabulary of Culture and Society</i> (Fourth Estate)	☐
Pellach	http://www.aber.ac.uk/media/Documents/S4B/dutch/the_book.html	☐
Pellach	http://www.theory.org.uk/	☐
Pellach	Photography & Culture and Visual Communication Journals	☐

Module Code	ADDA4011
Title	Making for 3D
Date	14/05/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To gain technical knowledge and making skills in a number of core materials fundamental to 3D Design and develop an understanding and appreciation for these materials and their qualities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate understanding and skills in manipulating and controlling materials core to Design.
- Demonstrate awareness of the materials and processes used and their potential / limitations / impact in response to a creative design brief.

INDICATIVE CONTENT

- Health and Safety when working with tools, equipment and materials
- Wood construction
- Metals construction
- Plastics
- Ceramic Construction
- Jewellery: hand building techniques, cutting / soldering
- Glass cutting, leading, bonding and basic kiln work.
- Introduction to digital processes for laser, plotter and water jet cutters.
- 3D CAD.
- Evaluation of environmental impact

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	4 elements (3000 word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA4011	
Module Title	Making in 3D	
Classification	Reading List entry	Electronic*
Essential	Heatherwick, T (2005) Making. Thames and Hudson.	☐
Essential	Charny, D (2011) Power of Making: The case for making and skills. V&A Publication.	☐
Essential	Hallgrimsson, B (2012) Prototyping & Modelmaking for Product Designers. Laurence King.	☐
Essential	Brydon, D. (2014) CAD and Rapid Prototyping for Product Designers. Laurence King	☐
Further	Walker, B (2000) Contemporary Warm Glass. Four Corners Int.	☐
Further	Petri, K (2005) Glass and Print. A&C Black.	☐
Further	Beard, P (1996) Resist and Masking Techniques (Ceramics Handbook). A&C Black.	☐
Further	Eskilson, S. 2018. The Age of Glass. Bloomsbury.	☐
Further	Skeels, R (2017) Soldering for Jewellers. Crowood.	☐
Further	Murphy, K (2015) Resin Jewellery. A&C Black.	☐

MODULE CODE: ADDA4004
TITLE: Professional Practice 1: Digital Skills
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: W200

AIM(S)

- To equip students with basic skills in industry standard digital software for designing, presenting and visualising, developing understanding of the application of these skills within professional contexts.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate basic skills in digital software to enable the capture and professional presentation of research and design ideas.
- Demonstrate an understanding of the core digital skills required for creative practice, from initial idea development through to presentation and making.

INDICATIVE CONTENT

- Digital Presentation: Adobe Creative Suite (Photoshop, Illustrator, InDesign)
- Introduction to Studio Photography for 3D designers and makers

LEARNING AND TEACHING STRATEGY

This module gives the students basic digital skills for designing, visualising and presenting research and design ideas within the field of three-dimensional design and crafts. Lectures and workshops are designed to enable the students to experiment with digital software and understand their uses and application for both two dimensional and three-dimensional work. This module works to support communication of design intentions and outcomes through digital means. Photography workshops will allow students to engage with professional documentation of all three-dimensional work produced. This introductory module establishes fundamental approaches for further portfolio development and professional practices.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24%
Independent learning	76	76%
Placement learning	-	-
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	2 elements (1500-word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Module Code	ADDA4004	
Module Title	Professional Practice 1: Digital Skills	
Classification	Reading List entry	Electronic*
Essential	Korn P. (2017) Why We Make Things and Why it Matters: The Education of a Craftsman. Vintage	☒
Essential	Farrell, I (2017) Complete Guide to Digital Photography Quercus	☐
Essential	Smith J, Smith C (2018) Adobe Creative Cloud All-in-One For Dummies John Wiley & Sons; 2nd Ed.	☐
Further	http://www.thedesigntrust.co.uk	☐
Further	http://www.craftscouncil.org.uk	☐
Further	https://www.designcouncil.org.uk	☐
Further	https://www.nesta.org.uk/publications/creative-enterprise-toolkit	☐

MODULE CODE: ADDA4007
TITLE: Professional Practice 2: Online Identities
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: W200

AIM(S)

- To develop professional skills in marketing and self-promotion through social media and web presence and encourage the use of these tools for future marketing, entrepreneurship and development of chosen career pathways.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate the ability to create a personal brand identity and develop and maintain appropriate web and social media platforms as a way to promote and document creative practice.
- Demonstrate the ability to build and plan a dedicated portfolio website to promote future creative projects and personal work.

INDICATIVE CONTENT

- Personal Brand: identifying, developing and communicating 'values'
- Marketing & Self Promotion strategies
- Website creation using WordPress, Squarespace, Wix etc.
- Social Media, Blog, Vlog platforms

LEARNING AND TEACHING STRATEGY

During this module students will begin to build an awareness of marketing and promoting themselves, their personal brand values and work via web-based resources.

Lectures and practical workshops will give technical information and group seminars and individual tutorials will develop a personal approach to design content.

This module is designed to introduce students to the necessary skills required for self-promotion and marketing at the early stages of the programme, so that professional profiles and compelling portfolios can build and develop over the duration of their studies in preparation for entrepreneurial or employment activities.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24%
Independent learning	76	76%
Placement learning	-	-
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	2 elements (1500-word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Module Code	ADDA4007	
Module Title	Professional Practice 2: Online Identities	
Classification	Reading List entry	Electronic*
Essential	Salenbacher, J. (2013) <i>Creative Personal Branding: The Strategy to answer what's next</i> . BIS Publishers	☒
Essential	Clark, T., Osterwalder, A., & Pigneur, Y. (2012) <i>Business Model You: A One-Page Method for Reinventing Your Career</i> . John Wiley & Sons.	☒
Essential	Houghton Robin (2012) <i>Blogging for Creatives: How Designers, Artists, Crafters and Writers Can Blog to Make Contacts, Win Business and Build Success</i> . How Books.	☒
Essential	Klanten. R (2012) <i>Taken by Surprise: Cutting-Edge Collaborations Between Designers, Artists and Brands</i> . Die Gestalten Verlag	☐
Essential	Seminaga Isa Maria (2015) <i>The Creative Entrepreneur: Business Made Beautiful For Artists, Makers and Designers</i> . Ilex press	☐
Further	http://www.thedesigntrust.co.uk http://www.craftscouncil.org.uk https://www.designcouncil.org.uk https://www.nesta.org.uk/publications/creative-enterprise-toolkit	☒

Module Code	ADDA4013
Title	Stained Glass Practice
Date	14/05/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to the basic skills, techniques and applications necessary for the professional fabrication of stained-glass panels.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- The acquisition of skills necessary to make a stained-glass panel to industry comparable standards, including the understanding of materials and processes and necessary health and safety requirements in glass production.
- The ability to translate a design via the fabrication of a stained-glass artefact and critically review the outcome.

INDICATIVE CONTENT

- Practical workshops in cutting, leading, soldering, cementing, re-enforcing/strengthening, plating, glass painting, silver stain, enamels and basic framing.
- Approaches to design and fabrication including cartooning, production of a cutline and black-line and selection of glass.
- Health and safety, maintenance of machinery, tools and equipment.
- Firing schedules.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework	4 elements (3000 word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	ADDA4013	
Module Title	Stained Glass Practice.	
Classification	Reading List entry	Electronic*
Essential	Clare, S, 2013. Stained Glass: Art, Craft and Conservation. Robert Hale, London.	☐
Essential	Whall, C. 2018. Stained Glass Work: A text book for students and workers in glass. Forgotten Books.	☐
Further	Elskus, A, 1980. The Art of Painting on Glass. N Scribner Book.	☐
Further	Reyntiens, P, 1997. The Techniques of Stained Glass. Batsford Ltd.	☐
Further	Brisac, C, 1986. A Thousand Years of Stained Glass. Macdonald, London.	☐
Further	Brown, S, 1994. Stained Glass: An Illustrated History. Leopard Books.	☐
Further	Hall, J, 1979. Dictionary of Objects and Symbols in Art, revised edition. Murray, London.	☐
Further	Lee, L. Seddon, G. Stevens, F, 1976. Stained Glass. Crescent Books.	☐
Further	Stanton Harris, M, Practising Stained Glass Safely. Society of Glass Technology.	☐
Further	McEvoy, M. 1996. External Components. Routledge.	☐

Module Code	ADDA4012
Title	Technical Design
Date	14/05/2019
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a basic understanding and knowledge of materials and manufacturing processes and the ability to apply this knowledge within design practice;
- To develop competence and proficiency in digital design assisting technologies within the product development process;

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a basic knowledge and understanding of material properties and manufacturing processes and their selection, application, advantages and limitations;
- Demonstrate familiarity, confidence and understanding in using digital replication and reproduction technologies;

INDICATIVE CONTENT

- Product design specification;
- Material selection principles and practice (CES software);
- Manufacturing processes;
- Digital prototyping data protocols and application – 3D printing/CNC;
- Digital data capture – Photogrammetry/3D scanning;

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1500 words equivalent	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Portfolio	2 elements	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	ADDA4012	
Module Title	Technical Design	
Classification	Reading List entry	Electronic*
Essential	Cuffaro D. (2013) The Industrial Design Reference & Specification Book, , Rockport	☒
Essential	Lefteri, C. (2019) Making it: Manufacturing Techniques for Product Design. Laurence King 3 rd Ed.	☐
Essential	Lefteri, C. (2014) Materials for Design,. Laurence King.	☐
Essential	Brydon, D. (2014) CAD and Rapid Prototyping for Product Designers. Laurence King	☐

MODULE CODE: ADAD4009
TITLE: Ways of Thinking
DATED: 01/12/2017

LEVEL: 4
CREDITS: 10

JACS CODE: W200

AIM(S)

- To provide students with an introduction to key ideas, artists, designers, ideologies, philosophies and philosophers.
- To introduce students to the historical and contemporary contexts of cultural artefact production.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- identify and discuss the diversity of approaches to understanding elements of cultural endeavour;
- apply a range of critical theories to the analysis of any given cultural product;
- make reference to academic sources by employing appropriate citation and referencing conventions.

INDICATIVE CONTENT

- 19th and 20th century theorists and practitioners.
- 21st century theorists and practitioners.
- Visual aesthetics.
- Ideologies.
- Visual Culture.
- Study Skills.

LEARNING AND TEACHING STRATEGY

During this semester one module, students will attend a clearly structured delivery scheme including a range of Lectures, tutorials and seminars. These sessions will provide stimuli, and ideas development so that each student can explore their creative practice beyond the

parameters of their normal subject discipline. The evidence of researching a topic and exploring other ways of thinking in the development of work is recorded in the module assignments. There will be a formative and summative assessment during the module. The formative piece will be used to provide both feedback and feed-forward for the final summative assessment. The modules have embedded differentiated learning styles within its course delivery plan.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3 tasks of 500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	ADAD4009	
Module Title	Ways of Thinking	
Classification	Reading List Entry	Electronic*
Essential	Barthes R. (1997) <i>Death of the Author in Image, Music, Text</i> . London: Fontana Press.	☐
Essential	Benjamin, W. (1935) The work of Art in the Age of Mechanical Reproduction. In: <i>Illuminations</i> , edited by Hannah Arendt, translated by Harry Zohn, from the 1935 essay New York: Schocken Books.	☐
Essential	Berger, J. (1972) <i>Ways of Seeing</i> (London: Penguin,)	☐
Essential	Debord, G. (1967) <i>Society of the Spectacle</i> . (Rebel Books: London)	☐

Essential	Fontcuberta, J. (2014) <i>Pandora's Camera</i> . (London: Mack Books)	☐
Further	Barry, P (2017) <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> , Sections on Postmodernism	☐
Further	Higgins, J. R. (2001) <i>The Raymond Williams Reader</i> . (Oxford: Blackwell)	☐
Further	Sharples, I. (1998) <i>How We Write: Writing as Creative Design</i> . London: Routledge.	☐
Further	Tonfini, G. (2000), <i>Writing as a Visual Art</i> . Abridged by James Richardson. Exeter: The Scarecrow Press.	☐
Further	Williams, R (2014) <i>Keywords A Vocabulary of Culture and Society</i> (Fourth Estate.)	☐
Further	Szeman & Kaposy. (2010) <i>Cultural Theory: An Anthology</i> . (Oxford: Wiley-Blackwell)	☐
Further	Photography & Culture Journal	☐
Further	Visual Communication Journal	☐
Further	http://www.aber.ac.uk/media/Documents/S4B/dutch/the_book.html	☒
Further	http://www.theory.org.uk/	☒

MODULE CODE: ADAD4010
TITLE: Ways of Perceiving
DATED: 01/12/2017

LEVEL: 4
CREDITS: 10

JACS CODE: W200

AIM(S)

- To challenge students to apply key ideas, artists, designers, ideologies, philosophies and philosophers.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- recognise and employ a range of critical theories to the analysis of a cultural product;
- create a response to different approaches to understanding elements of cultural endeavour.

INDICATIVE CONTENT

- 19th and early 20th century theorists and practitioners.
- 21st century theorists and practitioners.
- Visual aesthetics.
- Aesthetics.
- Decay.
- Fetishism.

LEARNING AND TEACHING STRATEGY

During this semester two module, students will attend a clearly structured delivery scheme including a range of Lectures, tutorials and seminars. These sessions will provide stimuli, and ideas development so that each student can explore their creative practice beyond the parameters of their normal subject discipline. The evidence of researching a topic and exploring other ways of thinking in the development of work is recorded in the module assignments. There will be a formative and summative assessment during the module. The formative piece will be used to provide both feedback and feed-forward for the final summative assessment. The modules have embedded differentiated learning styles within its course delivery plan.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay and Presentation	1200 word Zine & group presentation	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	ADAD4010	
Module Title	Ways of Perceiving	
Classification	Reading List Entry	Electronic*
Essential	Bennett, Jill. (2012) <i>Practical Aesthetics, Events, Affects and Art after 9/11</i> . (New York: I.B Tauris & Co Ltd)	☐
Essential	Fontcuberta, Joan. (2014) <i>Pandora's Camera</i> . (London: Mack Books)	☐
Essential	Higgins, John R. (2001) <i>The Raymond Williams Reader</i> . (Oxford: Blackwell)	☐
Further	Lefebvre, Henri. (2009) <i>The Production of Space</i> . (Oxford: Blackwell Publishing)	☐
Further	Ranciere, J. (2009) <i>The Politics of Aesthetics</i> . (London: Continuum)	☐
Further	Szeman, Imre, and Timothy Kaposy. (2010) <i>Cultural Theory: An Anthology</i> . (Oxford: Wiley-Blackwell)	☐
Further	Berger J (1972) <i>Ways of Seeing</i> (London: Penguin)	☐
Further	Williams, R (2014) <i>Keywords A Vocabulary of Culture and Society</i> (Fourth Estate)	☐

Further	http://www.aber.ac.uk/media/Documents/S4B/dutch/the_book.html	☐
Further	http://www.theory.org.uk/	☐
Further	Photography & Culture Journal	☐
Further	Visual Communication Journal	☐

Level 5	
Module No	Module Title
ADDA5021	Applied Glass Practice
ADDA5011	Architectural Glass Construction
ADDA5012	Architectural Glass Practice
ADAD5001C	Arferion Ymchwil
M5X01599	Creative Research
ADDA5001	Design & Make 3
ADDA5004	Design & Make 4
ADDA5013	Design Exploration
ADDA5014	Design for Human Experience
ADDA5015	Design for Manufacture
ADDA5016	Design Realisation – CAD
ADDA5017	Design Simulation – Virtual
CAI – 5004/M5X02301	International Independent Study Module
ADAD5002	Professional Practice
ADAD5001	Research Practices
M5X01599C	Ymchwil Creadigol

Module Code	ADDA5021
Title	Applied Glass Practice
Date	14/05/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop contextual design, knowledge and experience of architectural processes and professional skills in both traditional and contemporary glass design

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate the ability to apply design development methods in the form of idea generation and research, concept development and final design fabrication to given brief.
- Demonstrate proficiency in evaluating final design fabrication to given architectural context with objectivity through practical exploration and communicating final design proposals.
- Demonstrate a professional approach to team working and the effective use of project management skills.

INDICATIVE CONTENT

- Interpreting and developing 'the brief'
- Development and presentation of research
- Design fabrication and communication
- Evaluation of design and integration
- Appropriate design interpretation
- Glazing considerations and lighting.
- Continued and recorded evaluation of glass sampling.
- Decision-making & Problem solving.
- Entering competitions
- Reading architectural plans
- Live project planning and time management
- Building Regulations and structural considerations
- Architectural model making
- Costing
- Preparation and display at competition and exhibition level

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	6 Elements (4000 word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	ADDA5021	
Module Title	Applied Glass Practice	
Classification	Reading List entry	Electronic*
Essential	Cutler, V, 2002. New Technologies in Glass. AC& Black.	☐
Essential	Petrie, K, 2005. Glass and Print. AC& Black.	☐
Essential	Thwaites, A, 2011. Mould Making in Glass. AC& Black	☐
Further	Papadopoulos, G , 2004, Lamination. AC& Black	☐
Further	Bray, C, 2001. A Dictionary of Glass. AC& Black	☐
Further	La Londe, R, 2006. Fused Glass Techniques. Ozone Press.	☐
Further	Carpenter, C, 2001. Ed Carpenter: Breath of Light. L'arca Edizioni	☐
Further	Zell, M. 2017. The Architectural Drawing Course. Thames & Hudson.	☐
Further	Tanizak, J, 2001. In Praise of Shadows. Vintage Classics.	☐

Module Code	ADDA5011
Title	Architectural Glass Construction
Date	14/05/2019
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To gain knowledge and understanding of construction techniques and enable students to consider the merits of using Architectural Glass processes within their own practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Create a focused and informative series of samples that demonstrate a clear understanding of techniques and processes learnt.
- Prepare a technical journal of technical processes, recording personal investigation and technical developments through sampling.

INDICATIVE CONTENT

- Presentation and Fixings
- Double glazing
- Types of glass-properties
- Lamination and bonding
- Framing and fitting
- Building regulations overview

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24%
Independent learning	76	76%
Placement learning	0	0
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	3 elements (2000 word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA5011	
Module Title	Architectural Glass Construction	
Classification	Reading List entry	Electronic*
Essential	Michael Mcevoy, 1994, External Components, Routledge.	☐
Essential	Schittich, Staib, Balkow, Schuler, Sobek, 2007, Glass Construction Manual. Institute for International Architecture Documentation.	☐
Essential	Rice, P & Dutton, H, 1995, Structural Glass. E & FM Spon.	☐
Further	Papadopoulos, G, 2004. Lamination. AC& Black	☐
Further	Schittich, C. 2014, Best of Detail / Glas. Detail.	☐
Further	Moore, A. 2006. The Colours of Architecture. Mitchell Beasley.	☐

Module Code	ADDA5012
Title	Architectural Glass Practice
Date	14/05/2019
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To develop knowledge and understanding of construction techniques and processes in glass by investigating their applications in an architectural context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Research and reflect on case studies of the methods being applied in contemporary practice making connections between own practice and that of others.
- Create a focused and informative series of samples that demonstrate personal investigation and creative thinking in the application of processes learnt.

INDICATIVE CONTENT

- Design and visual communication
- Presentation and Fixings
- Double glazing
- Types of glass-properties
- Lamination and bonding
- Framing and fitting
- Building regulations overview

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24%
Independent learning	76	76%
Placement learning	0	0
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Course work Portfolio	3 elements (2000 word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA5012	
Module Title	Architectural Glass Practice	
Classification	Reading List entry	Electronic*
Essential	Michael Mcevoy, 1994, External Components, Routledge.	☐
Essential	Schittich, Staib, Balkow, Schuler, Sobek, 2007, Glass Construction Manual. Institute for International Architecture Documentation.	☐
Essential	Rice, P & Dutton, H, 1995, Structural Glass. E & FM Spon.	☐
Further	Papadopoulos, G, 2004. Lamination. AC& Black	☐
Further	Schittich, C. 2014, Best of Detail / Glas. Detail.	☐
Further	Moore, A. 2006. The Colours of Architecture. Mitchell Beasley.	☐

COD Y MODWL: ADAD5001C
TEITL: Arferion Ymchwil
DYDDIAD: 01/12/2017

LEFEL: 5
CREDYDAU: 10

COD JACS: W600

AMCAN(ION)

- Cryfhau sgiliau dadansoddol a gwybodaeth er mwyn cyflawni amrywiol fathau ar ymchwil ar gyfer traethodau, prosiectau neu gynhyrchion creadigol sy'n gofyn am ymholiad annibynnol parhaol.
- Llunio cwestiynau ymchwil priodol a defnyddio dulliau ac adnoddau priodol er mwyn archwilio'r cwestiynau hynny.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- ddatblygu ymhellach y sgiliau beirniadol a dadansoddol a'r wybodaeth a ddysgwyd yn y modwl *Ymchwil Creadigol* er mwyn cyflawni amrywiol fathau ar ymchwil ar gyfer traethodau, prosiectau neu gynhyrchion creadigol sy'n gofyn am ymholiad annibynnol parhaol;
- ymchwilio'n feirniadol i ymarferion, gweithdrefnau a thraddodiadau ymchwil priodol a dadansoddi gwybodaeth berthnasol amdanynt, gyda rhywfaint o ymwybyddiaeth o'u cryfderau a'u cyfyngiadau.

CYNNWYS DANGOSOL

- Moeseg.
- Llyfryddiaeth gyda nodiadau.
- Arfer fel Ymchwil.
- Ethnograffeg.
- Adolygiad llenyddiaeth.
- Ymchwil digidol.

Y STRATEGAETH DYSGU AC ADDYSGU

Yn ystod y flwyddyn, bydd myfyrwyr yn mynychu ystod o ddarlithoedd, tiwtorialau a seminarau, sy'n eu symbylu ac sy'n datblygu syniadau er mwyn i bob myfyriwr allu archwilio'i arfer creadigol y tu hwnt i ffiniau'i ddisgyblaeth bynciol arferol. Cofnodir tystiolaeth o ymchwilio pwnc ac archwilio ffyrdd eraill o feddwl wrth ddatblygu gwaith yn aseiniadau'r modwl.

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

Math o Weithgaredd	Oriau	Canran
Dysgu ar yr amserlen	24	24
Dysgu'n annibynnol	76	76
Dysgu drwy leoliadau		
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd	2500 eiriau	100%

Crynodeb o'r Asesiad

Math o weithgarwch	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN

Cod y Modwl	ADAD5001C	
Teitl Modwl	Arferion Ymchwil	
Categori	Eitemau'r Rhestr Ddarllen	Electronig *
Hanfodol	Dean, R. T, and Hazel, Smith (2009) <i>Practice-led research, research-led practice in the creative arts</i> (Edinburgh: Edinburgh University Press)	☐
Hanfodol	Leavy, Patricia (2008) <i>Method meets art: arts-based research practice</i> (London: Guilford)	☐
Hanfodol	Macleod, Katy, and Lin Holdridge (2009) <i>Thinking through art: reflections on art as research</i> (London: Routledge)	☐
Pellach	Collins, Hilary. (2010) <i>Creative research: the theory and practice of research for the creative industries</i> (Lausanne: AVA Academia)	☐
Pellach	Cooper, Karyn, and Robert E White. (2012) <i>Qualitative research in the post-modern era: contexts of qualitative research</i> (Dordrecht: Springer)	☐
Pellach	Creswell, John W. (2013) <i>Qualitative inquiry & research design: choosing among five approaches</i> (London: Sage)	☐
Pellach	Pink, Sarah (2013) <i>Doing visual ethnography</i> (Los Angeles: Sage)	☐
Pellach	Schneider, Jakob, and Marc Stickdorn. (2011) <i>This is service design thinking: basics, tools, cases</i> (Hoboken: Wiley)	☐

Pellach	Silverman, David. (2011) <i>Qualitative research: issues of theory, method and practice</i> . (London: Sage)	☐
Pellach	Wright, Christopher: Schneider, Arnd,. (2010) <i>Between art and anthropology: contemporary ethnographic practice</i> (Oxford: Berg)	☐
Pellach	Biggs, Michael, and Henrik Karlsson. (2010) <i>The Routledge companion to research in the arts</i> (London: Routledge)	☐
Pellach	Bolt, Barbara, Dr, and Estelle Barrett. (2010) <i>Practice as research: approaches to creative arts enquiry</i> (London: I. B. Tauris)	☐
Pellach	Aesthetica Journal	☐
Pellach	Art Review Journal	☐
Pellach	Textile Design Research and Practice Journal	☐
Pellach	Craft Research Journal	☐

MODULE CODE: M5X01599
TITLE: Creative Research
DATED: 26/01/2016

LEVEL: 5
CREDITS: 10

JACS CODE: X210

AIM(S)

- To apply critical and analytical skills and knowledge of various forms of research for essays, projects or creative productions involving sustained independent enquiry
- To develop the critical and analytical skills and knowledge of various forms of research for essays, projects or creative productions involving sustained independent enquiry

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and examine the historical formation of their particular objects of study, and their contexts and interfaces.
- Engage with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication.

INDICATIVE CONTENT

- Research methods
- Visual research
- Iconography
- Empiricism
- The body
- Audience

LEARNING AND TEACHING STRATEGY

During semester one, students will attend a range of Lectures, tutorials and seminars, which provide the stimuli, and ideas development to ensure that each student can explore their creative practice beyond the parameters of their normal subject discipline. The evidence of researching a topic and exploring other ways of thinking in the development of work is recorded in the module assignments. There will be a formative and summative assessment during the module. The formative piece will be used to provide both feedback and feed-forward for the final summative assessment.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24%
Independent learning	76	76%
Placement learning	-	-
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Academic Essay	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Module Code	M5X01599	
Module Title	Creative Research	
Classification	Reading List entry	Electronic*
Essential	Dean, R. T., & Smith, H. (2009) <i>Practice-Led Research, Research-Led Practice in the Creative Arts</i> . Edinburgh: Edinburgh University Press.	☐
Essential	Leavy, P. (2008) <i>Method Meets Art: Arts-Based Research Practice</i> . London: Guilford.	☐
Essential	Macleod, K. & Holdridge, L. (2009) <i>Thinking Through Art: Reflections on Art as Research</i> . London: Routledge.	☐
Further	Collins, H. (2010) <i>Creative Research: the Theory and Practice of Research for the Creative Industries</i> . Lausanne: AVA Academia.	☐
Further	Cooper, K. & White, R. E. (2012) <i>Qualitative Research in the Post-Modern Era: Contexts of Qualitative Research</i> . Dordrecht: Springer.	☐
Further	Creswell, J. W. (2013) <i>Qualitative Inquiry & Research Design: Choosing Among Five Approaches</i> . London: Sage.	☐
Further	Pink, S. (2013) <i>Doing Visual Ethnography</i> . Los Angeles: Sage.	☐
Further	Schneider, J. & Stickdorn, J. (2011) <i>This is Service Design Thinking: Basics, Tools, Cases</i> . Hoboken: Wiley.	☐
Further	Silverman, D. (2011) <i>Qualitative Research: Issues of Theory, Method and Practice</i> . London: Sage.	☐

Further	Wright, C. & Schneider, A. (2010) <i>Between Art and Anthropology: Contemporary Ethnographic Practice</i> . Oxford: Berg.	☐
Further	Biggs, M. & Karlsson, H. (2010) <i>The Routledge Companion to Research in the Arts</i> . London: Routledge.	☐
Further	Bolt, B. & Barrett, E. (2010) <i>Practice as Research: Approaches to Creative Arts Enquiry</i> . London: I. B. Tauris.	☐

Journals

Aesthetica
 Art Review
 Textile Design Research and Practice
 Craft Research
 Photography & Culture
 Visual Communication
 Journal of Visual Art Practice

Websites

www.artswales.org.uk
www.bbc.co.uk/arts
www.tate.org.uk

MODULE CODE: ADDA5001
TITLE: Design & Make 3
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: W200

AIM(S)

- To broaden and enhance material understanding so that students can refine making skills and develop personal / individual responses to craft concepts and contexts.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Employ convergent and divergent thinking in the process of observation, investigation, speculative enquiry, visualisation and making.
- Demonstrate deeper understanding and contextual awareness of design craft processes, material and making.

INDICATIVE CONTENT

- Personal research
- Contextual awareness
- Refining choice of materials and processes
- Visual studies

LEARNING AND TEACHING STRATEGY

This module challenges the students to give a more personal approach to research and design ideas with the introduction of more open project briefs that require personal direction and conceptual thinking. Through a series of tasks, students are encouraged to analyse their thought process and investigate different approaches to their enquiry. Lectures, seminar groups, study visits and individual tutorials give a range of teaching and learning opportunities. Within this module and as part of a more personal response to project briefs, the students begin to select and specialise into a chosen material or process within which to refine their skills and develop their ideas. Through this process, they will be expected to define and critically reflect upon their practice in terms of environmental, social, legal and ethical frameworks.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	6 elements (4000-word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Additional material will be advised in correspondence with set briefs.

Module Code	ADDA5001	
Module Title	Design & Make 3	
Classification	Reading List entry	Electronic*
Essential	Soderstrom, E (2016) <i>Hanna Hedman & Sanna Lindberg: Murmuring</i> . Kerber Verlag.	☐
Essential	Loder, C (2013) <i>Sculpting and Handbuilding Ceramics</i> . A&C Black.	☐
Essential	Mori, J & Ryan, J (2010) <i>Beauty in Repetition: Metalwork and Jewellery</i> . Blackwell.	☐
Further	Coffey, Y (2010) <i>Glass Jewellery</i> . A&C Blacks. 2010.	☐
Further	Foley, V (2015) <i>Porcelain (New Ceramics)</i> Bloomsbury Academic	☐
Further	Pye, D (2007) <i>The Nature and Art of Workmanship</i> . Herbert Press.	☐
Further	Newell, L. B. (2007) <i>Out of the Ordinary: Spectacular Craft</i> . V&A Publishing	☐
Further	Theo-Mass Lexileictous (2016) <i>Otherworldly: Avant-Garde Fashion and Style</i> . Die Gestalten Verlag	☐

MODULE CODE: ADDA5004
TITLE: Design & Make 4
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: W200

AIM(S)

- To develop a greater understanding of the vocational context of Design Crafts, including responding to the needs of specific clients and markets and communicating effectively with these different audiences.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Design, make and communicate a resolved body of craft work that meets the client's brief.
- Demonstrate a well-developed knowledge and understanding of future career path and awareness of current and future market trends.

INDICATIVE CONTENT

- Creative development
- Materials samples
- Fabricated models
- Market research
- Technical / CAD drawing and file preparation

LEARNING AND TEACHING STRATEGY

This module gives the students an opportunity to respond to a live brief and gain experience of working with a specific audience or client. The student gains experience of working to a set brief, meeting the client's needs and expectations and developing the skills required to communicate and collaborate. The outcome may be an individual or series of craft pieces as specified in the brief, supported by appropriate research and development work.

Through a series of lectures, seminars and tutorials, which may involve the client or audience, students will gain skills in communication and professional presentation.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	6 elements (4000-word equivalent)	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Additional material will be advised in correspondence with set briefs.

Module Code	ADDA5004	
Module Title	Design & Make 4	
Classification	Reading List entry	Electronic*
Essential	Adamson, G (2007) <i>Thinking Through Craft</i> . Berg. Oxford Press. New York.	☐
Essential	Dormer, P (1997) <i>The Culture of Craft</i> . Manchester University Press.	☐
Essential	Skinner, D (2013) <i>Contemporary Jewellery in Perspective</i> . Lark.	☐
Further	Shillito, A (2013) <i>Digital Crafts: Industrial Technologies for Applied Artists and Designer Makers</i> . A&C Blacks	☐
Further	Gault, R (2013) <i>Paperclay: Art and Practice (New Ceramics)</i> A&C Blacks	☐
Further	Verbruggen D. & Warnier C. (2014) <i>Printing Things: Visions and Essentials for 3D Printing</i> . Die Gestalten Verlag	☐
Further	Openshaw J. (2015) <i>Postdigital Artisans: Craftsmanship with a New Aesthetic in Fashion, Art, Design and Architecture</i> . Frame Publishers BV	☐
Further	Jongerius H. (2010) <i>Misfit (Museum Boijmans-Van Beuningen, Rotterdam: Exhibition Catalog)</i> . Phaidon Press.	☐
Further	Mansell A. (2008) <i>Adorn: New Jewellery</i> . Laurence King	☐

Module Code	ADDA5013
Title	Design Exploration
Date	14/05/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop research, contextualization and design knowledge in the exploration of conceptual product solutions and develop communication skills to a professional standard;
- To provide the students with an opportunity to experience working within a group environment and develop project management skills;

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Apply design development methods in the research, exploration, development and realisation to identified design opportunities;
- Evaluate design statements with objectivity and communicate the resulting proposals effectively and professionally through 2D and 3D mediums;
- Apply a sound knowledge and understanding of the product aesthetics & architecture, user interaction and enabling technologies in a manner appropriate to their specific award pathway.
- Work as a member of a multidisciplinary team in achieving a set of shared objectives;

INDICATIVE CONTENT

- Decision-making & problem solving techniques;
- Design research and capture;
- Design adaption and integration;
- Design evaluation and validation;
- Design reflection and realisation;
- Design communication;
- Project planning & management;
- Professional awareness;

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design Portfolio	8 elements	80%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design Portfolio	2 elements	20%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA5013	
Module Title	Design Exploration	
Classification	Reading List entry	Electronic*
Essential	Collins H. (2018) Creative Research, Bloomsbury	☐
Essential	Lidwell, W., Holden, K. & Butler, (2010) Universal Principles of Design, Rockport	☐
Essential	Cuffaro D. (2013) The Industrial Design Reference & Specification Book, , Rockport	☒
Further	Ulrich, K; Eppinger (2015) Product Design and Development, , S McGraw-Hill	☐
Further	Norman D. (2016) Living with Complexity, MIT 2016	☐
Further	Norman D. (2013) The Design of Everyday Things, MIT	☐
Further	Chabris, C Simons, D (2011) The Invisible Gorilla: How Our Intuitions Deceive Us, Harper Collins	☐

Module Code	ADDA5014
Title	Design for Human Experience
Date	14/05/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the student's knowledge and practical experience of research tools and techniques for measuring and understanding human factors and user experience (UX) in the development of products.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a detailed understanding of human factors evaluation and its application within the product development process;
- Select and utilise a variety of research techniques and methods to observe and investigate user experience across the full spectrum of physical, cognitive, emotional and social interactions within products, systems and services;

INDICATIVE CONTENT

- Human factors design and interaction;
- User physiology and anthropometric analysis;
- Ergonomic analysis;
- User emotion and psychology;
- Empathy modelling techniques;
- Observational & ethnographic techniques;
- Sensory experience;
- User profiling and scenario building;

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar presentation	15 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design Research Portfolio	4 elements	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	ADDA5014	
Module Title	Design for Human Experience	
Classification	Reading List entry	Electronic*
Essential	Tullis T. (2008) Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics, Morgan Kauffman	☒
Essential	Clarkson J, Coleman R, Hosking I, Waller S (2007) Inclusive Design Toolkit, Engineering design centre, Cambridge University	☐
Essential	Shorrock S. (2016) Human Factors & Ergonomics in Practice, Routledge	☐
Further	Martin B, Hannington B (2012) Universal Methods of Design, Rockport	☐
Further	Soegaard, M. & Dam RF. The Encyclopedia of Human-Computer Interaction. (2 nd ed), available at http://www.interaction-design.org/books/hci.html	☐
Further	Buxton, B., Greenberg, S., Carpendale, S. & Marquardt, N (2011) Sketching User Experiences: The Workbook. Morgan Kaufman.	☐

Module Code	ADDA5015
Title	Design For Manufacture
Date	14/05/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop knowledge and understanding in the detailing of design solutions for production, with consideration given to materials, processes and manufacturability;
- To provide an understanding of the tools and techniques available to facilitate sustainable product design to consider the environmental impacts and promote sustainable practices;

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Apply knowledge and understanding of design detailing for production with regard to materials and manufacturing properties and constraints;
- Apply knowledge, understanding and awareness of sustainable development when designing products with regard to environment, economic and social issues.

INDICATIVE CONTENT

- Product architecture and feature permutation
- Design detailing for manufacture and assembly;
- Emerging material and manufacturing trends
- Design for sustainability and the environment;
- Eco-design tools and strategies
- Life cycle thinking

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	60%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written paper	2000 words	40%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA5015	
Module Title	Design For Manufacture	
Classification	Reading List entry	Electronic*
Essential	Lefteri, C. (2019) Making it: Manufacturing Techniques for Product Design. Laurence King 3 rd Ed.	☐
Essential	Lefteri, C. (2014) Materials for Design, Laurence King.	☐
Essential	Walker S (2014) Designing Sustainability: Making radical changes in a material world: Routledge; 1 st Ed.	☒
Essential	Tempelman E, Shercliff H (2014) Manufacturing and Design: Understanding the Principles of How Things Are Made: Butterworth-Heinemann	☒
Essential	Wujec T (2017) The Future of Making, Autodesk Melcher Media	☐
Further	Strong C. (2018) The Lean Product Lifecycle, Pearson Business.	☒
Further	Proctor R. (2015) Sustainable Design, , Laurence King	☐

Module Code	ADDA5016
Title	Design Realisation – CAD
Date	14/05/2019
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To develop competence and proficiency in the use of 3D solid and surfacing modelling software in the detailing of realistic design solutions.
- To develop competence and proficiency in the use of 2D digital computer visualisation software in the communication of design solutions;

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Use advanced 3D solid and surfacing modelling tools to create realistic design solutions within a structured modelling workflow;
- Understand and apply advanced 2D digital visualisation techniques to create high quality imagery to effectively represent and communicate design intentions;

INDICATIVE CONTENT

- Advanced 3D solid and surface modelling principles and workflows;
- Advanced 3D rendering;
- Advanced 2D digital visualisation techniques and workflows;

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	36%
Independent learning	64	64%
Placement learning	---	---
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Digital Modelling Portfolio	4 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA5016	
Module Title	Design Realisation – CAD	
Classification	Reading List entry	Electronic*
Essential	On-line software reference and tutorials.	☒
Essential	Autodesk Fusion 360 Basics Tutorial (2018) Tutorial Books	☐
Further	Willis J, Dogra S (2018) Autodesk Fusion 360: A Power Guide for Beginners and Intermediate Users. CreateSpace Independent Publishing Platform	☐
Further	Brydon, D. (2014) CAD and Rapid Prototyping for Product Designers. Laurence King	☐

Module Code	ADDA5017
Title	Design Simulation – Virtual
Date	14/05/2019
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To develop knowledge, understanding and skills in the use of digital simulation, predictive modelling and generative modelling software in the exploration and validation of design solutions;

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate competence in the application of analytical tools for investigating the simulation, evaluation, interpretation and validation of design proposals;
- Demonstrate competence in optimising the performance and manufacturability of design solutions;

INDICATIVE CONTENT

- Finite element analysis;
- Manufacturing integrity;
- Material flow analysis;
- Generative design;
- Animation;

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	36%
Independent learning	64	64%
Placement learning	---	---
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Digital Simulation Portfolio	4 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	ADDA5017	
Module Title	Design Simulation – Virtual	
Classification	Reading List entry	Electronic*
Essential	On-line software references and tutorials.	☒
Essential	Willis J, Dogra S (2018) Autodesk Fusion 360: A Power Guide for Beginners and Intermediate Users. CreateSpace Independent Publishing Platform	☐

MODULE CODE: CAI-5004
MODULE CODE: M5X02301
TITLE: International Independent Study Module

DATED: 07/04/2017

LEVEL: 5
CREDITS: 60

JACS CODE: W990

AIM(S)

- To offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- undertake an appropriate range of courses whilst abroad on an approved student exchange;
- engage critically with all aspects of the chosen courses;
- demonstrate an appropriate understanding of the chosen agreed areas of study;
- independently evaluate alternative approaches to their subject area as evidenced abroad;
- critically assess/ report on others' work abroad with justification;
- evaluate and reflect critically upon their own contribution to the study abroad experience;
- organise their knowledge and learning through use of a range of information resources and present their work appropriately.

INDICATIVE CONTENT

This International Independent Study module is the formal Student Learning Agreement within this Programme of Study for students wishing to Study Abroad on one of Trinity Saint David's approved exchange programmes.

Students undertaking this module will have completed the formal Study Abroad regulations as identified in the Academic Quality Handbook which include approval by Academic Schools and engagement with External Examiners.

Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the Head of School(s) and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate Trinity Saint David's Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

LEARNING AND TEACHING STRATEGY

Pre-Study Abroad Phase

A Learning Agreement will be created by the appropriate Head(s) of School(s) and the International Office to include:

- the specific details of the courses which the student agrees to attend and complete assignments for whilst studying abroad;
- details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams etc.)
- details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of:
 - o specific suitable titles for additional areas of study;
 - o the intended learning outcomes of the areas of study;
 - o the process by which learning outcomes are to be achieved;
 - o the proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved;
 - o the proposed assessment criteria linked to the learning outcomes.

In consultation with the tutor the student will negotiate:

- a programme of reading and/or research;
- arrangements for interaction with the tutor during the Study Abroad;
- date for the final submission of work.

Study Abroad Phase

The student undertaking the module is expected to take full ownership of their learning during the overseas period. During the Study Abroad phase, students will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the home institution to monitor their progress.

Post-placement phase

Students must ensure that a full record of all work, including copies of all formal assessments undertaken during the Study Abroad, is kept and brought back to the home institution following the Study Abroad. These must be re-presented to the Head of School and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	-	-
Independent learning	-	-
Placement learning	600	100%
TOTAL	600	100%

ASSESSMENT

Coursework 100% (as per the Individual Learning Agreement)

- This will include the associated assessments for each course studied at the host institution but could include additional assessments tasks (e.g. Study Abroad Journal) as per the agreed Learning Agreement.

Full details to be agreed and signed off by Head of School on the Formal Agreement.

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of assessment tasks as per Learning Agreement	Equivalent to 12,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Full details to be agreed and signed off by Head of School via international course outlines and approved additional assignments and activities.

Module Code	ADAD5002
Title	Professional Practice
Date	01/04/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to identify and develop the effective professional skills that are inherent to creative practice and essential for future employment opportunities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a critical understanding of the contemporary professional and entrepreneurial context and interdisciplinary dialogues.
- Identify entrepreneurial opportunities and creative practices appropriate to their specific award pathway.
- Communicate idea generation, concept development, and project realisation to audiences using visual, oral, and written forms.

INDICATIVE CONTENT

- Professional engagement and opportunity recognition strategies: research, planning, funding, placements, commissions and exhibitions
- Basic creative business principles of market research, costing/pricing techniques, intellectual property rights and copyright, marketing, sustainability, social and ethical issues
- Portfolio and promotional material development
- Teamworking skills and effective communication strategies
- Presentation skills

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group presentation	10 minutes	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Discipline specific project portfolio and promotional material	Equivalent to 3,500 words	70%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70
Practical	30
TOTAL	100%

READING LIST

Module Code	ADAD5002	
Module Title	Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Barrow, Colin, Barrow, Paul and Brown, Robert. (2015) <i>The business plan workbook</i> – 8 th ed. Business enterprise guides: Kogan Page	☐
Essential	Salenbacher, J. (2013) <i>Creative Personal Branding: The Strategy to answer what's next</i> . BIS Publishers	☒
Essential	Priestley, D. (2013) <i>Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works</i> . Capstone.	☒
Essential	Lee, J. (2014) <i>Building Your Business The Right Brained Way – Sustainable Success for the Creative Entrepreneur</i> , New World Library	
Essential	Richard, D. (2013) <i>How to Start a Creative Business: The Jargon Free Guide for Creative Entrepreneurs</i> , David and Charles	
Essential	Branagan, A. (2011) <i>The Essential Guide to Business for Artists and Designers</i> , A&C Black Publishers	
Essential	Martin, Roger (2009) <i>The design of business: why design thinking is the next competitive advantage</i> . Boston: Harvard Business School Press	
Further	Harrison, S. (2010) <i>Idea selling: Successfully Pitch Your Creative Ideas to Bosses, Clients & Other Decision Makers</i> . North Light Books.	☐

Further	Stokes, David R. (2017) <i>Small Business management</i> - 7 th ed. Continuum	☐
Further	Houghton, R. (2012) <i>Blogging for Creatives: How designers, artistes, crafters and writers can blog to make contacts, win business and build success</i> , ILEX	☐
Further	Amoruso, S. (2014) <i>Girlboss</i> , Portfolio Penguin	☐
Further	Chapin, K. (2012) <i>Grow Your handmade Business</i> , Storey Publishing	☐
Further	Airey, David (2012) <i>Work for Money, Design for Love: Answers to the Most Frequently Asked Questions About Starting and Running a Successful Design Business</i> . New Riders	☐
Further	http://www.thedesigntrust.co.uk http://www.craftscouncil.org.uk https://www.designcouncil.org.uk https://www.nesta.org.uk/publications/creative-enterprise-toolkit www.ted.com www.medium.com www.ipo.gov.uk/ www.own-it.org	☒

MODULE CODE: ADAD5001
TITLE: Research Practices
DATED: 01/12/2017

LEVEL: 5
CREDITS: 10

JACS CODE: W600

AIM(S)

- To strengthen analytical skills and knowledge in order to perform various forms of research for essays, projects or creative productions involving sustained independent enquiry.
- To formulate appropriate research questions and employ appropriate methods and resources for exploring those questions.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- further develop the critical and analytical skills and knowledge acquired in the module *Creative Research* to perform various forms of research for essays, projects or creative productions involving sustained independent enquiry;
- critically investigate and analyse relevant knowledge of appropriate research practices, procedures and traditions, and some awareness of their strengths and limitations.

INDICATIVE CONTENT

- Ethics.
- Annotated bibliography.
- Practice as Research.
- Ethnography.
- Literature review.
- Digital research.

LEARNING AND TEACHING STRATEGY

During the year, students attend a range of Lectures, tutorials and seminars, which provide stimuli, and ideas development so that each student can explore their creative practice beyond the parameters of their normal subject discipline. The evidence of researching a topic and exploring other ways of thinking in the development of work is recorded in the module assignments.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

READING LIST

Module Code	ADAD5001	
Module Title	Research Practices	
Classification	Reading List entry	Electronic*
Essential	Dean, R. T, and Hazel, Smith (2009) <i>Practice-led research, research-led practice in the creative arts</i> (Edinburgh: Edinburgh University Press)	☐
Essential	Leavy, Patricia (2008) <i>Method meets art: arts-based research practice</i> (London: Guilford)	☐
Essential	Macleod, Katy, and Lin Holdridge (2009) <i>Thinking through art: reflections on art as research</i> (London: Routledge)	☐
Further	Collins, Hilary. (2010) <i>Creative research: the theory and practice of research for the creative industries</i> (Lausanne: AVA Academia)	☐
Further	Cooper, Karyn, and Robert E White. (2012) <i>Qualitative research in the post-modern era: contexts of qualitative research</i> (Dordrecht: Springer)	☐

Further	Creswell, John W. (2013) <i>Qualitative inquiry & research design: choosing among five approaches</i> (London: Sage)	☐
Further	Pink, Sarah (2013) <i>Doing visual ethnography</i> (Los Angeles: Sage)	☐
Further	Schneider, Jakob, and Marc Stickdorn. (2011) <i>This is service design thinking: basics, tools, cases</i> (Hoboken: Wiley)	☐
Further	Silverman, David. (2011) <i>Qualitative research: issues of theory, method and practice</i> . (London: Sage)	☐
Further	Wright, Christopher: Schneider, Arnd,. (2010) <i>Between art and anthropology: contemporary ethnographic practice</i> (Oxford: Berg)	☐
Further	Biggs, Michael, and Henrik Karlsson. (2010) <i>The Routledge companion to research in the arts</i> (London: Routledge)	☐
Further	Bolt, Barbara, Dr, and Estelle Barrett. (2010) <i>Practice as research: approaches to creative arts enquiry</i> (London: I. B. Tauris)	☐
Further	Aesthetica Journal	☐
Further	Art Review Journal	☐
Further	Textile Design Research and Practice Journal	☐
Further	Craft Research Journal	☐

COD Y MODWL: M5X01599C
TEITL: Ymchwil Creadigol
DYDDIAD: 26/01/2016

LEFEL: 5
CREDYDAU: 10

COD JACS: X210

AMCAN(ION)

- Defnyddio sgiliau beirniadol a dadansoddol a gwybodaeth am amrywiol fathau ar ymchwil ar gyfer traethodau, prosiectau neu gynhyrchion creadigol sy'n cynnwys ymchwiliad annibynnol estynedig
- Datblygu'r sgiliau beirniadol a dadansoddol a gwybodaeth am amrywiol fathau ar ymchwil ar gyfer traethodau, prosiectau neu gynhyrchion creadigol sy'n cynnwys ymchwiliad annibynnol estynedig

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu dangos y gallu i:

- Nodi ffurfiant hanesyddol eu gwrthrychau astudio penodol, eu cyd-destunau a'u rhyngwynebau.
- Ymwneud â ffurfiau dadansoddi beirniadol, dadleuon a thrafod, a fynegir trwy feistrolaeth briodol ar gyfathrebu ar lafar, yn ysgrifenedig ynghyd ag ar ffurfiau eraill

CYNNWYS DANGOSOL

- Dulliau ymchwilio
- Ymchwil gweledol
- Iconograffeg
- Empiraeth
- Y corff
- Y gynulleidfa

Y STRATEGAETH DYSGU AC ADDYSGU

Yn ystod y semester cyntaf, bydd y myfyrwyr yn mynd i amrywiaeth o ddarlithoedd, tiwtorialau a seminarau, a fydd yn symbylu, yn datblygu'r syniadau i sicrhau bod modd i bob myfyriwr archwilio ei arfer creadigol y tu hwnt i baramedrau eu disgyblaeth bwnc arferol. Cofnodir tystiolaeth ynghylch ymchwilio pwnc ac archwilio ffyrdd eraill o feddwl wrth ddatblygu'r gwaith yn yr aseiniadau modwl Cynhelir asesiadau ffurfiannol a chrynodol yn ystod y modwl. Defnyddir y darn ffurfiannol i ddarparu adborth ac i'w fwydo i mewn i'r asesiad crynodol terfynol.

Dyrennir yr addysgu fel a ganlyn i ddarparu'r modwl:

Y Math o weithgarwch	Oriau	Canran
Dysgu ar yr amserlen	24	24
Byw'n annibynnol	76	76
Dysgu ar leoliad	-	
CYFANSWM	100	100%

ASESU

Elfen Asesu 1 – Traethawd (100%)

Enghraifft: Un traethawd 3000 o eiriau ar bwnc a drafodwyd sy'n berthnasol i arfer y myfyriwr a'r themâu a gyflwynir yn y gyfres o ddarlithoedd.

Crynodeb o'r Asesiad

Y math o weithgarwch	Canran
Ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy
	Nac ydy
Yn y modwl hwn ceisir helpu'r myfyrwyr i ddatblygu sgiliau sylfaenol ymchwil ac ymholiad gweledol. Mae hyn yn rhan o'r agenda asesu cynaliadwy/addysgu cynaliadwy sy'n ystyried bod y broses asesu'n datblygu sgiliau y gellir eu defnyddio ar ôl gorffen y rhaglen astudio a hefyd y sgiliau y mae angen i'r unigolion fod yn gyfarwydd â nhw o ran gweithio, dysgu a ffynnu mewn dyfodol nad yw'n eglur ar hyn o bryd. Boud. D, Assessment 2020: Creating Sustainable Assessment for Long-term Learning University of Technology, Sydney (2010) Ar gael yn https://www.uts.edu.au/sites/default/files/davidboudKeynote.pdf Darllenwyd 10:30, 17 Hydref 2014	

RHESTR DDARLLEN

Cod y Modwl	M5X01599C	
Teitl y Modwl	Ymchwil Creadigol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Dean, R. T., & Smith, H. (2009) <i>Practice-Led Research, Research-Led Practice in the Creative Arts</i> . Edinburgh: Edinburgh University Press.	☐
Hanfodol	Leavy, P. (2008) <i>Method Meets Art: Arts-Based Research Practice</i> . London: Guilford.	☐

Hanfodol	Macleod, K. & Holdridge, L. (2009) <i>Thinking Through Art: Reflections on Art as Research</i> . London: Routledge.	☐
Pellach	Collins, H. (2010) <i>Creative Research: the Theory and Practice of Research for the Creative Industries</i> . Lausanne: AVA Academia.	☐
Pellach	Cooper, K. & White, R. E. (2012) <i>Qualitative Research in the Post-Modern Era: Contexts of Qualitative Research</i> . Dordrecht: Springer.	☐
Pellach	Creswell, J. W. (2013) <i>Qualitative Inquiry & Research Design: Choosing Among Five Approaches</i> . London: Sage.	☐
Pellach	Pink, S. (2013) <i>Doing Visual Ethnography</i> . Los Angeles: Sage.	☐
Pellach	Schneider, J. & Stickdorn, J. (2011) <i>This is Service Design Thinking: Basics, Tools, Cases</i> . Hoboken: Wiley.	☐
Pellach	Silverman, D. (2011) <i>Qualitative Research: Issues of Theory, Method and Practice</i> . London: Sage.	☐
Pellach	Wright, C. & Schneider, A. (2010) <i>Between Art and Anthropology: Contemporary Ethnographic Practice</i> . Oxford: Berg.	☐
Pellach	Biggs, M. & Karlsson, H. (2010) <i>The Routledge Companion to Research in the Arts</i> . London: Routledge.	☐
Pellach	Bolt, B. & Barrett, E. (2010) <i>Practice as Research: Approaches to Creative Arts Enquiry</i> . London: I. B. Tauris.	☐

Cylchgronau

Aesthetica
 Art Review
 Textile Design Research and Practice
 Craft Research
 Photography & Culture
 Visual Communication
 Journal of Visual Art Practice

Gwefannau

www.artswales.org.uk
www.bbc.co.uk/arts
www.tate.org.uk

Level 6	
Module No	Module Title
M6X01787	Advanced Creative Enquiry
ADDA6005	Advanced Technical Enquiry
ADAD6001	Independent Enquiry
ADDA6003	Individual Major Project
ADDA6004	Independent Professional Placement
CAI-6000/M6X02302	International Independent Study Module
ADAD6001C	Ymholiad Annibynnol
ADAD6002	Professional Promotion

MODULE CODE: M6X01787
TITLE: Advanced Creative Enquiry
DATED: 21/07/2015

LEVEL: 6
CREDITS: 20

JACS CODE: W231

AIM(S)

- To encourage students to consolidate, extend and apply critical research and analysis in order to develop appropriate visual vocabularies.
- To apply critical research and analysis in appropriate visual vocabularies to the development of a proposal for an extended practical production.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Recognise critical and contextual dimensions of the students chosen discipline
- Critically review and synthesise information from a range of sources, including the work of other practitioners.
- Effectively apply a range of analytical, investigative and experimental approaches to their chosen medium.

INDICATIVE CONTENT

- Research into materials and processes
- Develop enquiries/explore issues relating to own work
- Engage with influences from a range of cultural discourses
- Determine solutions to emerging phenomena
- Visual representation of working processes through sketchbooks/visual diaries
- Consider potential audiences and the reception of work
- Individual presentations of working practices and research methodology
- Propose and devise new hypotheses

LEARNING AND TEACHING STRATEGY

Students are encouraged to further challenge themselves by exploring new ideas through a sustained enquiry using a wide range of sources. The application of this advanced knowledge

will be to the Major Study Module and will inform the conceptual development of the individuals main project work in Level 6.

This module will be delivered through workshops, tutorials, seminars, library research and potentially study trips. The main focus will be a programme of drawing centred workshops to develop the advanced skills required to expand each student's technical resource. Students will be encouraged to research and identify a particular visual language suitable to fuel their Major Project.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	8 elements (5000-word equivalent)	100%

Portfolio can consist of visual diary, sketchbook, drawing portfolio presenting ideas and concept development. Sources of research and research materials, experimental work.

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

A bibliography of primary and secondary texts is to be developed, under direction from an academic supervisor, by the student. Since the module comprises mostly independent study, it is up to the student to seek out secondary or archival material in the course of their research. Supervisors will guide, and strongly encourage the research process, which may include online journals, audio-visual material, artefacts from Special Collections etc.

Module Code	ADDA6005
Title	Advanced Technical Enquiry
Date	14/05/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To encourage students to consolidate, extend and apply critical research and technical analysis in order to develop appropriate design expressions through collaborative or individual engagement;

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Recognise critical and technical dimensions in the consideration of a design solution;
- Think creativity with intellectual rigour and critically synthesise and apply technical information from a range of sources;
- Research, critically evaluate and debate a design outcome through the application a range of analytical, investigative and experimental approaches;

INDICATIVE CONTENT

- Critical design thinking;
- Research into materials and processes;
- Determine solutions with emerging technologies;
- Technical analysis and consideration;
- Propose and devise new hypotheses;

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	8 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

A bibliography of primary and secondary texts is to be developed, under direction from an academic supervisor, by the student. Since the module comprises mostly independent study, it is up to the student to seek out secondary or archival material in the course of their research. Supervisors will guide, and strongly encourage the research process, which may include online journals, audio-visual material, artefacts from Special Collections etc.

Module Code	ADAD6001
Title	Independent Inquiry
Date	01/04/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- Building on research practices developed at Level 4 and 5, students will produce a self-directed *Independent Inquiry* that demonstrates the ability to search for knowledge by critically exploring appropriate social, historical and/or contemporary theoretical contexts and to communicate their researched investigation effectively.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Investigate and critically analyse information and experiences, communicate independent judgments, and articulate reasoned arguments through reflection, review, and evaluation.
- Create a coherent structure, underpinned by a theoretical framework, which appropriately communicates their ideas, and shows their ability to source, navigate, select, retrieve, evaluate, reflect on, manipulate, and manage information and data from a variety of sources.
- Anticipate and accommodate change and work within the context of ambiguities, uncertainties and unfamiliarity.

INDICATIVE CONTENT

The topic of the *Independent Inquiry* is chosen, in any relevant and appropriate area of study, by the student, and the structure and focus negotiated with their *Independent Inquiry* tutor.

Students receive guidance in both lectures and tailored tutorials on:

- Appropriateness of research
- Research Methods
- Planning and Structure
- Effective written communication skills
- Developing and extending a critical point of view
- Strategies for structuring research data in a coherent argument
- Acknowledgement of sources (References and Bibliography)
- Presentation
- Organisation of time
- Using a tutorial effectively

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	12
Independent learning	176	88
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Document	6000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	ADAD6001	
Module Title	Independent Inquiry	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2011) <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> . London: Palgrave Macmillan.	☐
Essential	Weyers, J. & McMillan, K. (2011) <i>How to Write Dissertations & Project Reports</i> . London: Prentice Hall.	☐
Essential	Schön, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. <i>San Francisco</i> .	☐
Further	Sharples, I. (1998) <i>How We Write: Writing as Creative Design</i> . London: Routledge.	☐
Further	Tonfini, G. (2000), <i>Writing as a Visual Art</i> . Abridged by James Richardson. Exeter: The Scarecrow Press.	☐
Further	Few, S. (2012) <i>Show Me The Numbers: Designing Tables and Graphs to Enlighten</i> . London: Analytics Press.	☐
Further	Hartley, J. (2008) <i>Academic Writing and Publishing: A Practical Handbook</i> . London: Routledge.	☐
Further	Punch, K. (2000) <i>Developing Effective Research Proposals</i> . London: Sage.	☐

Further	The Journal of Writing in Creative Practice (JWCP) Intellect Books	☒
Further	Photography & Culture Textile Visual Communication	☒

A subject-specific bibliography of primary and secondary texts is to be developed, under direction from an academic tutor in conjunction with the student. Since the module comprises mostly independent study, it is up to the student to seek out secondary or archival material in the course of their research. Tutors will guide and strongly encourage the research process, which may include online journals, audio-visual material, artefacts from Special Collections, etc.

Reflective Writing and the associated skill of Critical Reflection as described by Donald Schön that find the springboard to development in this module.

MODULE CODE: ADDA6003
TITLE: Individual Major Project
DATED: 26/04/2018

LEVEL: 6
CREDITS: 60

JACS CODE: W200

AIM(S)

- To facilitate the consolidation and critical application of all previously acquired knowledge, understanding and skills in a substantive, self-directed major project that will enable students to materialise their personal Manifesto and advanced creative enquiry in their specialist field of study; effectively deploy core design skills in response to a problem and critically evaluate and communicate the outcomes of this process.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify opportunities for personal/professional development and effectively plan independent enquiry in their field of design practice.
- Formulate advanced understanding of a problem context and synthesise innovative design responses based on critical analysis and value judgements.
- Deploy an appropriate range of creative, intellectual and technical skills within the design development and realisation process.
- Use appropriate media and methods to professionally communicate the intellectual and practical methods deployed and critically appraise this process and its outcomes.

INDICATIVE CONTENT

- Project Definition & Development:
 - o The specific nature of the Individual Major Project will normally be dependent upon the programme of study and the student's own personal and professional ambition. The project builds on semester one's parallel explorations of theory (Manifesto) and practice (Advanced Critical Enquiry / Advanced Technical Enquiry) with the students self-generating a project brief within a defined context. Approval of the Individual Major Project is by negotiation with the supervising team and is dependent upon the relevance of projects aims and objectives to the intent and learning outcomes of the specific programme of study, the level of academic rigour and its technical feasibility in relation to the student's capabilities, the University's resource provision and/or external collaboration with external clients, partners or industry.
- Project Planning, management and execution.
- Project evaluation and reporting.

LEARNING AND TEACHING STRATEGY

Scheduled learning and teaching activity pre-dominantly takes the form of regular scheduled one-to-one project supervision meetings. However, individual tutorials are augmented by group tutorials and studio 'critiques' to expand discussions about the project where appropriate, to encourage students to develop critical opinion and make constructive contribution to student colleagues also working in their specialist or associated field. Student directed studio/workshop practice is a key component of learning where creative autonomy and project management skills are further developed. Supervision sessions are often undertaken within these environments so that immediate feedback and guidance on the design evolution can be provided as required.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	144	24%
Independent learning	456	76%
Placement learning	-	-
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	20 elements (Equivalent 12000 words)	75%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Report	3000 words	25%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

A bibliography of primary and secondary texts is to be developed, under direction from an academic supervisor, by the student. Since the module comprises mostly independent study, it is up to the student to seek out secondary or archival material in the course of their research. Supervisors will guide, and strongly encourage the research process, which may include online journals, audio-visual material, artefacts from Special Collections etc.

MODULE CODE: ADDA6004
TITLE: Independent Professional Placement
DATED: 26/04/2018

LEVEL: 6
CREDITS: 60

JACS CODE: W200

AIM(S)

- To introduce the student to real experience of the commercial context of the creative industry in terms of business environments including: interpersonal skills, management organisation and administration, regulation and legislation, finances and marketing within applied creative practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Show detailed knowledge and advanced understanding of the relationship between a creative organisation and the commercial, socio-economic and environmental context in which it is found.
- Apply subject specific skills and cognitive skills in recognising and evaluating creative methods, planning, marketing, costing and monitoring projects, motivational approaches and team dynamics.
- Take personal responsibility for the development of key transferable skills in self-management, organisational skills, leadership and decision making, self-reflection and communication skills.

INDICATIVE CONTENT

- Business organisation and the commercial environment.
- The creative industries in the UK and global economy.
- Sustainable practices.
- Regulation and legislation.
- Business ethics and the designer's responsibility to society.
- Management and leadership.
- Financial management.
- Marketing.
- Project planning and management.

LEARNING AND TEACHING STRATEGY

Students are responsible for identifying and arranging a suitable placement during the second semester of Level 5 / first semester of Level 6. Students cannot commence a placement until they have completed all the necessary preparatory work as detailed in the Academic Quality

Handbook: Chapter 10, section 10.2.1 **Placement Protocol** and received authorisation from the Placement Coordinator (normally the Programme Director).

During the placement the student is required to record their work experience using appropriate methods (for example; notebooks, sketchbooks, video, blog etc.) and, where feasible, will be visited by the Placement Coordinator or Tutor to evaluate progress. Students are required to contextualise and analyse the work undertaken in their placement in relation to their studies and identify experiences that will contribute to the development of future research and working practice. Students are required to produce portfolio of evidence and a report on the placement including a critical analysis of the placement and a reflective summary of the learning achieved and its future application. This report will be summarised and formatively presented to following year groups to disseminate experiential learning and promote the learning experience gained from the Independent Professional Placement module.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	-	-
Independent learning	-	-
Placement learning	600	100%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Placement Portfolio	20 elements (Equivalent 12000 words)	75%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Report	3000 words	25%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Specific to the requirements of the placement provider and activities of the student as agreed with the Placement Coordinator.

MODULE CODE: CAI-6000
MODULE CODE: M6X02302
TITLE: International Independent Study Module
DATED: 07/04/2017

LEVEL: 6
CREDITS: 60

JACS CODE: W990

AIM(S)

- To offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- undertake an appropriate range of courses whilst abroad on an approved student exchange;
- engage critically with all aspects of the chosen courses;
- demonstrate an appropriate understanding of the chosen agreed areas of study;
- independently evaluate alternative approaches to their subject area as evidenced abroad;
- critically assess/ report on others' work abroad with justification;
- evaluate and reflect critically upon their own contribution to the study abroad experience;
- organise their knowledge and learning through use of a range of information resources and present their work appropriately.

INDICATIVE CONTENT

This International Independent Study module is the formal Student Learning Agreement within this Programme of Study for students wishing to Study Abroad on one of Trinity Saint David's approved exchange programmes.

Students undertaking this module will have completed the formal Study Abroad regulations as identified in the Academic Quality Handbook which include approval by Academic Schools and engagement with External Examiners.

Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the Head of School(s) and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate Trinity Saint David's Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

LEARNING AND TEACHING STRATEGY

Pre-Study Abroad Phase

A Learning Agreement will be created by the appropriate Head(s) of School(s) and the International Office to include:

- the specific details of the courses which the student agrees to attend and complete assignments for whilst studying abroad;
- details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams etc.)
- details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of:
 - o specific suitable titles for additional areas of study;
 - o the intended learning outcomes of the areas of study;
 - o the process by which learning outcomes are to be achieved;
 - o the proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved;
 - o the proposed assessment criteria linked to the learning outcomes.

In consultation with the tutor the student will negotiate:

- a programme of reading and/or research;
- arrangements for interaction with the tutor during the Study Abroad;
- date for the final submission of work.

Study Abroad Phase

The student undertaking the module is expected to take full ownership of their learning during the overseas period. During the Study Abroad phase, students will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the home institution to monitor their progress.

Post-placement phase

Students must ensure that a full record of all work, including copies of all formal assessments undertaken during the Study Abroad, is kept and brought back to the home institution following the Study Abroad. These must be re-presented to the Head of School and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	-	-
Independent learning	-	-
Placement learning	600	100%
TOTAL	600	100%

ASSESSMENT

Coursework 100% (as per the Individual Learning Agreement)

- This will include the associated assessments for each course studied at the host institution but could include additional assessments tasks (e.g. Study Abroad Journal) as per the agreed Learning Agreement.

Full details to be agreed and signed off by Head of School on the Formal Agreement.

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of assessment tasks as per Learning Agreement	Equivalent to 15,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Full details to be agreed and signed off by Head of School via international course outlines and approved additional assignments and activities.

Cod y Modwl	ADAD6001C
Teitl	Ymholiad Annibynnol
Dyddiad	01/04/2019
Lefel	6
Credydau	20
Rhagofynion	

AMCAN(ION)

- Gan adeiladu ar arferion ymchwil a ddatblygwyd ar Lefel 4 a 5, bydd myfyrwyr yn cynhyrchu *Ymholiad Annibynnol* hunangyfeiriol sy'n dangos y gallu i chwilio am wybodaeth drwy archwilio'n feirniadol cyd-destunau cymdeithasol, hanesyddol priodol / neu rai damcaniaethol cyfredol, a chyfathrebu'r archwiliad yr ymchwiliwyd ganddynt yn effeithiol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Archwilio a dadansoddi'n feirniadol gwybodaeth a phrofiadau, ffurfio barn annibynnol, a mynegi dadleuon rhesymegol trwy adfyfrio, adolygu a gwerthuso.
- Creu strwythur cydlynol, a danategir gan fframwaith damcaniaethol, sy'n cyfleu eu syniadau yn briodol, ac sy'n dangos eu gallu i ddod o hyd i, i lywio, dethol, adalw, gwerthuso, adfyfrio ar, trin, a rheoli data a ddaw o amrywiol ffynonellau.
- Rhagweld a hwyluso newid a gweithio oddi mewn i gyd-destun amwyseddau, ansicrwydd ac anghyefindra.

CYNNWYS DANGOSOL

Caiff testun yr Ymholiad Annibynnol ei ddewis, mewn unrhyw faes astudio perthnasol ac addas, gan y myfyriwr, a chaiff y strwythur a'r ffocws eu trafod gyda'i diwtor *Ymholiad Annibynnol*.

Caiff myfyrwyr arweiniad yn y darlithoedd a'r tiwtorialau sydd wedi'u teilwra ynghylch:

- Priodoldeb ymchwil
- Dulliau ymchwil
- Cynllunio a Strwythur
- Sgiliau cyfathrebu ysgrifenedig effeithiol
- Datblygu ac ymestyn safbwynt beirniadol
- Strategaethau ar gyfer strwythuro data ymchwil mewn dadl gydlynol.
- Cydnabod ffynonellau (Cyfeiriadau a Llyfryddiaeth)
- Cyflwyniad
- Trefnu amser
- Defnyddio tiwtorial yn effeithiol

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	24	12
Dysgu'n annibynnol	176	88
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Dogfen Ysgrifenedig	6000 o eiriau	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN

Cod y Modwl	ADAD6001	
Teitl y Modwl	Dogfen Ymchwil Annibynnol (IRD)	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell, S. (2011) <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> . Llundain: Palgrave Macmillan.	☐
Hanfodol	Weyers, J. & McMillan, K. (2011) <i>How to Write Dissertations & Project Reports</i> . Llundain: Prentice Hall.	☐
Hanfodol	Schön, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. <i>San Francisco</i> .	☐
Pellach	Sharples, I. (1998) <i>How We Write: Writing as Creative Design</i> . Llundain: Routledge.	☐
Pellach	Tonfini, G. (2000), <i>Writing as a Visual Art</i> . Wedi'i gwtogi gan James Richardson. Caerwysg: The Scarecrow Press.	☐
Pellach	Few, S. (2012) <i>Show Me The Numbers: Designing Tables and Graphs to Enlighten</i> . Llundain: Analytics Press.	☐
Pellach	Hartley, J. (2008) <i>Academic Writing and Publishing: A Practical Handbook</i> . Llundain: Routledge.	☐
Pellach	Punch, K. (2000) <i>Developing Effective Research Proposals</i> . Llundain: Sage.	☐

Pellach	The Journal of Writing in Creative Practice (JWCP) Intellect Books	☒
Pellach	Photography & Culture Textile Cyfathrebu Gweledol	☒

Y myfyriwr i ddatblygu llyfryddiaeth o destunau pwnc-benodol gwreiddiol ac eilaidd, dan gyfarwyddyd ac ar y cyd â goruchwyliwr academiaidd. Am fod y modwl yn cynnwys astudiaeth annibynnol yn bennaf, y myfyriwr sy'n gyfrifol am fynd ati i geisio deunyddiau eilaidd neu archifol yn ystod ei ymchwil. Bydd goruchwylwyr yn arwain ac yn annog y broses ymchwil, a allai gynnwys cylchgronau ar-lein, deunydd clyweled, arteffactau o Gasgliadau Arbennig ac ati.

Sgil Ysgrifennu Adfyfyriol a sgil cysylltiedig Adfyfyrio Beirniadol, fel y'i disgrifir gan Donald Schön, yw'r sbardun i ddatblygu yn y modwl hwn.

Module Code	ADAD6002
Title	Professional Promotion
Date	01/04/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To prepare students for a successful engagement with the creative industries or external audiences through promoting professionalism, self-confidence, and collaborative strategies.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify professional practice strategies and respond to the needs of a range of commissioning clients.
- Apply resourcefulness and enterprise to sustain their work, test market viability, develop a personal profile, and/or seek employment.
- Display the ability to work with peers, whilst also undertaking an individual role, in the planning, promoting and execution of a graduate exhibition or performance.

INDICATIVE CONTENT

- **Brand and Visual Identity** – developing and refining a personal and professional brand. Developing an effective contemporary visual identity. Intellectual Property Rights.
- **Communication and Collaboration Skills** – digital and personal communication, presentation skills, CV & professional communication techniques, personal presentation and teamworking.
- **Promotional Strategies** – developing strategies for the production of promotional material (e.g. through social media, networking events, PR).
- **Commercial Skills** – the operation of the art, design and media industries. Setting up a small business or operating on a self-employed basis and understanding the industry protocols of professional practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Discipline specific portfolio	Equivalent to 5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

READING LIST

Module Code	ADAD6002	
Module Title	Professional Promotion	
Classification	Reading List entry	Electronic*
Essential	Dependent upon discipline specific requirements	☐
Further	www.hmrc.gov.uk/selfemployed	☒
Further	www.ahrc.ac.uk/	☒
Further	www.artswales.org.uk/	☒
Further	http://www.ipo.gov.uk/	☒
Further	http://www.bigideaswales.com	☒
Further	http://www.own-it.org/	☒
Further	http://www.nesta.org.uk	☒

Level 7	
Module No	Module Title
ADAD7006	Creative Enterprise and Practice
M7X01792	Creative Venture
M7X02233	Research Methods and Communication
M7X01988	The Thought Experiment

Module Code	ADAD7006
Title	Creative Enterprise and Practice
Date	01/04/2019
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To build critical awareness of current creative enterprise and cultural arts practice through the development of strategic and practical skills for the understanding of context in relation to a creative venture.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate and respond to a range of business models, theories and strategic activities applied by contemporary art & design practitioners in relation to commercial practice.
- Develop and present detailed, innovative and sustainable professional strategies for the exploitation of art & design skills.

INDICATIVE CONTENT

- Analysis of Creative Enterprise and Practice** - industry structure and development.
- Business Models** – understanding existing approaches and skills for generating sustainable creative arts business models.
- Digital Enterprise** - The role of digital technologies in contemporary creative enterprises (e.g. crowd funding, digital marketing, and digital third-party tools).
- Practical and Legal Requirements** - setting up a creative enterprise (e.g. funding, organisational forms, registration, and legal obligations).
- Launching and Sustaining a Creative Enterprise** – creating a strategy, leadership, growth, and enterprise sustainability.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2,000 words	30%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Creative Enterprise/Practice Exploration	Equivalent of 3,000 words	70%

19. Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

READING LIST

Module Code	ADAD7006	
Module Title	Creative Enterprise and Practice	
Classification	Reading List entry	Electronic*
Essential	Klein, B. & Moss, G. (2015) <i>Understanding Copyright: Intellectual Property in the Digital Age</i> . Sage.	☐
Essential	Miller, V. (2011) <i>Understanding Digital Culture</i> . Sage.	☒
Essential		☐
Further	Giddings, S. & Lister, M. (2011) <i>The New Media & Technocultures Reader</i> . Routledge.	☐
Further	Lucena, C. (2015) <i>Collective Rights and Digital Content</i> . Springer.	☐
Further	Wardrip-Fruin, N. & Montfort, N. (2003) <i>The New Media Reader</i> . MIT.	☐

MODULE CODE: M7X01792
TITLE: Creative Venture
DATED: 21/07/2015

LEVEL: 7
CREDITS: 60

JACS CODE: W240/W231

AIM(S)

- To demonstrate the intellectual capacity and self-management in order to engage with professional creative practice, and to facilitate critical thinking of appropriate subject specific and contextual knowledge to the student's pathway through innovative design discourse.
- To strengthen, extend and apply the knowledge, skills and experiences students have gained from their programme in the context of commercial awareness and creative industry collaboration, and to complement, stimulate, reinforce and encourage the development of discipline-specific technical knowledge, and students' transferable skills.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Implement appropriate research/enterprise strategies and apply knowledge acquired to the exploration and development of creative responses that satisfy the identified social, environmental and commercial concerns and needs;
- Think speculatively, employing both convergent and divergent approaches to arrive at appropriate solutions, evaluating issues and making decisions in situations of ambiguity, uncertainty and risk;
- Communicate in a professional manner, using appropriate media and technologies, the outcome of the intellectual, experimental and practical modes of the investigation;
- Formulate advanced understanding of a problem context and generate multiple ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to research findings/opportunities;
- Apply strategies for the design resolution to the problem based on systematic and creative analysis, by offering innovative and creative solutions to challenging and complex problems;
- Act autonomously in planning and implementing tasks at a professional level through self-direction and value judgements and evaluating their own learning and respond to identified shortfalls (skills gaps).

INDICATIVE CONTENT

- The specific nature of the module is totally reflective of the student's own personal and professional ambition and is dependent upon the relevant project aims and objectives specific to the programme of study. Students will be exposed to the following 'shifts of

focus' content in order to help develop and demonstrate innovative and entrepreneurial effectiveness:

- from case studies to emerging situations
- from abstract problems to innovation
- from passive learning to active learning
- from objective analysis to subjective experience
- from text-heavy communication to multimedia communication
- from neutrality to personal perspectives
- from formal activities to authentic activities
- from fearing failure to learning from failure
- from dependency to self-reliance and resilience.

LEARNING AND TEACHING STRATEGY

Students will be encouraged to draw on a wide range of intellectual resources, theoretical perspectives, and practical applications to illuminate their learning and the contexts within which it takes place. These may take the learning process beyond their direct expertise and require broader engagement. Moreover, as self-directed learning is a key element of design, innovative, enterprise and entrepreneurship education, informal and exploratory learning experiences will enable the students to do more than they could do before, and to challenge their ability to tackle and respond to problems. Due to the complex and unpredictable nature of the individual projects a flexible pattern of seminars and workshops will be incorporated at appropriate junctures. These modes of delivery will impart a combination of general knowledge and specific specialist information appropriate to the area of study. All projects require the production of a major body of work supported by a report and/or defined business opportunity with evidence of design inclusion as a result of the project investigation or collaboration.

Throughout each assessment stage the project team and external collaborators where appropriate, will be seeking evidence that the student has systematically applied the knowledge gained from the programme in an accurate and coherent fashion. The student must demonstrate sensitivity and creative ability, with the necessary communication skills that this implies, to a solution for the problem/opportunity identified. Students will be required to present their work in progress at regular scheduled meetings to the project team and their peer group. The tangible outcomes from these meetings will be negotiated and agreed project development targets. This contact model will provide the support structure to stimulate and enable students to work towards these targets with a high degree of personal procedural autonomy. It will require students to identify and undertake the learning needed to complete these tasks successfully.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	144	24%
Independent learning	456	76%
Placement learning	-	-
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation / Oral Assessment	15/30 minutes	10%

Present the final outcome of the Creative Venture and defend the quality of this in relation to:

- Fitness for purpose (with reference to the project context)
- Effectiveness of research methodology
- Effectiveness of creative/enterprise strategies
- Sustainability
- Entrepreneurial / Intrapreneurial effectiveness

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Evaluative Report	Maximum 4000 words	20%

Produce a critical review of the creative venture and its outcome; this should include the following key elements:

- Executive summary (1 page max. not included in word count)
- Review of research methodology and methods
- Review of creative / enterprise strategy
- Critical appraisal of the final proposition
- Future trajectories

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework Portfolio	8 elements (5000-word equivalent)	30%

An individual visual record of the exploratory journey undertaken within the creative venture, presenting extensive evidence of research activities, design thinking and material practices and the insights gained from these, examples of collaborative working, funding sourcing, IP protection and the development of a commercial enterprise model (where appropriate) presented as a real or digital portfolio.

Assessment Component 4

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Final proposition (Design, Artefact, Enterprise, Collaboration...)	Equivalent 6000 words	40%

Deliver the proposal for the Creative Venture in a relevant and highly professional format suitable for dissemination via appropriate communication channels such as an exhibition, e-commerce site, web-cast, kick-starter campaign, you-tube channel etc.*

**As appropriate to the individual student project and the effective communication of the proposition to the target audience.*

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	90%
Practical	10%
TOTAL	100%

READING LIST

As appropriate to each individual student's focus and direction.

MODULE CODE: M7X02233
TITLE: Research Methods & Communication
DATED: 24/01/2017

LEVEL: 7
CREDITS: 20

JACS CODE: W231/W240

AIM(S)

- To provide the theoretical and practical knowledge to enable the student to undertake research and develop critical thinking commensurate with the level of study.
- To develop the student's ability to formulate well-informed research strategies and to critically evaluate and interpret theoretical principles and methods for creative research.
- To facilitate the development of the student's research practice in relation to digital communication and industrial awareness.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate and comment upon a range of approaches to creative research in regard to a collaborative or commercial venture;
- deploy systematic research methods appropriate to an organised and discipline specific inquiry;
- critically apply the appropriate digital media/technologies to communicate in an explicit and informative manner to a professional audience.

INDICATIVE CONTENT

- The nature and importance of research in the creative industries
- Research strategies, principles and approaches
- Research ethics and philosophies
- Best practices for advanced 2D|3D visual communication and perception
- Web based social/virtual environments
- Referencing and data exchange management
- Commercial awareness

LEARNING AND TEACHING STRATEGY

The delivery of this module will be via formal lectures, seminars and tutorials, supplemented by a series of master classes, providing a structured workflow pattern to design information. The students will be expected to develop individual strategies in response to their personal philosophy and project direction necessary to drive their research activities. A high priority will be placed on referencing skills throughout the module to emphasise the importance of producing evidence-based research. Students are expected to work autonomously to

supplement the taught module through private study and reflective practice, encouraging them to manage their own learning activities.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal & Research Methodology	3000 words	60%

Produce an individual proposal for a creative venture that outlines the scope of the research context, the proposed methodology and the research tools to be implemented. Critical perspectives on contemporary practice within the field of choice should frame this work.

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Visual Communication of Project Context and Strategy	2000-word equivalent	40%

Produce a visual presentation of the project context and the creative strategies adopted and developed to explore this design space.

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

READING LIST

Module Code	M7X02233	
Module Title	Research Methods & Communication	
Classification	Reading List entry	Electronic*
Essential	Collins, H (2010) <i>Creative Research</i> , AVA Publishing	☐
Essential	Esslinger, H. (2009) <i>A Fine Line</i> , Jossey Bass	☐
Essential	McCandless, D. (2010) <i>Information is Beautiful</i> , Collins	☐

Essential	Viscocky O'Grady, J & K (2009) <i>A Designers Research Manual</i> , Rockport Publishing	☐
Further	Weinschenk, S. (2011) <i>100 Things Every Designer Needs to Know About People: What Makes Them Tick? (Voices That Matter)</i> , New Riders; 1st Ed.	☐

MODULE CODE: M7X01988
TITLE: The Thought Experiment
DATED: 24/01/2017

LEVEL: 7
CREDITS: 20

JACS CODE: W990

AIM(S)

- To provide an 'experimental space' to explore the boundaries of the student's current medium specific practice by finding creative solutions to a research question stimulated by 'new' modes of thinking.
- To widen the student's creative potential, engender dialogues across critical practices and encourage exploration and experimentation with a range of research methods, strategies and practices available across diverse art and design disciplines.
- To enable the student to develop individual and innovative approaches to the recording, collating and application of new knowledge and experience within their creative practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- navigate opportunities for experimentation with a high level of skill and critical thinking;
- critically analyse, interpret and evaluate complex information related to art and design concepts and theories, and produce modified conceptions;
- professionally communicate conceptual ideas and experimental practices.

INDICATIVE CONTENT

- The undertaking of a 'thought experiment' regarding self and experience, which will test assumptions regarding the definition and boundaries of each individual's discipline and extend their current practice.
- Systematic approaches to project planning, research documentation and information retrieval.
- The free-associative creating and planning of a design research project from indeterminate or external stimulus that is process led and does not necessarily have a prescribed outcome or object.
- Cross-disciplinary experimentation, including collaborative working, performative and non-material practices.
- Historical and current models of experimental presentation modes; e.g. Pecha Kucha, blogging and social media platforms.
- Research sources and methodologies. These involve the examination and application of relevant paradigmatic methodologies derived from a range of sources across the history of art, design and ideas.

LEARNING AND TEACHING STRATEGY

The module will be delivered across a number of creative disciplines that constitute the Creative Dialogues Postgraduate Portfolio. Initially these disciplines will be clustered using descriptive constructs of Art (**A**) and Design (**D**) as investigative strands. Seminars and tutorials will introduce the concepts of open-ended experiment and the potential of 'play' and 'experimental working' in art and design. As the module progresses the **A & D** strands will be encouraged to interlace through seminars and the use of the VLE. For example, 'speed dating' events will be utilised to give the students quick access to multi-faceted feedback from practitioners outside their specific area of creative practice and encourage trans-disciplinary discourse. The module culminates in a presentation 'event' at which opportunities for future collaborative dialogues across the portfolio will be established and formalised.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Coursework – Portfolio (5000 word equivalent / 10 elements).

Exemplar

A student-initiated project, presented as a portfolio of exploratory creative work, which demonstrates experimental practice and conceptual thinking. The work can be communicated in any suitable format (analogue or digital) and may comprise of a combination of any of the following elements e.g. drawings, sketchbooks, visual diaries, samples, prototypes, computer models, video recordings, artefacts etc. This body of experimental work will be communicated at a trans-disciplinary 'event' using any appropriate and effective communication modalities, for example, a 'Pecha Kucha' style (20slides/20seconds each) creative presentation, a video, interactive experiences, digital or physical prototypes.

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	-
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
This module embeds sustainability through innovative pedagogies such as the speed tutorials that allow for cross-disciplinary working as outlined in the 'Futures Fit Framework' (2012). The module has been designed to challenge student's perceptions and experiment with their thoughts and ideas within a collaborative teaching and learning environment. The 'UNESCO Five Essential Pedagogic Approaches' are central to the teaching and learning approach of this module, students will be challenged to think critically and creatively and explore a vision for a sustainable future.	

BIBLIOGRAPHY

Essential

Collins, H. (2010)	<i>The Theory and Practice of Research for the Creative Industries</i> , AVA Publishing
Csikszentmihaly, M. (2013)	<i>Creativity: The Psychology of Discovery and Invention</i> , New York, Harper Collins.
Robinson, K. (2011)	<i>Out of our minds: Learning to be Creative</i> , Capstone Publishing
Fletcher, A. (2001)	<i>The art of looking sideways</i> . Phaidon.
Pol Droit, R. (2002)	<i>101 Experiments in the Philosophy of Everyday Life</i> , Faber & Faber

Recommended

Barbour, R. (2013)	<i>Introducing Qualitative Research: A Student's Guide</i> , Sage Publications
Ingledew, J. (2011)	<i>The A-Z of visual ideas: how to solve any creative brief</i> . Laurence King.
Ziman, J. (ed) (2003)	<i>Technological Innovation as an Evolutionary Process</i> . Cambridge University Press.
Norman, D. A. (2005)	<i>Emotional Design. Why We Love (or Hate) Everyday Things</i> , Basic Books.
Plummer, H (2012)	<i>The Architecture of Natural Light</i> . Thames and Hudson,
Hemmings, J (Ed) (2014)	<i>Cultural Threads</i> . Bloomsbury
Rowley, S (ED) (1999)	<i>Reinventing Textiles Volumes 1, 2, 3</i> . Telos Art Publishing
Newman, H (2001)	<i>Performancemania. London : Matt's Gallery</i>
Glasner, B (2008)	<i>Patterns 2: Design, Art and Architecture</i> . Birkhäuser GmbH.

Background

Baggini, J. (2010)	<i>The Pig That Wants to be Eaten: And Ninety-Nine Other Thought Experiments</i> , Granta Books,
Kaprow, A. (2004)	<i>Essays on the Blurring of Art and Life</i> , Univ. California Press
Kumar, R. (2014)	<i>Research methodology: a step-by-step guide for beginners</i> . SAGE.

Perkowitz, S. (2001)	<i>Universal Foam. The Story of Bubbles – from Cappuccino to the Cosmos.</i> Vintage Books.
Surowiecki, J. (2006)	<i>The Wisdom of the Crowds. Why the Many are Smarter Than the Few.</i> Abacus
Bentley, P. (2001)	<i>Digital Biology. How Nature is Transforming our Technology,</i> Headline Book Publishing
Colchester, C. (1993)	<i>The New Textiles: Trends and Traditions.</i> London: Thames and Hudson

Journals

Creativity Research Journal

Websites

www.rhizomes.net
www.culturemachine.net
www.notbored.org
www.droog.com
www.slowlab.net
www.wired.com