

CYFEIRLYFR MODYLAU

LEFEL 6

DISGYBLAETH ACADEMAIDD DIWYDIANNAU DYLUNIO A PHERFFORMIO

ATHROFA GWYDDONIAETH A CHELF CYMRU

2023-2024

TUDALEN GYNNWYS

Rhif Tud

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CYFLWYNIAD

Mae'r Cyfeiriadur Modylau hwn yn cynnwys yr holl fodylau ar gyfer Lefel 6 o fewn Disgyblaeth Academaidd Diwydiannau Dylunio a Pherfformio ym mlwyddyn academaidd 2023-2024.

Mae'r cyfeiriadur hwn yn mynd gyda'r Llawlyfr Rhaglen Astudio, a fydd yn rhoi manylion y modylau y byddwch yn eu hastudio ar gyfer eich rhaglen eleni yn yr adran 'Rhaglen Astudio'. Gall y cyfeiriadur hwn gynnwys modylau sy'n rhedeg ar raglenni astudio eraill o fewn eich Disgyblaeth Academaidd/Athrofa. Os oes angen cymorth arnoch i adnabod modylau eich rhaglen astudio, cysylltwch â'r Rheolwr Rhaglen (y mae ei enw a'i fanylion cyswllt wedi'u rhoi yn y Llawlyfr Rhaglen Astudio sy'n mynd gyda'r ddogfen hon), neu Swyddfa'r Athrofa berthnasol.

Mae'r Brifysgol wedi gwneud pob ymdrech i sicrhau bod y wybodaeth mor lawn a chywir â phosibl, ond dylech nodi ei bod yn anochel y bydd rhai mân newidiadau yn digwydd i drefniadaeth y modylau rhwng y cyfnod cynllunio ac amser addysgu'r modylau. Byddwn yn ceisio sicrhau y bydd cyn lleied o newidiadau â phosibl, ac fe gewch ddigon o rybudd o flaen llaw os bydd unrhyw newid. Byddem hefyd yn ddiolchgar pe baech yn rhoi gwybod i ni am unrhyw newidiadau defnyddiol y gallem eu gwneud i'r llawlyfr yn y dyfodol.

MODYLAU

Module Code	ACHA6013
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ACHA6013	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ACHA6014
Title	Major Project: Design Research
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To facilitate research, debate and reflective discourse on the problem context, themes and issues defining the Major Project proposal.

LEARNING OUTCOMES

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

- Undertake extensive and varied research activity to locate, analyse and evaluate evidence from a range of primary and secondary sources to frame the major project proposal and identify conceptual directions for further investigation.
- Critically engage with a range of concepts, values and debates that inform study and practice in their area of design and, based on this discourse.

INDICATIVE CONTENT

- Major Project Framework:
 - Micro-Level (the artefact and user interactions)
 - Meso-Level (social, political and economic markets)
 - Macro-Level (cultural, environmental and ethical concerns).
- Research Methods for Design
- Design Issues may include Inclusive Design, User Experience, Design & Emotion, Sustainable Design, Technological Determinism, Design Hacking, Design Ethics, Product Ecologies, User Value, Biomimicry...
- Project Definition: Its context and the scope of the project.
- Design Research: Product Design Specification (PDS).
- Design Proposals.

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

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Presentation	30-40 minutes	100%

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

INDICATIVE READING LIST

Additional material will be advised upon, in conjunction with self-identified briefs.

Module Code	ACHA6014	
Module Title	Major Project: Design Research	
Classification	Reading List entry	Electronic*
Essential	Hanington, B. & Martin, B. (2012) <i>Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions</i> . Rockport	☐
Essential	Denscombe, M. (2010). <i>The Good Research Guide</i> (4th ed.). McGraw-Hill: Open Univeristy Press.	☐
Essential	Stickdorn, M., & Schneider, J. (2010). <i>This is Service Design Thinking</i> . BIS Publishers.	☐
Further	Schifferstein, H. N., & Hekkert, P. (Eds.). (2008). <i>Product Experience</i> . Elsevier.	☐
Further	Press, M., & Cooper, R. (2003). <i>The Design Experience: The Role of Design and Designers in the 21st Century</i> . Ashgate Publishing Limited.	☐
Further	Norman, D. A. (2004). <i>Emotional Design: Why we love (or hate) everyday things</i> . Basic Books.	☐
Further	International Journal of Design http://www.ijdesign.org/ojs/index.php/IJDesign/	☒
Further	Journal of Design Research http://www.inderscience.com/jhome.php?jcode=jdr	☒

Further	http://www.core77.com	☒
Further	http://www.designboom.com	☒

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:
 - 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	ADDA6006
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ADDA6006	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ADFM6004
Title	The Film Festival
Date	01/04/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- This module explores the theoretical and artistic nature film curatorship.
- To challenge students to create an exhibition for targeted events and demographics.

LEARNING OUTCOMES

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

- critically explore the theoretical and methodological aspects of film exhibition;
- implement a sophisticated and extensive understanding of the practical aspects of film exhibition.

INDICATIVE CONTENT

- Curatorship.
- Solo versus group exhibitions.
- Exhibition marketing.
- Mediating Film.
- Cultures and Politics of Display.
- Time and Space of Performance.

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
Final year solo film for exhibition.	10-minute film for exhibition	100%

Assessment Summary

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

READING LIST

Module Code	ADFM6004	
Module Title	The Film Festival	
Classification	Reading List entry	Electronic*
Essential	De Valck, M. (2016) Film Festivals: History, Theory, Method, Practice. New York: Routledge.	☐
Further	Kerrigan, F. (2017) Film Marketing (2 nd Edition). New York: Routledge.	☐
Further	Bosma, P (2015) Film Programming: Curating For Cinemas, Festivals And Archives. New York: Wallflower Press.	☐
Further	Hing-Yuk Wong, C (2011) Film Festivals: Culture, People And Power On The Global Screen. New Brunswick: Rutgers University Press.	☐
Further	Parks, S (2012) The Insider's Guide To Independent Film Distribution (2 nd Edition). Oxford: Focal Press.	☐
Further	Craig, B (2016) Sundance: A Festival Virgin's Guide (3 rd Edition). Alberta: Cinemagine Media	☐
Further	Kerrigan, F. (2017) Film Marketing (2 nd Edition). New York: Routledge.	☐
Further	Bosma, P (2015) Film Programming: Curating For Cinemas, Festivals And Archives. New York: Wallflower Press.	☐

Module Code	ADFM6009
Title	Music Video Production
Date	14/09/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To advance the wide ranging skills established in the production stages of digital audio visual design and construction To develop a portfolio of recorded works, demonstrating practical and theoretical knowledge of software and hardware tools.
- To develop a greater awareness of creative experimentation within the union of sound and vision in the production of a cohesive innovative product

LEARNING OUTCOMES

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

- Demonstrate a highly developed competence in the planning and management of an audio visual production required in the assembly of a creative, contemporary experimental sequence or production.
- Originate a range of appropriate creative digital audio visual elements that combine as a solution to an identified student led experiential challenge.

INDICATIVE CONTENT

- Project and production planning.
- Edit planning.
- Advanced digital audio visual image gathering technology and practice for still and moving image.
- Advanced creative experimental photography and its application to a combined sound and image production.
- Visual components, line, shape, tone, colour, movement and rhythm.
- Compositing techniques in the still and moving image.
- Lighting for effects.
- Advanced lighting for still and moving image, theory and practice.
- Application of audio to the moving image.
- Advanced computer-controlled post-production techniques, non-linear editing techniques, narrative, continuity.
- Compression and destination of the final edit.

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/ word count or equivalent	Weighting
Coursework	Audio Visual Production: Music Video (minimum 3 minutes) The student is required to deliver a Music Video piece demonstrating their independent management and organisation of the production pipeline. Design and develop from concept through production, edit and output experimental sound and vision artefact that defines the originator's intention and objective.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADFM6009	
Module Title	Music Video Production	
Classification	Reading List entry	Electronic*
Essential	De Man Brecht (2019) <i>Intelligent Music Production</i> Focal Press	
Essential	Burns L. (2019) <i>The Bloomsbury Handbook of Popular Music Video Analysis</i> Bloomsbury	
Essential	Arnold G. & Cookney D (2017) <i>Music, Video, History Aesthetics in media</i> Bloomsbury publishing	
Essential	Owsinski, B (2010) <i>The Musician's video handbook</i> . Hal Leonard Corp.	☐
Essential	Camara, C (2014) <i>Music Video Ideas</i> . Acachi Press	☒
Essential	Honthaner, E. L. (2010) <i>The Complete Film Production Handbook</i> . Focal	☒
Essential	Owens, J. & Millerson, G. (2012) <i>Television Production</i> . Focal Press.	
Further	Parks, S. (2012) <i>The Insider's Guide to Independent Film Distribution</i> . Focal Press.	☐
Further	Edwards, R. & Skerbelis, M. (2012) <i>The Complete Filmmaker's Guide to Film Festivals</i> . Michael Wiese.	☐
Further	Thurlow, C. & Thurlow, M. (2013) <i>Making Short Films: the Complete Guide From Script to Screen</i> . Bloomsbury Academic.	☐
Further	Kleiler, D & Moses, R. (1998) <i>You Stand There</i> . Three Rivers Press.	☐
Further	Journals American Cinematographer (The ASC, monthly) Screen International (EMAP, weekly) Broadcast (EMAP, weekly) Websites www.screendaily.com www.broadcastnow.com www.theasc.com	☒

Module Code	ADFM6011
Title	Final Portfolio and Showreel
Date	14/09/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- Employ a theoretical and creatively-applied understanding of the key technical production elements of the chosen specialism.
- Produce a professional Industry-ready portfolio demonstrating expertise and a high level of specialism.

LEARNING OUTCOMES

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

- Conceive and apply a relevant suite of project- and self-management skills.
- Evidence the process-management and pipeline of an individual programme of self-directed learning.
- Critically appraise their own learning and contextualise their methodologies and aesthetic stance with current Industry trends and practices.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	96	24%
Independent learning	304	76%
Placement learning	0	0
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume/ word count or equivalent	Weighting
Coursework	Development portfolio, all project assets (equivalent 3000 words)	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume/ word count or equivalent	Weighting
Coursework	Final Viva presentation. 20 minutes plus questions	20%

Assessment Component 3

☒ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume / word count or equivalent	Weighting
Coursework	Professional showreel portfolio	60%

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADFM6011	
Module Title	Final Portfolio and Showreel	
Classification	Reading List entry	Electronic*
Essential	Hepworth-Sawyer R. (2019) <i>Producing Music: Perspectives on Music Production</i>	
Essential	De Man B. (2019) <i>Intelligent Music Production</i> Focal Press	
Essential	Miller S. (2017) <i>Paved: The Complete Navigated guide to succeed in the Music Industry</i> Rocket Press	
Essential	Bull B. (2016) <i>Take the Bull by the Horns: Seize the moment</i> Finite publishing	
Essential	Wikstrom, P. (2013) <i>The Music Industry: Music in the Cloud</i> , 2 nd Edition. Polity Press.	☒
Essential	Passman, D. (2014) <i>All You Need To Know About The Music Industry</i> : 8 th Edition. Rosetta Books, LLC.	☒

Essential	Fisher, J. P. (2011) <i>Ruthless Self Promotion for the Music Industry</i> , 2 nd Edition	☐
Essential	King, M. (2009) <i>Music Marketing: Press, Promotion, Distribution and Retail</i> . Berklee Press.	☐
Essential	Rogers, J. (2013) <i>The Death and Life of the Music Industry in the Digital Age</i> . Bloomsbury Publishing.	☐
Essential	http://www.ipo.gov.uk/ http://www.aandronline.com/ http://www.thebuzzfactor.com/ http://www.knowthemusicbiz.com/ http://www.prsformusic.com http://www.musicweek.com/ http://www.musiciansunion.org.uk/ http://www.welshmusicfoundation.com/ http://www.own-it.org/ http://www.bized.co.uk http://www.bytestart.co.uk	☒

Module Code	ADMA6000
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ADMA6000	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐

Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Cod y Modwl	ADMA6000C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

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

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

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	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	ADMA6000C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ADPA6000
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ADPA6000	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
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Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Cod y Modwl	ADPA6000C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

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

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

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	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	ADPA6000C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability, 3rd edition</i> , Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
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Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
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Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ADPA6004
Title	Creative Industries
Date	23/07/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to initiate exploration of the creative industries
- To provide students with the opportunity to refine their specific skills as performers

LEARNING OUTCOMES

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

- Exhibit the necessary variety of skills outlined in each of the other modules to industry standard;
- Produce a portfolio of material suitable for entry to the profession
- Critically appraise their strengths and weaknesses;

INDICATIVE CONTENT

- This module offers students the opportunity to prepare themselves for the wide variety of opportunities and challenges that face the graduating student. At the core of the module will be the students' work to build a repertoire of material suitable for entry to the profession. In consultation with tutors, students will investigate and prepare an appropriate range of materials/portfolio to display their abilities as developing practitioners.
- Students will undertake critical and creative investigation of their materials/portfolio, exploring its potential for prospective employers. At appropriate points, students will receive one-to-one practical guidance in order for the tutor to assist students in extending the quality of their work.
- A range of associated lectures and workshops run by specialist practitioners will concentrate on activities such as monologues and audition technique, advance vocal work, stage combat, and recording practises, creating show reels.
- A workshop approach will be adopted with students to assist them in identifying audition material as well as developing and presenting that material for professional scrutiny. A series of workshops, tasks and performance opportunities will be led by a variety of staff.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	36%
Independent learning	128	64%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework	Practical Projects Could include live performance showcase, show reel, voice reel, online showcase and written components to include self-evaluation, CV and supporting documents	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA6004	
Module Title	Creative Industries	
Classification	Reading List entry	Electronic*
Essential	Stone. D & Heen S: Thanks for the feedback, the science and art of receiving feedback well. Penguin 2016	☐
Essential	Davies, R & Sigthorsson, G. <i>Introducing the Creative Industries: From Theory to Practice</i> . Sage Publications 2013	☒
Essential	Caves R. E. <i>Creative Industries, Contracts between Art & Commerce</i> . Harvard University Press. 2002	☐
Further	Rutherford.N : Musical Theatre Auditions and Castings. Methuen Drama 2012	☐

Further	Powell.H : The Audition Bible. Secrets every actor needs. Tavin Press 2014	☐
Further	Stein, T & Tracy, B. <i>Believe It to Achieve It, overcome your doubts.</i> Teacher Perigee. New York 2017	☒
Further	Patel, M. L. <i>Start Where You Are, Journal of Self-Exploration.</i> Penguin Publishing Group. 2015	☒

Cod y Modwl	ADPA6004C
Teitl	Y Diwydianau Creadigol
Dyddiad	23/07/2020
Lefel	6
Credydau	20
Rhagofynion	

AMCAN(ION)

- Galluogi i fyfyrwyr ddechrau archwilio'r diwydiannau creadigol
- Darparu myfyrwyr gyda'r cyfle i fireinio eu sgiliau penodol fel perfformwyr

DEILLIANNAU DYSGU

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

- Dangos yr amrywiaeth angenrheidiol o sgiliau a amlinellir ym mhob un o'r modylau eraill i safon y diwydiant;
- Cynhyrchu portffolio o ddeunydd addas i fynd i mewn i'r proffesiwn
- Gwerthuso'n feirniadol eu cryfderau a'u gwendidau;

CYNNWYS DANGOSOL

- Mae'r modwl hwn yn cynnig cyfle i fyfyrwyr baratoi eu hunain ar gyfer yr amrywiaeth eang o gyfleoedd a heriau sy'n wynebu myfyrwyr sy'n graddio. Gwaith y myfyriwr i adeiladu repertoire o ddeunydd sy'n addas i fynd i mewn i'r proffesiwn fydd wrth wraidd y modwl. Mewn ymgynghoriad â thiwtoriaid, bydd myfyrwyr yn ymchwilio a pharatoi ystod briodol o ddeunyddiau/portffolio i ddangos eu galluedd fel ymarferwyr sy'n datblygu.
- Bydd myfyrwyr yn ymgymryd ag ymchwiliad beirniadol a chreadigol o'u deunyddiau/portffolio, gan archwilio ei botensial ar gyfer darpar gyflogwyr. Ar adegau priodol, bydd myfyrwyr yn cael canllaw ymarferol un i un er mwyn i'r tiwtor helpu myfyrwyr i ehangu ansawdd eu gwaith.
- Bydd ystod o ddarlithoedd a gweithdai cysylltiedig a redir gan ymarferwyr arbenigol yn canolbwyntio ar weithgareddau fel monologau a thechneg clyweld, uwch waith lleisiol, brwydro ar lwyfan, ac arferion recordio, creu tapiau arddangos.
- Bydd ymagwedd gweithdy'n cael ei fabwysiadu gyda myfyrwyr i'w helpu i adnabod deunydd clyweld yn ogystal â datblygu a chyflwyno'r deunydd hwnnw i'w graffu'n broffesiynol. Caiff cyfres o weithdai, tasgau a chyfleoedd i berfformio eu harwain gan amrywiaeth o staff.

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	72	36%
Dysgu'n annibynnol	128	64%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Gwaith cwrs	Prosiectau Ymarferol Gallai gynnwys arddangosfa sioe fyw, tâp arddangos, tâp llais, sioe ar-lein ac elfennau ysgrifenedig i gynnwys hunan-werthusiad, CV a dogfennau ategol	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPA6004C	
Teitl y Modwl	Diwydiannau Creadigol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Stone. D & Heen S: Thanks for the feedback, the science and art of receiving feedback well. Penguin 2016	☐
Hanfodol	Davies, R & Sigthorsson, G. <i>Introducing the Creative Industries: From Theory to Practice</i> . Sage Publications 2013	☒
Hanfodol	Caves R. E. <i>Creative Industries, Contracts between Art & Commerce</i> . Harvard University Press. 2002	☐
Pellach	Rutherford.N : Musical Theatre Auditions and Castings. Methuen Drama 2012	☐
Pellach	Powell. H: The Audition Bible. Secrets every actor needs. Tavin Press 2014	☐
Pellach	Stein, T & Tracy, B. <i>Believe It to Achieve It, overcome your doubts</i> . Teacher Perigee. Efrog Newydd, 2017	☒
Pellach	Patel, M. L. <i>Start Where You Are, Journal of Self-Exploration</i> . Penguin Publishing Group. 2015	☒

Module Code	ADPA6007
Title	Final Performance (Vocal Technique 3)
Date	14/09/2020
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To exhibit fluency in vocal technique.
- To consolidate the constituent elements of vocal technique including self-critical analysis and practice regime.
- To prepare students to perform in public at a professional level.

LEARNING OUTCOMES

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

- Demonstrate a systematic understanding of applied vocal technique and performance practices within the area of study.
- Demonstrate confidence in the planning and management of a rehearsal schedule to select and prepare appropriate advanced repertoire for a professional performance context.
- Critically evaluate performance demonstrating a comprehensive understanding of vocal technique, interpretation, stage presentation and communication.

INDICATIVE CONTENT

- Students will receive 20hrs individual singing lessons and 20hrs vocal coaching sessions which will enable them to refine their chosen repertoire.
- Bespoke technical exercises will be changed and adapted according to personal development.
- Masterclasses will enable students to discuss and develop a comprehensive understanding of the vocal method.
- Masterclasses with visiting experts will develop a deeper awareness of acting for singers on the performance platform.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27%
Independent learning	220	73%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Performance	30-40 minutes	80%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	Approximately 10 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA6007	
Module Title	Final Performance	
Classification	Reading List entry	Electronic*
Essential	Davies, G.D. & Jahn, A.F. (2004). <i>Care of the Professional Voice: A guide to Voice Management for Singers, Actors and Professional Voice Users</i> . London: A&C Black Publishers Ltd.	☐
Essential	Herbert-Caesari, E. (2007). <i>Vocal Truths – Some of the things I teach</i> . London: Travis & Emery Bookshop Ltd.	☐
Essential	Lehmann, L <i>How to Sing</i> Revised edition. (1914). London: Macmillan & Co.	☐
Essential	Tetrazzini, L. (1923). <i>How to Sing</i> London: C. Arthur Pearson, Ltd.	☐
Essential	Toft, R. (2013) <i>Bel Canto. A Performers Guide</i> . Oxford:	☐

	Oxford University Press.	
Further	Marafioti, P. (1927). <i>Caruso's Method of Voice Production: The Scientific Culture of the Voice</i> . London: D. Appleton and Company.	☐
Further	Herbert-Caesari, E. (1951). <i>Voice of the Mind</i> London: Robert Hale Ltd.	☐
Further	Hemsley, T. (1998). <i>Singing and Imagination: A human approach to a great musical tradition</i> . Oxford: Oxford University.	☐

Module Code	ADPA6008
Title	Professional Practice for Performance
Date	14/09/2020
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To explore a possible career path in depth, undertaking an appropriate experiential learning activity in order to develop understanding of the professional expectations of the chosen practice.
- To develop an increased sense of self confidence, maturity, and sense of purpose.
- To analyse and evaluate their experience and present this information in a professional context.

LEARNING OUTCOMES

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

- Demonstrate an informed awareness of and ability to adapt to different professional contexts
- Demonstrate awareness of the critical debates arising from the placing of performance in wider contexts
- Demonstrate advanced teamwork, negotiation, organisation and decision making skills
- Critically analyse and evaluate learning undertaken and place it within the context of theoretical ideas and/or professional standards

INDICATIVE CONTENT

- The student will have an opportunity to engage in a project or placement within a professional context.
- Lectures, seminars and tutorial support will be provided in working towards the realisation of the professional practice outcome.
- A portfolio of materials and/or documentation will be collated as part of the project or placement.
- Projects or placements may take the form of performance, community projects, arts administration, teaching, workshops in schools and colleges, working alongside practicing arts practitioners etc.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	16	5.3%
Independent learning	236	78.7%
Placement learning	48	16%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum of 3 negotiated elements (4500 word equivalent)	75%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA6008	
Module Title	Professional Practice for Performance	
Classification	Reading List entry	Electronic*
Essential	Britten, A. and McGee, A. (2009). <i>Working in the music industry: How to find an exciting and varied career in the world of music</i> . 3rd edn. Oxford: How To Books.	☐
Essential	Peacock, S. (2013). <i>Careers in Music</i> . London: Rhinegold.	☐
Essential	Cottrell, S. (2015). <i>Skills for success: Personal development and Employability</i> . United Kingdom: Palgrave Macmillan.	☒
Further	Barker, C. (2010) <i>Careers with an Arts and Humanities Degree Student Help Book Series</i> . [no place]: Lifetime.	☐

Module Code	ADPA6011
Title	Major Project
Date	08/12/2021
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to undertake appropriately challenging work on a large-scale project that extends the students' skills of creative practice and critical analysis.

LEARNING OUTCOMES

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

- Deploy a high degree of skill and conceptual understanding in the practical realisation of their allotted project role.
- Demonstrate a high degree of initiative and personal responsibility to work independently, with a director and in collaboration with their peers.
- Critically evaluate and reflect on the creative process and their contribution to it.

INDICATIVE CONTENT

- The module will be structured around a large-scale collaborative process which may have a singular focus or be a multifaceted interdisciplinary project. The project will be performed, presented or shared in either a theatre or studio venue or at an alternative venue which poses similar production and performance challenges. The project will be directed by either a permanent member of staff or by a guest director(s) of appropriate professional standing.
- Students will, after consultation with staff be assigned an appropriate role(s) within the production company. The module tutor(s) will act as an overall supervisor. The structure of the rehearsal process will reflect current professional practice. A level of flexibility will be incorporated to ensure that each student has a commensurate challenge.
- Students will have specific reading/research tasks which will reflect the nature of the piece they will be contributing to and working towards.
- The module will reflect the current working methodologies and expectations of the professional creative industries
- Students will evaluate their own contribution to the project in a reflective presentation at the end of the process.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	180	60%
Independent learning	120	40%
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Production Work and Reflective Presentation	Practical Production Work and 10 Minute Reflective Presentation	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA6011	
Module Title	Major Project	
Classification	Reading List entry	Electronic*
Essential	Once the detailed content of the module has been decided in any given semester, a full bibliography will, if appropriate, be presented to students at the outset of the module.	☐

Module Code	ADPA6013
Title	Site-Specific Theatre
Date	08/12/2021
Level	6
Credits	30
Pre-Requisites	N/A

AIM(S)

- To enable students to explore alternative applications for performance, design and production skills than those within conventional theatrical contexts to apply and enhance performance, design and production skills acquired at previous levels of the programme.

LEARNING OUTCOMES

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

- Deploy a high degree of practical skills in their allotted production role in response to the conceptual, artistic and practical challenges of the particular project;
- Demonstrate a sustained high degree of initiative and personal responsibility to work independently, with a director and in collaboration with their peers.
- Critically appraise and reflect upon the strengths and limitations of their work, as an individual and as a group member.

INDICATIVE CONTENT

- The module will be structured around a creative exploration and production process within alternative performance spaces. This may include, for example, outdoor venues, studio spaces, community halls, school spaces, promenade performance or immersive processes. The project will be directed by either a permanent member of staff or by a guest director(s) of appropriate professional standing.
- Students will consider and explore notions of what the alternative production or performance sites offer by way of dramatic exploration. They may consider, for example, influences such as geographical location, historical or political context or emotive response to the space.
- The project will be directed/facilitated by either a permanent member of staff or by a guest director(s) or creative facilitator of appropriate professional standing. The module tutor(s) will act as an overall supervisor. The structure of the rehearsal process will reflect current professional practice. A level of flexibility will be incorporated to ensure that each student has a commensurate challenge.
- The students will explore, develop, rehearse and perform a piece of Site-Specific Theatre.
- The students will apply their skills to a project that replicates the current working methods of a professional creative process.
- The students will consider and critically appraise their own contribution to the project, their creative process and evaluate the collective endeavour in a reflective presentation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	180	60%
Independent learning	120	30%
Placement learning		
TOTAL	30	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Production Work and Reflective Presentation	Practical Production Work and a 10-minute Reflective Presentation.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA6013	
Module Title	Site-Specific Theatre	
Classification	Reading List entry	Electronic*
Essential	Once the detailed content of the module has been decided in any given semester, a full bibliography will, if appropriate, be presented to students at the outset of the module.	☐

Module Code	ADPB6001
Title	Production 1
Date	20/08/2021
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To provide an opportunity for students to experience and take ownership of an individual role within an ensemble performance. Within a professional working environment, the student will draw upon and build upon rehearsal and performance knowledge skills and etiquette acquired at levels 4 and 5.

LEARNING OUTCOMES

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

- Demonstrate a sophisticated understanding of various concepts and methods regarding the process and specific requirements of a professional theatre production.
- Demonstrate a sophisticated understanding and awareness of the practical development and application of their 'theatrical role', in order to develop a performance which is accurate both stylistically and within the Director's vision.
- Deploy high level organisational and decision making skills with regard to character development and rehearsal methods.
- Demonstrate the ability to work fully and independently with a director and in cooperation with other company members, and to evaluate both the creative process and their contribution to it.

INDICATIVE CONTENT

- This module will be structured around the processes of a professional theatre production.
- The production will be directed by a professional guest director while the module coordinator will act as a general supervisor.
- An auditions process will be held in order to allocate appropriate role/roles to students.
- The structure of the rehearsal process will reflect current professional practice. Some flexibility will be ensured in order that each student has a commensurate challenge and the assessment criteria will reflect this.
- An appropriate emphasis will be placed on developing the students' evaluation/critical thinking skills and ensuring that they have the appropriate tools to evaluate their contribution to the final work as a whole.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	150	50%
Independent learning	150	50%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Deliver a role within a series of public performances, supported by journal-based submissions	7,500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPB6001	
Module Title	Production 1	
Classification	Reading List entry	Electronic*
Essential	When a decision is taken on the detailed content of the module in any specific semester, a full bibliography will be given to the students at the start of the module if appropriate.	☐

Cod y Modwl	ADPB6001C
Teitl	Cynhyrchiad 1
Dyddiad	20/08/2021
Lefel	6
Credydau	30
Rhagofynion	Dim

AMCAN(ION)

- Darparu cyfle i fyfyrwyr brofi a chymryd perchenogaeth dros rôl unigol o fewn perfformiad ensemble. Mewn amgylchedd gwaith proffesiynol, bydd y myfyriwr yn tynnu ar ac adeiladu ar sgiliau a moeseg ymarfer a gwybodaeth perfformio a gafwyd yn lefel 4 a 5.

DEILLIANNAU DYSGU

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

- Dangos dealltwriaeth soffistigedig o wahanol gysyniadau a dulliau ynghylch gofynion proses a phenodol cynhyrchiad theatr proffesiynol.
- Dangos dealltwriaeth soffistigedig ac ymwybyddiaeth o ddatblygiad a chymhwysiad ymarferol o'u 'rôl theatraidd', er mwyn datblygu perfformiad sy'n gywir o rad arddull ac o fewn gweledigaeth y Cyfarwyddwr.
- Defnyddio sgiliau trefnu a gwneud penderfyniadau lefel uchel o ran datblygu cymeriad a dulliau ymarfer.
- Dangos y gallu i weithio'n llawn ac annibynnol gyda chyfarwyddwr mewn cydweithrediad ag aelodau eraill y cwmni, ac i werthuso'r broses greadigol a'u cyfraniad ato.

CYNNWYS DANGOSOL

- Bydd y modwl hwn yn cael ei strwythuro o gwmpas prosesau cynhyrchiad theatr proffesiynol.
- Bydd y cynhyrchiad yn cael ei gyfarwyddo gan gyfarwyddwr gwadd proffesiynol a bydd cydlynnydd y modwl yn gweithredu fel goruchwylydd cyffredinol.
- Bydd proses clyweld yn cael ei gynnal er mwyn dyrannu rôl/rolau priodol i fyfyrwyr.
- Bydd strwythur y broses ymarfer yn adlewyrchu arfer proffesiynol cyfredol. Bydd peth hyblygrwydd yn cael ei sicrhau lefel bod pob myfyriwr yn cael her gymesur a bydd y meini prawf asesu yn adlewyrchu hyn.
- Rhoddir pwyslais priodol ar ddatblygu sgiliau gwerthuso/meddwl beirniadol y myfyrwyr a sicrhau bod ganddynt yr arfau addas i werthuso eu cyfraniad i'r gwaith terfynol yn ei gyfarwydd.

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	150	50%
Dysgu'n annibynnol	150	50%
Dysgu drwy leoliadau		
CYFANSWM	300	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyno rôl o fewn cyfres o berfformiadau cyhoeddus, wedi'i gefnogi gan gyflwyniadau seiliedig ar ddyddlyfr	Cyfwerth â 7,500 gair	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	100%
Ymarferol	0%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPB6001C	
Teitl y Modwl	Cynhyrchiad 1	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Wrth wneud penderfyniad ar gynnwys manwl y modwl mewn unrhyw semester, rhoddir llyfryddiaeth lawn i'r myfyrwyr ar ddechrau'r modwl os yn briodol.	☐

Module Code	ADPB6003
Title	Final Production
Date	20/08/2021
Level	6
Credits	30
Prerequisites	None

AIM(S)

- To provide experience that corresponds to a professional experience, of working on a production with practitioners from the industry.
- An opportunity for the students to combine the acting, singing and dance skills that they have developed during Levels 4 and 5

LEARNING OUTCOMES

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

- Exhibit a high level of conceptual understanding regarding developing a theatre production;
- Exhibit a high level of skill regarding practical development and realisation of the role/roles allotted to them in the production(s);
- Exhibit a high level of ability to work independently, with a director and in cooperation with their peers;
- Present their research and evaluation work in an intelligent way

INDICATIVE CONTENT

- Students will work on a theatre production.
- A professional production team will work with the students to create the production while the module coordinator will act as a general supervisor.
- The structure of the rehearsal process will reflect current professional practice. Some flexibility will be ensured in order to ensure that each student has a commensurate challenge and the assessment criteria will reflect this.
- Appropriate emphasis will be put on developing research and evaluation skills for character development within a production

Study Time Allocation

The study time for the module is shared as follows:

Activity type	Hours	Percentage
Timetabled learning	150	50%
Independent learning	150	50%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1:

☐ Written exam
 ☒ Coursework
 ☐ Practical

Assessment Methods	Volume	Weighting
Deliver a role within a series of public performances Supported by journal-based submissions.	7,500 words equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Course Work	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module code	ADPB6003	
Module Title	Final Production	
Classification	Reading List entry	Electronic*
Essential	Merlin, B. (2007) <i>The Complete Stanislavsky Toolkit</i> . London, Nick Hern Books	☒
Essential	Alfreds, M. (2007) <i>Different Every Night</i> . London, Nick Hern Books	☒
Further	Meisner, S. & Longwell, D. (1987) <i>Sanford Meisner on Acting</i> . London, Penguin Vintage.	☒
Further	Petit, L. (2009) <i>The Michael Chekhov Handbook</i> . London, Routledge.	☒
Further	Schreiber, T. (2005) <i>Acting: Advanced Techniques</i> . New York, Allworth Press. (e-book)	☒

Cod y Modwl	ADPB6003C
Teitl	Cynhyrchiad Terfynol
Dyddiad	20/08/2021
Lefel	6
Credydau	30
Rhagofynion	Dim

AMCAN(ION)

- Darparu profiad sy'n cyfateb â phrofiad proffesiynol, o weithio ar gynhyrchiad gydag ymarferwyr o'r diwydiant.
- Cyfle i'r myfyrwyr gyfuno'r sgiliau actio, canu a dawnsio y maent wedi'u datblygu yn ystod Lefelau 4 a 5

DEILLIANNAU DYSGU

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

- Dangos lefel uchel o ddealltwriaeth gysyniadol ynghylch datblygu cynhyrchiad theatr;
- Dangos lefel uchel o sgil ynghylch datblygiad ymarferol a gwireddu'r rôl/rolau a glustnodir iddynt yn y cynhyrchiad/cynyrchiadau;
- Arddangos lefel uchel o allu i weithio'n annibynnol, gyda chyfarwyddwr ac mewn cydweithrediad â'u cymheiriaid;
- Cyflwyno eu hymchwil a gwaith gwerthuso mewn ffordd ddeallusol

CYNNWYS DANGOSOL

- Bydd myfyrwyr yn gweithio ar y cynhyrchiad theatr.
- Bydd tîm cynhyrchu proffesiynol yn gweithio gyda'r myfyrwyr i greu'r cynhyrchiad a bydd cydlynedd y modwl yn gweithredu fel goruchwylydd cyffredinol.
- Bydd strwythur y broses ymarfer yn adlewyrchu arfer proffesiynol cyfredol. Sicrheir peth hyblygrwydd er mwyn sicrhau bod pob myfyriwr yn cael her gymesur a bydd y meini prawf asesu yn adlewyrchu hyn.
- Rhoddir pwyslais priodol ar ddatblygu sgiliau ymchwil a gwerthuso ar gyfer datblygu cymeriad o fewn cynhyrchiad

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	150	50%
Dysgu'n annibynnol	150	50%
Dysgu drwy leoliadau		
CYFANSWM	300	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyno rôl o fewn cyfres o berfformiadau cyhoeddus wedi'i gefnogi gan gyflwyniadau seiliedig ar ddyddlyfr	Cyferwerth â 7,500 o eiriau	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	100%
Ymarferol	0%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPB6003C	
Teitl y Modwl	Cynhyrchiad Terfynol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Merlin, B. (2007) <i>The Complete Stanislavsky Toolkit</i> . Llundain, Nick Hern Books	☒
Hanfodol	Alfreds, M. (2007) <i>Different Every Night</i> . Llundain, Nick Hern Books	☒
Pellach	Meisner, S. & Longwell, D. (1987) <i>Sanford Meisner on Acting</i> . Llundain, Penguin Vintage.	☒
Pellach	Petit, L. (2009) <i>The Michael Chekhov Handbook</i> . Llundain, Routledge.	☒
Pellach	Schreiber, T. (2005) <i>Acting: Advanced Techniques</i> . Efrog Newydd, Allworth Press. (e-lyfr)	☒

Module Code	ADPB6006
Title	Professional Practice
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to explore current working methodologies and practices of the professional creative industries.

LEARNING OUTCOMES

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

- Determine, refine, and deploy accurately established techniques, appropriate methods and vocational skills in a practical and workshop environment.
- Work collaboratively with your director/facilitator to initiate, develop and demonstrate an appropriate level of creative teamwork through a practical process.
- Critically evaluate, justify and summarise your contribution to the given project brief as a professional practitioner.

INDICATIVE CONTENT

- This module offers students the opportunity to expand and extend their current skill base and understand their role as a professional creative as well as solidify and apply existing skills and knowledge of professional practice within the chosen area of the creative industries.
- Through facilitator led practical workshops and/or tutorials or seminars students will explore a chosen area of the creative industries in order to introduce the students to new ways of working creatively and collaboratively. There might be additional outputs in the form of workshops, performance, new writing, community events and collaborative interdisciplinary practice dependent on the focus of the project.
- The project will be directed/facilitated by either a permanent member of staff or by a guest director(s) or creative facilitator of appropriate professional standing. The module tutor(s) will act as an overall supervisor. The structure of the rehearsal process will reflect current professional practice. A level of flexibility will be incorporated to ensure that each student has a commensurate challenge.
- Students will be encouraged strongly to explore and adopt a realistic perception of contemporary employment opportunities and professional working methods in the industry and maintain the broadest possible definition of 'creative industries'.
- Students will be encouraged to understand and reflect on how their skills can be transferred to many areas of the creative industries as well as wider employment opportunities.
- Students will be encouraged to demonstrate a high degree of initiative, broad autonomy and personal responsibility in their time management and creative endeavours through this process.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	40%
Independent learning	120	60%
Placement learning		
TOTAL	200	100%

ASSESSMENT

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Project and Reflective Presentation	Individual Contribution to a Practical Project approx 5-15 mins (dependent on role) and 5-minute Reflective Presentation	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPB6006	
Module Title	Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Once the practice area has been agreed, a detailed bibliography, including specific texts, articles and selected critical studies, will be developed by the students concerned, in consultation with their tutor.	☐

MODULE CODE: HPAD6001
TITLE: The Advanced Practitioner
DATED: 16/03/2017

LEVEL: 6
CREDITS: 30

JACS CODE: W473

AIM(S)

- To refine delivery, group management, project management and facilitation skills.
- To be responsible for developing appropriate or innovative project work with a strong awareness of ethical perspectives.

LEARNING OUTCOMES

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

- employ a confident and autonomous application of theory to practice in the planning and preparation of projects/workshops for specific target groups.
- synthesise and evidence sophisticated workshop facilitation skills developed throughout the module to an agreed target group.

INDICATIVE CONTENT

- Advanced workshop techniques (Heathcote, Neelands, Boal, Geese) in addition to current active practitioners and companies working with contemporary issue base performance work.
- Developing your practitioner persona.
- Emotional Intelligence.
- Project leadership skills.
- Co-facilitation skills.
- Conflict management.
- Administrative documentation – consent and ethics.

LEARNING AND TEACHING STRATEGY

This module will be taught in a practical workshop setting with digital task and discussions through Moodle and online learning platforms. Tutorials will be offered for individuals to analyse individual development and needs.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Practical – 60%

Students to facilitate a substantial workshop (1.5-2 hrs) to the agreed or simulated target group.

Coursework (3000 words) – 40%

A Portfolio to document the application of theory to practice within your designed workshop/project.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	40%
Practical	60%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): This module engages with concepts of self and identity, encouraging positive interpretation of, and interaction with culture, heritage and broader social issues. There is potential positive impact upon health, mental health and social cohesion.	

READING LIST

Module Code	HPAD6001	
Module Title	The Advanced Practitioner	
Classification	Reading List entry	Electronic*
Essential	Baim, C., Brookes, S. & Mountford, A. (*Eds.) <i>The Geese Theatre Handbook: Drama with Offenders and People at Risk</i> . Hampshire: Waterside Press 2002	☒
Essential	Boal, A. <i>The Rainbow of Desire: the Boal method of theatre and therapy</i> . London: Routledge 2002	☐

Further	Van der Kolk, B. <i>The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma</i> . London: Penguin	☐
Further	Baim, C. <i>Mindful Co-working</i> London: Jessica Kingsley 2014	☐
Further	Boal, A <i>Games for Actors and Non-Actors</i> (2 nd Ed) London: Routledge, 2002.	☒
Further	Rogers, C. <i>A Way of Being</i> . Boston: Houghton Mifflin, 1995.	☐
Further	Thompson, J. <i>Digging Up Stories: Applied Theatre, Performance and War</i> . Manchester: Manchester University Press, 2005.	☐
Further	Shaugnessy, N. <i>Applying Performance: live art, socially engaged theatre and affective practice</i> . Basingstoke: Palgrave Macmillan, 2012.	☐
Further	McFarlane, P. <i>Creative Drama for Emotional Support</i> London: Jessica Kingsley, 2014.	☒
	Casdagli, P. <i>Trust and Power: Taking Care of Ourselves through Drama</i> . London: Jessica Kingsley, 1999.	
Further	<i>Journal of Applied Arts and Health</i> Bristol: Intellect	☒
Further	Journal: <i>Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)</i> . Abingdon: Carfax	☒
Further	Journal: Griffith University/IDEA. <i>Applied Theatre Researcher</i> . Brisbane: Centre for Applied Theatre Research	☒

MODULE CODE: HPAD6002
TITLE: Applied Practice in Action
DATED: 16/03/2017

LEVEL: 6
CREDITS: 20

JACS CODE: W473

AIM(S)

- To further develop students understanding of drama and theatre as a social construct and its relevance to society.
- To examine various approaches to creating community-based performance and encourage students to question their use of theatre as a tool for social intervention.
- To help students develop a heightened awareness of their personal responsibility, incorporating a critical ethical dimension and professional etiquette in creating applied performance works.

LEARNING OUTCOMES

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

- act autonomously, with minimal supervision, within agreed guidelines to identify and appraise complex issues within a specific community setting;
- synthesise appropriate scholarship and practical methodologies and develop a project proposal accordingly;
- work professionally to deliver and evaluate a substantial project addressing the aims of the intended project proposal.

INDICATIVE CONTENT

- Explore ways in which theatre and performance might be applied to different settings such as education, therapy, community etc.
- Organise and facilitate workshops and seminars.
- Working independently in the educational and community contexts.
- Applied performance as a mechanism for facilitating interaction, dialogue, supporting learning and classroom curriculum.
- Society, the environment and theatre.

- Performance, legislation and social intervention.
- Devising and creativity.
- Skills:
 - Creative approaches to problem solving.
 - Facilitating and leading workshops.
 - Operate in situations of varying complexity and predictability.
 - Sensitivity to ethical concerns.
 - Negotiation and effective communication.
 - Investigative/ research skills.
 - Flexibility and time keeping.
 - Spatial and relational awareness.
 - Improvisation.
 - Documentation.
 - Effective organisation and presentation of ideas and own experience.

LEARNING AND TEACHING STRATEGY

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Presentation (15 mins) – 50%

A 15 minute presentation of the students proposed applied theatre project, as agreed with the module tutor. The presentation should include all necessary projections and outlines for the successful implementation and completion of the project in a professional manner.

Practical Workshop/ Presentation (approx. 30 mins) – 50%

A practical workshop/ presentation tackling key issues identified in the above proposal and agreed with module coordinator, followed by a 10 minutes post-project interview/ viva.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%

TOTAL	100%
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EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): This module engages with concepts of self and identity, encouraging positive interpretation of, and interaction with culture, heritage and broader social issues. There is potential positive impact upon health, mental health and social cohesion.	

READING LIST

Module Code	HPAD6002	
Module Title	Applied Practice in Action	
Classification	Reading List entry	Electronic*
Essential	Kuppers, P. <i>Community Performance: An Introduction</i> London: Routledge, 2007.	☐
Essential	Thompson, J. <i>Digging Up Stories: Applied Theatre, Performance and War</i> . Manchester: Manchester University Press, 2005.	☐
Further	Kershaw, B. <i>The Politics of Performance: Radical Theatre as Cultural Intervention</i> . London: Routledge, 1992.	☐
Further	Prentki, T. & Preston, S., (Eds.) <i>The Applied Theatre Reader</i> London: Routledge, 2009.	☐
Further	Nicholson, H. <i>Applied Drama: the Gift of Theatre</i> . Basingstoke: Palgrave Macmillan, 2014.	☐
Further	Tsirir, G., Pavlicevic, M. & Farranr, C. <i>A Guide to Evaluation for Arts Therapists and Arts and Health Practitioners</i> . London: Jessica Kingsley, 2014.	☐
Further	Journal: <i>Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)</i> . Abingdon: Carfax	☒
Further	Journal: Griffith University/IDEA. <i>Applied Theatre Researcher</i> . Brisbane: Centre for Applied Theatre Research	☒

MODULE CODE: HPMF6004
TITLE: Multiplatform Content
DATED: 26/04/2018

LEVEL: 6
CREDITS: 20

JACS CODE: P310

AIM(S)

- To plan and create an interactive media artefact that conveys a narrative and offers a user experience to a chosen audience.

LEARNING OUTCOMES

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

- demonstrate a systematic understanding of key aspects of interactive media, including the acquisition of coherent and detailed knowledge of its narrative benefits through the production on an interactive project;
- demonstrate an ability to deploy accurately established techniques of analysis and enquiry within an interactive media portfolio.

INDICATIVE CONTENT

- Development of media production skills to produce content which utilises contemporary capture and publishing techniques.
- Reflection upon the issues surrounding the conveyance of narratives through interactive technology.
- Engagement with the opportunities provided by interactive technologies, by designing and publishing a portfolio of transmedia work which demonstrates the benefits to the user experience in understanding the narrative.
- Engagement with the theory and practice of the content, through a detailed project report, which will include records of developments, experiments, and reflection on the student's prototype.

LEARNING AND TEACHING STRATEGY

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
Portfolio	Work to the equivalent of 4800 words	80%

Assessment Component 2☐ **Written exam**☒ **Coursework**☐ **Practical**

Mode of assessment	Volume	Weighting
Report	Work to the equivalent of 1200 words	20%

Assessment Summary

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

READING LIST

Module Code	HPMF6004	
Module Title	Multiplatform Content	
Classification	Reading List entry	Electronic*
Essential	Collins, H. (2010) <i>Creative Research: The Theory and Practice of Research for the Creative Industries</i> . Lausanne: AVA Publishing.	
Essential	Miller, C. M. (2014) <i>Digital Storytelling: A Creator's Guide to Interactive Entertainment</i> . Oxon: Focal Press.	
Essential	Wohl, M. (2017) <i>The 360° Video Handbook: A Step-by-Step Guide To Creating Video for Virtual Reality (VR)</i> . Los Angeles: Michael Wohl.	
Further	Hussar, J. J. (2016) <i>360 Degree Spherical Video: The Complete Guide to 360-Degree Video</i> . New York: Grey Goose Graphics.	
Further	Jenkins, H., Ford, S. and Green, J. (2013) <i>Spreadable Media: Creating Value and Meaning in a Networked Culture</i> . New York: NYU Press.	
Further	Murray, J.H. (2012) <i>Inventing the Medium: Principles of Interaction Design as a Cultural Practice</i> . Massachusetts: MIT Press.	
Further	Phillips, A. (2012) <i>A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences across Multiple Platforms</i> . London: McGraw-Hill.	
Further	Rose, F. (2012) <i>The Art of Immersion: How the Digital Generation is Remaking Hollywood, Madison Avenue, and the Way We Tell Stories</i> . New York: Norton.	
Further	Ryan, M. (2016) <i>Narrating Space / Spatializing Narrative: Where Narrative Theory and Geography Meet</i> . Ohio: Ohio State University Press.	

MODULE CODE: HPMF6005
TITLE: Client Project
DATED: 26/04/2018

LEVEL: 6
CREDITS: 20

JACS CODE: P310

AIM(S)

- To simulate a 'real world' scenario for engaging students in a client-led activity, involving the production of work for a business engaged in Adventure focused activities.
- To develop the business planning skills for working as a freelance filmmaker or photographer.

LEARNING OUTCOMES

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

- follow a brief and produce work to a professional standard that has been set by an external client or organisation working in the field of Adventure activities, according to professional codes and practices;
- critically reflect upon the experience of producing work in a "freelancing" context;
- create a financial plan, including costings, budget and pricing, for a freelance production project.

INDICATIVE CONTENT

- Pitching to companies working in the field of Adventure based activities, and production of work to a chosen client company's brief.
- Project management of a production project from conception to delivery, with consideration of technical, legal and ethical requirements.
- Production of a financial plan for production projects, and implementation of pricing strategies.
- Introduction to the pros and cons of freelancing within the field of Adventure filmmaking, with students being asked to engage critically with their experience of working in this context.

LEARNING AND TEACHING STRATEGY

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
Portfolio	To the equivalent of 4800 words	80%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	To the equivalent of 1200 words	20%

Assessment Summary

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

READING LIST

Module Code	HPMF6005	
Module Title	Client Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2014) <i>Dissertations and Project Reports: A Step by Step Guide</i> (Palgrave Study Skills). Basingstoke: Palgrave.	☐
Essential	McCurdy, K.M. (2012) <i>Shoot on Location: The Logistics of Filming on Location, Whatever your Budget or Experience</i> . Oxon: Focal Press.	☐
Essential	Read, S., Sarasvathy, S., Dew, N., Wiltbank, R. and Ohlsson, A-V. (2016) <i>Effectual Entrepreneurship</i> (2 nd ed.). Oxon: Routledge.	☐
Further	Batty, C. and Kerrigan, S. (eds.) (2017) <i>Screen Production Research: Creative Practice as a Mode of Enquiry</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Bolton, B. and Thompson, J. (2013) <i>Entrepreneurs: Talent, Temperament and Opportunity</i> (3 rd ed.). Oxon: Routledge.	☐
Further	Briggman, S. (2017) <i>Kickstarter Launch Formula: The Crowdfunding Handbook for Startups, Filmmakers, and Independent Creators</i> . Charleston, N.C.: CreateSpace Independent Publishing.	☐
Further	Collins, H. (2010) <i>Creative Research: The Theory and Practice of Research in the Creative Industries</i> . London: AVA Publishing.	☐
Further	Dawkins, S. (2009) <i>Video Production: Putting Theory into Practice</i> . New York: Palgrave.	☐
Further	Reuvid J. and Miller, R. (2011) <i>Start Up and Run Your Own Business: Everything from Business Plans to Sales</i> . London: Kogan Page.	☐

Module Code	HPMF6007
Title	Entrepreneurship
Date	19/11/2018
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To examine and critically evaluate the concept of entrepreneurship in the field of contemporary creative industries.
- To enable appropriate planning for business start-up, and the marketing and promotion of work in a public forum.

LEARNING OUTCOMES

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

- effectively and professionally demonstrate the ability to exhibit, market and/or publish their work;
- critically evaluate the legal, financial and personal implications of freelancing;
- create a professional business plan for their proposed business concept, and professionally prepare and present proposals for financial backers and clients.

INDICATIVE CONTENT

- This module will expand upon the pros and cons of freelancing within the fields of film and media, with students being asked to engage critically upon their own aptitude for this form of work.
- Through interaction with entrepreneurs working in the creative industries in Wales, students will engage with local, national and global markets in the fields of film and media.
- Preparing for a ten minute presentation of a detailed business proposal in a 'Dragons' Den' scenario.
- The preparation and production of an individual business plan and executive summary.
- Effective means of marketing and exhibiting a portfolio of work to promote a proposed business start-up, to include relevant social media platforms and website content.

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

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Presentation	To the equivalent of 1500 words (10 minutes duration)	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 4500 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

READING LIST

Module Code	HPMF6007	
Module Title	Entrepreneurship	
Classification	Reading List entry	Electronic*
Essential	Read, S., Sarasvathy, S., Dew, N., Wiltbank, R. and Ohlsson, A-V. (2016) <i>Effectual Entrepreneurship</i> (2 nd ed.). Oxon: Routledge.	☐
Essential	Reuvid J. and Miller, R. (2011) <i>Start Up and Run Your Own Business: Everything from Business Plans to Sales</i> . London: Kogan Page.	☐
Further	Bolton, B. and Thompson, J. (2013) <i>Entrepreneurs: Talent, Temperament and Opportunity</i> (3 rd ed.). Oxon: Routledge.	☐
Further	Briggman, S. (2017) <i>Kickstarter Launch Formula: The Crowdfunding Handbook for Startups, Filmmakers, and Independent Creators</i> . Charleston, N.C.: CreateSpace Independent Publishing.	☐
Further	Leipzig, A. (2015) <i>Inside Track for Independent Filmmakers: Get Your Movie Made, Get Your Movie Seen</i> . New York: Bedford St. Martins.	☐
Further	Lussier, R.N., Corman, J. and Kimball, D.C. (2015) <i>Entrepreneurial New Venture Skills</i> . Oxon: Routledge.	☐
Further	Williams, S. (2017) <i>The Financial Times Guide to Business Start Up 2017-18: The Most Comprehensive Guide for Entrepreneurs</i> . Harlow: Pearson Education.	☐

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.

COD Y MODWL: M6X01787C
TEITL: Ymholiad Creadigol Uwch
DYDDIAD: 21/07/2015

LEFEL: 6
CREDYDAU: 20

COD JACS: W231

AMCAN(ION)

- Anogir y myfyrwyr i atgyfnerthu, ymestyn a defnyddio ymchwil a dadansoddi beirniadol er mwyn datblygu geirfaoedd gweledol priodol.
- Defnyddio ymchwil a dadansoddi beirniadol mewn geirfaoedd gweledol priodol i ddatblygu cynnig ar gyfer cynhyrchiad ymarferol estynedig.

DEILLIANNAU DYSGU

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

1. Cydnabod y dimensiynau beirniadol a chyd-destunol o ran dewis ddisgyblaeth y myfyrwyr
2. Adolygu'n feirniadol a chyfuno gwybodaeth o amrywiaeth o ffynonellau, gan gynnwys gwaith ymarferwyr eraill.
3. Defnyddio'n effeithiol ystod o ddulliau dadansoddol, ymchwiliol ac arbrofol i'w dewis gyfrwng.

CYNNWYS DANGOSOL

- Ymchwil i ddeunyddiau a phrosesau
- Datblygu ymholiadau/archwilio materion ynghylch eu gwaith eu hun
- Ymwneud â dylanwadau o ystod o drafodaethau diwylliannol
- Penderfynu ar atebion i ffenomenâu sy'n datblygu
- Cynrychiolaeth weledol o brosesau gweithio trwy lyfrau braslunio/dyddiaduron gweledol
- Ystyried cynulleidfaoedd posibl a derbyniad y gwaith
- Cyflwyniadau unigol o arferion gweithio a methodoleg ymchwil
- Cynnig a dyfeisio damcaniaethau newydd

STRATEGAETH DYSGU AC ADDYSGU

Anogir y myfyrwyr i'w herio eu hunain ymhellach trwy archwilio syniadau newydd trwy ymholiad cyson gan ddefnyddio ystod eang o ffynonellau. Defnyddir y wybodaeth uwch hon ar gyfer y Prif Fodwl Astudio a bydd yn llywio datblygiad cysyniadol prif waith prosiect unigolion ar Lefel 6.

Darperir y modwl hwn trwy weithdai, tiwtorialau, seminarau, ymchwil llyfrgell ac o bosib, deithiau astudio. Y prif ffocws fydd rhaglen o weithdai sy'n canolbwyntio ar dynnu llun i ddatblygu'r sgiliau uwch sydd eu hangen i ddatblygu adnodd technegol pob myfyriwr. Anogir y myfyrwyr i ymchwilio a nodi iaith weledol benodol sy'n addas ar gyfer tanio eu Prif Brosiect.

Math o weithgaredd	Oriau	Canran
Dysgu ar yr amserlen	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 - 100%

Portffolio Ymarferol Cyfwerth â 5000 o eiriau

Enghraifft: Gall portffolio gynnwys

Dyddiadur gweledol, llyfr braslunio, portffolio darlunio sy'n cyflwyno syniadau ac yn datblygu cysyniadau. Ffynonellau ymchwil a deunyddiau ymchwil, gwaith arbrofol.

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

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

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

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

Schön, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. *San Francisco*:

Llyfryddiaeth

Y myfyriwr i ddatblygu llyfryddiaeth o destunau gwreiddiol ac eilaidd, dan gyfarwyddyd 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.

Module Code	ADFM6002
Title	Graduate Project Pitch
Date	23/04/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

To offer the student an opportunity to thoroughly research and communicate an appropriate project idea in a manner that reflects practices and standards found in the subject area.

LEARNING OUTCOMES

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

- Identify and critically evaluate an appropriate area of study for their proposed project.
- Communicate effectively a critical synthesis of the research relevant to their project idea, using contemporary methods and techniques.

INDICATIVE CONTENT

- Project definition.
- Research opportunities, methods, and techniques.
- Project synopsis.
- Project treatment.
- Project planning.
- Target audience identification and user expectation.
- Further development in project design or definition such as test recordings, proof of concept demos, screenplays, real or virtual models, storyboards, etc.
- Audio-visual communication techniques.
- Specific to the student's research needs, with advice and support from specialist academic staff.

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
Oral presentation	10 minutes	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Pitch Document	1,500 words	30%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	30%
Practical	70%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADFM6002	
Module Title	Graduate Project Pitch	
Classification	Reading List entry	Electronic*
Essential	Reynolds, G. (2012) Presentation Zen: Simple Ideas On Presentation Design and Delivery (2nd Edition). Berkeley: New Riders.	☐
Further	Ryan, M. A. (2017) Producer to Producer: A Step-By-Step Guide To Low-Budget Independent Film Producing (2nd Edition). Los Angeles: Michael Wiese	☐
Further	Harris, C (2016) Jaws in Space: Powerful Pitching For Film And TV Screenwriters. Harpenden: Creative Essentials.	☐

Further	Bernard, S. C. (2016) Documentary Storytelling: Creative Non-Fiction On Screen (4th Edition). New York: Routledge.	☐
Further	Rabiger, M. (2016) Developing Story Ideas (3rd Edition). New York: Routledge.	☐

Module Code	ADFM6005
Title	Graduate Project
Date	23/04/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

To offer the student the opportunity to develop and realise their Major Project idea with continual one-to-one tutorial support and supervision, developing the innovative, creative and communicative skills of the student before typically leading to a public showing of the work.

LEARNING OUTCOMES

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

- Produce an artefact that reflects contemporary thinking and practice within the film and TV industry.
- Prepare and present a critical reflection and rigorous justification of their final artefact.

INDICATIVE CONTENT

- Research at the forefront of the discipline.
- Ongoing and adaptive use of comprehensive project planning.
- Evidence of creative professional and creative skills
- Design, realisation and defence of the artefact.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	96	24%
Independent learning	304	76%
Placement learning	0	0

TOTAL	400	100%
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ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	20 minutes	30%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Artefact	15 minutes	70%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	30%
Practical	70%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADFM6005	
Module Title	Graduate Project	
Classification	Reading List entry	Electronic*
Essential	Wales, L. M. (2017) The Complete Guide to Film And Digital Production: The People And The Process (3rd edition). New York: Focal Press.	☐
Further	Rooney, B. and Belli, M. L. (2016) Directors Tell the Story: Master The Craft Of Television And Film Directing (2nd Edition). New York: Routledge.	☐
Further	Cleve, B (2017) Film Production Management: How to Budget, Organize and Successfully Shoot Your Film (4th Edition). New York: Focal Press	☐

Further	Rizzo, M. (2014) The Art Direction Handbook for Film And Television (2nd Edition). Oxford: Focal Press	☐
Further	Ryan, M. A. (2017) Producer to Producer: A Step-By-Step Guide To Low-Budget Independent Film Producing (2nd Edition). Los Angeles: Michael Wiese.	☐
Further	Dancyger, K (2010) The Technique of Film And Video Editing (5 th Edition). Oxford: Focal Press.	☐

Module Code	ADFM6011
Title	Final Portfolio and Showreel
Date	14/09/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- Employ a theoretical and creatively-applied understanding of the key technical production elements of the chosen specialism.
- Produce a professional Industry-ready portfolio demonstrating expertise and a high level of specialism.

LEARNING OUTCOMES

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

- Conceive and apply a relevant suite of project- and self-management skills.
- Evidence the process-management and pipeline of an individual programme of selfdirected learning.
- Critically appraise their own learning and contextualise their methodologies and aesthetic stance with current Industry trends and practices.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	96	24%
Independent learning	304	76%
Placement learning	0	0
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume/ word count or equivalent	Weighting
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Coursework	Development portfolio, all project assets (equivalent 3000 words)	20%
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Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume/ word count or equivalent	Weighting
Coursework	Final Viva presentation. 20 minutes plus questions	20%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume / word count or equivalent	Weighting
Coursework	Professional showreel portfolio	60%

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADFM6011	
Module Title	Final Portfolio and Showreel	
Classification	Reading List entry	Electronic*
Essential	Hepworth-Sawyer R. (2019) <i>Producing Music: Perspectives on Music Production</i>	
Essential	De Man B. (2019) <i>Intelligent Music Production</i> Focal Press	
Essential	Miller S. (2017) <i>Paved: The Complete Navigated guide to succeed in the Music Industry</i> Rocket Press	
Essential	Bull B. (2016) <i>Take the Bull by the Horns: Seize the moment</i> Finite publishing	
Essential	Wikstrom, P. (2013) <i>The Music Industry: Music in the Cloud</i> , 2 nd Edition. Polity Press.	☒
Essential	Passman, D. (2014) <i>All You Need To Know About The Music Industry</i> : 8 th Edition. Rosetta Books, LLC.	☒

Essential	Fisher, J. P. (2011) <i>Ruthless Self Promotion for the Music Industry</i> , 2 nd Edition	☐
Essential	King, M. (2009) <i>Music Marketing: Press, Promotion, Distribution and Retail</i> . Berklee Press.	☐
Essential	Rogers, J. (2013) <i>The Death and Life of the Music Industry in the Digital Age</i> . Bloomsbury Publishing.	☐
Essential	http://www.ipo.gov.uk/ http://www.aandronline.com/ http://www.thebuzzfactor.com/ http://www.knowthemusicbiz.com/ http://www.prsformusic.com http://www.musicweek.com/	☒
	http://www.musiciansunion.org.uk/ http://www.welshmusicfoundation.com/ http://www.own-it.org/ http://www.bized.co.uk http://www.bytestart.co.uk	
Further	Barker, S.; Cole, R. (2009) <i>Brilliant Project Management (Revised Edition): What The Best Project Managers Know, Do And Say</i> , London: Prentice Hall.	☐

Module Code	ADMA6010
Title	Mastering and Production
Date	14/09/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- Investigate current industry practices in the dissemination of recorded music through exploring production tools, formats and distribution channels to enable the creation of contemporary produced content.
- Create professional finalised content in collaboration with external parties, e.g. presenters, actors or musicians.

LEARNING OUTCOMES

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

- Critically engage with current standards, practices and technologies.
- Demonstrate creative skills and expertise through analysis of current media and the planning and generation of original content.

INDICATIVE CONTENT

- Analysis of popular and current production and streaming techniques
- Studio Production
- Final Chain Mastering
- Aggregation and distribution
- Sound and Recoding Production - recording audio for a range of productions, e.g. music performance, music recordings, radio play or interviews, vox pop, on location, podcasts, live stream, etc.
- Broadcast
- Streaming and Production
- Mixing and mastering using industry standard protocols
- Production services for clients

- Project and Production Planning

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/ word count or equivalent	Weighting
Coursework	Production of 30-minute audio content.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMA6010	
Module Title	Mastering and Production	
Classification	Reading List Entry	Electronic*
Essential	Braddock, J., (2020) <i>Mastering in Music: Perspectives on Music Production</i>	☐

Essential	Rogers, J. (2021) <i>Audio Mastering Secrets: The Pros Don't Want You To Know!: 1 (Music Production Secrets - Audio Engineering, Home Recording Studio, Song Mixing, and Music Business Advice)</i>	☐
Essential	Game Changers: Radio: Insights and lessons from the world's best radio broadcasters and programmers, Craig Bruce Bad Producer Productions (10 Oct. 2019)	☐
Essential	Radio Production: A Manual for Broadcasters by Robert McLeish and Jeff Link, Focal Press; 4 edition (17 Aug. 1999)	☒
Essential	Essential Radio Skills: How to Present and Produce a Radio Show (Professional Media Practice), Peter Stewart, Bloomsbury 3PL (26 Oct. 2006)	☒
Essential	Radio Secrets: An insider's guide to presenting and producing powerful content for broadcast and podcast, David Lloyd Rethink Press (11 July 2019)	☐

Module Code	ADMT6004
Title	Music and Sound for Media
Date	02/06/2021
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To create and arrange music for use in multiple media formats
- To create interactive sound and music artefacts

LEARNING OUTCOMES

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

- Create high-quality audio mixed media work through the effective application of technology, e.g. recording, editing, processing of recorded sound (location sound, Foley, dialogue) and compositional tools.
- Explain the relationship between sound and visual media, evaluating current practices and the impact music and sound treatments have on the consumer experience.
- Outline the use of audio technologies in the production of sound and musical content for visual and non-linear media forms, making reference to current professional standards and practices.

INDICATIVE CONTENT

- Specific Music Production technology related to creation of music and sound for media.
- Recording techniques for music, dialogue and sound effects
- Editing and signal processing techniques for music, dialogue and sound effects

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	24%
Independent learning	228	76%
Placement learning	0	0%

TOTAL	300	100%
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☐ **Written exam**
☒ **Coursework**
☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Six interactive audio artefacts (equivalent to 3,000 to 3750 words)	50%

Assessment Component 2 (Tick one)

☐ **Written exam**
☒ **Coursework**
☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3000 to 3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMT6004	
Module Title	Music and Sound for Media	
Classification	Reading List entry	Electronic*
Essential	Sweet, M (2014) <i>Writing Interactive Music for Video Games: A Composer's Guide (Game Design and Development)</i> . Boston MA: Addison Wesley	☒
Essential	Robinson, C (2019) <i>Game Audio with FMOD and Unity</i> . Oxford: Routledge	☐

Essential	Purcell, J (2013) <i>Dialogue Editing for Motion Pictures: A Guide to the Invisible Art</i> . Oxford: Routledge	☒
Essential	Nahmani, D (2018) <i>Logic Pro X 10.4 - Apple Pro Training Series: Professional Music Production</i> . Berkley CA: Peachpit Press	☐
Further	Holman, T (2017) <i>Surround Sound: Up and running</i> . Oxford: Routledge	☒

Module Code	ADMT6002
Title	Business Start-up
Date	02/06/2021
Level	6
Credits	10
Pre-Requisites	None

AIM(S)

- To identify areas for development in personal activity and production positioning within the industry

LEARNING OUTCOMES

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

- Evaluate key revenue streams within the contemporary music production industry
- Design and appraise a personal business plan.

INDICATIVE CONTENT

- Specific Music Production Industry models relating to music producers
- Music Production career paths – Freelance, employed, artist and studio producer routes
- Revenue – Different sources of income
- Entrepreneurial strategies for building your profile and maximising assets

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%

☐ **Written exam**
☒ **Coursework**
☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	2,000 to 2500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMT6002	
Module Title	Business Start-up	
Classification	Reading List entry	Electronic*
Essential	Passman, D (2020) <i>All You Need to Know about the Music Business: 10th Edition</i> . New York, NY: Simon & Schuster	☒
Essential	Allen, P (2018) <i>Artist Management for the Music Business</i> . Oxford: Routledge	☒
Essential	Karrel, D (2019) <i>Mastering the Basics: Simple Lessons for Achieving Success in Business</i> . New York, NY: Post Hill Press	☒

Module Code	ADMT6003
Title	Music Production in Context
Date	02/06/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To contextualise their music by exploring landmarks in the field of audio technology and production

LEARNING OUTCOMES

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

- Investigate historical and contemporary production techniques
- Creatively integrate historic and contemporary production techniques in their music production
- Use academic resources to evaluate changes in technology and its impact on music production

INDICATIVE CONTENT

- The History of Recording Technology
- Analogue and Digital recording technology and recording techniques
- Key figures in Engineering and Production
- Technology and its impact on cultural change
- The cultural influence of music production

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
Presentation	15 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Poster	Equivalent to 2000 to 2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMT6003	
Module Title	Music Production in Context	
Classification	Reading List entry	Electronic*
Essential	Massey, H. (2000) <i>Behind the Glass</i> . Lanham, Maryland: Rowman & Littlefield	☒
Essential	Massey, S. (2016) <i>Recording Unhinged: Creative and Unconventional Music Recording Techniques</i> . Lanham, MD: Applause Theatre Book Publishers	☐
Essential	Katz, B. <i>Mastering Audio, the Art and the Science</i> . Oxford: Routledge	☒
Further	Levitin, D. (2006) <i>This Is Your Brain on Music</i> . USA: Atlantic Books	☐

Further	Mixerman (2009) <i>The Daily Adventures of Mixerman</i> . Washington DC: Backbeat Books	☐
Further	Byrne, D (2013) <i>How Music Works</i> . Edinburgh: Canongate Books	☐

Module Code	ADMT6005
Title	Working With Music In The Community
Date	02/06/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop skills in planning, execution and evaluation.
- To explore a variety of relevant production methodologies within a collaborative music project .

LEARNING OUTCOMES

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

- Collaborate in the creation of a community music project
- Summarise and reflect on a creative collaborative community music project

INDICATIVE CONTENT

- Planning
- Evaluation
- The nature of collaboration
- Contexts for community projects
- Development and application of soft skills
- Participant management
- Business related 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%
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ASSESSMENT

Assessment Component 1

☐ **Written exam**
☒ **Coursework**
☐ **Practical**

Mode of assessment	Volume	Weighting
E-Portfolio	2000 to 2500 words individual contribution equivalent)	50%

Assessment Component 2

(Tick one)

☐ **Written exam**
☒ **Coursework**
☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	2000 to 2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMT6005	
Module Title	Working With Music in the Community	
Classification	Reading List entry	Electronic*
Essential	Thew, N., Cousins T. (2019) <i>Adapt Grow Achieve: Equip Yourself for the Challenges of Leadership</i> . Brighton: Cru Leader Development Ltd	☐
Essential	Seal, M., Frost, S. (2014) <i>Philosophy in youth and community work</i> . Lyme Regis: Russell House Publishing.	☐

Essential	Purcell, R., Beck, D. (2010) <i>Popular Education Practice for Youth and Community Development Work</i> . Newbury Park, CA: Learning Matters	☐
Further	Batsleer, J., Davies, B. (2010) <i>What is Youth Work?</i> Newbury Park, CA: Learning Matters	☐
Further	Glendinning, W. (2018) <i>The Facts Of Live: How Live Events are Conceived, Procured and Produced to Create the Greatest Value and Impact</i> . Gorleson-on-Sea: Rethink Press	☐

Module Code	ADMT6006
Title	Creative Investigation Project
Date	02/06/2021
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To give the students the opportunity to explore and investigate avenues of music production aligned with their own interests.
- To explore and implement research methodology.
- To challenge students to apply key ideas from other artists, composers and genres to their own work.

LEARNING OUTCOMES

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

- Research, design, and implement a self-directed investigative music project.
- Create an investigative music production portfolio that showcases expansive, stylistic interpretation, creative aesthetic and flair.
- Develop and present appropriate research methodologies.

INDICATIVE CONTENT

- Research Methodology
- Project planning and implementation
- Self-directed study skills

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	6%
Independent learning	376	94%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	800 to 1000 words	10%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2400 to 3000 words	30%

Assessment Component 3

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Three elements of 3 to 4 minutes duration (equivalent to 4800 to 6000 words)	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMT6006	
Module Title	Creative Investigation Project	
Classification	Reading List entry	Electronic*

Essential	Cohen, L., Manion L., Morrison, K. (2017) <i>Research Methods in Education</i> . Oxford: Routledge	☒
Essential	Punch, K., Oancea A. (2014) <i>Introduction to Research Methods in Education</i> . Newbury Park, CA: SAGE Publications Ltd.	☒
Essential	Dobson M. (2010) <i>Creative Project Management</i> . New York, NY: McGraw-Hill	☐
Further	Booth, W., Colomb G., Williams J. (2016) <i>The Craft of Research</i> . Chicago: University of Chicago Press	☒

Module Code	ADPA6002
Title	Final Project
Date	20/08/2020
Level	6
Credits	30
Pre-Requisites	

AIM(S)

- To give students a platform to demonstrate the level of skills and knowledge acquired through the programme.
- To develop professionalism in students' chosen interest.
- To enable students to independently engage with the responsibilities commensurate with a large scale independent project.

LEARNING OUTCOMES

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

- design and implement a range of complex and well-developed project outcomes that demonstrate the application of a creative skillset in the creation and completion of a significant practical project.
- independently produce documentation of their creative process containing significant evidence of the application of personal research and critical reflection to the development of their creative project.

INDICATIVE CONTENT

- Advanced, research led, appropriate project choices.
- Staff-led supervision sessions to discuss and develop project choices.
- Submit project proposals for approval / amendment / rejection.
- Revise project goals agreed between tutor and student.
- Recognise the process of realising project undertaken under tutor supervision.
- Achieve autonomous final realisation of a project in an approach context.

Skills:

- Ability to work independently and exercise sound judgement.
- Application of detailed research to project creation.

- Critical ethical consideration of project, including potential impact upon intended participant or audience group.
- Communicating and negotiating with project partners.
- Advanced time management and planning skills.
- Group work skills and conflict resolution.
- Ethical collection, use and safe disposal of data.
- Taking responsibility for oneself and others in the process of implementing a safe and robust performing arts project.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	16%
Independent learning	262	84%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Project	Project length dependant on context. Equivalent to 6,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA6002	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Reading list to be collated in conjunction with individual needs of the student project with the module tutors.	☐