Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 7

SCHOOL OF DESIGN & PERFORMING INDUSTRIES

FACULTY OF SCIENCE AND ART

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the School of Design & Performing Industries in the academic year 2026-2027.

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

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

MODULES

Module Code	ADAD7014
Title	Approaches to Art & Design Research and Academic Communication
Date	14/05/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To prepare the student to integrate academic research, scholarly discussion and professional practice within Art & Design and the creative industries

LEARNING OUTCOMES

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

- critically reflect on the role of theory, epistemology, ontology and axiology in shaping and interpreting the creative practitioners research;
- critically discuss approaches to reliability, validity and bias in social / cultural research;
- examine fully the ethical considerations in social/cultural research and develop designs for practitioner research that meet a high standard of ethical practice;
- critically analyse professional practice communications and communicate scholarship effectively.

INDICATIVE CONTENT

- This module develops an in-depth understanding of the philosophy, practice and communication of applied academic research. To this end, the student will study: theory, paradigms, epistemology and ontology – the philosophical underpinnings of practitioner research within Art & Design and the Creative Industries;
- practitioner positionality and bias in research;
- reading and evaluating literature as a practitioner-researcher;
- research design, qualitative and quantitative methodology; measurement; experimental, quasi-experimental and naturalistic studies; causality and causal inference; sampling; common pitfalls and problems,
- Making sense of data – approaches to data analysis, using theory to interpret data
- Generating theory
- Ethics - social and cultural

- Making a contribution – What makes an original and important research question?

- Linking to other research; applied social/cultural research; developing recommendations for evidence-based practice.

- Academic communication – academic conventions and styles of communication; conference presentations; journal and report writing; peer reviewing; presenting academic research to non-academic audiences.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	23%
Independent learning	230	77%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio (to include oral and written components)	7500 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADAD7014**	
Module Title	**Approaches to Art & Design Research and Academic Communication**	
Classification	**Reading List entry**	**Electronic***
Essential	Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers* London: Sage	☒

Essential	Grix, J. (2004) *The Foundations of Research.* Houndmills: Palgrave Macmillan.	☒
Further	Babbie, E. (2013*) The Practice of Social Research,* 13th edition. Wadsworth: Cengage Learning.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) *How to Research*. Buckingham: Open University Press.	☒
Further	Bryman, A. (ed.) (2013*) Doing Research in Organisations*. London: Routledge.	☒
Further	Campbell, A. and Groundwater-Smith, S. (2007) *An Ethical Approach to Practitioner Research*. London: Routledge.	☒
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4th ed) *Management Research*, London: Sage.	☐
Further	Gill, G and Johnson, P. (2011) Research *Methods for Managers*, London: Sage.	☐
Further	Robson, C. (2011) *Real World Research.* Chichester: John Wiley and Sons.	☐
Further	Thomson, A. (2009) *Critical Reasoning: A Practical Introduction*. London: Routledge.	☒

Module Code	ADAD7015
Title	Art & Design Practitioner Research Proposal
Date	14/05/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To prepare the practitioner/student for the simulated work-based research phase of the DProf programme.
- To generate advanced knowledge of professional practice via the conceptualisation and design of a subject based research proposal

LEARNING OUTCOMES

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

- produce a research proposal for simulated work-based research that is critical, and which evaluates and enhances the Students' working practice;
- critically consider and address ethical issues associated with proposed research activity;
- present and defend the Practitioner Research Proposal

INDICATIVE CONTENT

- Application of criteria for choosing an appropriate topic; production of a clear rationale.
- Producing an indicative literature review, from both theoretical and professional spheres, with appropriate level of engagement and critical debate.
- Development of appropriate methodology and methods for investigating the chosen topic.
- Use of necessary resources such as professional literature, practice-based research and reports, on-line journals, methods and software for data analysis.
- Evaluation of legal and ethical issues within the professional working environment and the proposed research.
- Understanding of the requirements of Level 8 practitioner research moving forward, including: reflective debate; critical and objective evaluation; generation of new knowledge

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	23%
Independent learning	230	77%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADAD7015**	
Module Title	**Art & Design Practitioner Research Proposal**	
Classification	**Reading List entry**	**Electronic***
Essential	Bell, J. (2005) *Doing your Research Project*. (4th edition) Maidenhead: Open University Press.	☒
Essential	Bryman (2012) *Social Research Methods*. Oxford: Oxford University Press (key chapters available on Moodle)	☐
Essential	Denscombe, M. (2012) *Research Proposals: A Practical Guide* McGraw-Hill/Open University Press, Maidenhead.	☒
Essential	Punch, K (2006) *Developing effective research proposals*. Sage, London.	☐
Essential	Grix J. (2010) *The Foundations Of Research* 2nd ed. Houndmills: Palgrave Macmillan	☐
Essential	Walker M. and Thomson, P. eds (2010) *The Routledge Doctoral Learner's Companion: Supporting Research in Education and the Social Sciences.* Oxford: Routledge.	☒
Further	Arbnor, I. and Bjerke, B. (2008) *Methodology for Creating Business Knowledge* London: Sage.	☒

Further	Fox, M., Martin, P. and Green, G. (2007) *Doing Practitioner Research* London: Sage.	☒
Further	Gregory, I (2003) *Ethics in research*. Continuum, London	☐
Further	Hart, C. (2001) *Doing a Literature Review: a comprehensive guide for the social sciences*. London: Sage.	☐
Further	Mitchell. M (2017) *In and Out of the Rabbit Hole: Unpacking the Research Proposal, Evidence Based Library and Information Practice*, 01 June 2017, Vol.12(2), pp.65-67 [Peer Reviewed Journal]	☒
Further	Nowotny, H., Scott, P. & Gibbons, M. (2003). 'Mode 2 revisited: the new production of knowledge'. *Minerva 41*, 179-194	☒
Further	Robson, C. (2011) *Real World Research: A Resource For Users of Social Research Methods in Applied Settings* Wiley,Chichester.	☐
Further	Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G. and Sikes, P. (2005) *Succeeding with your Doctorate,* London: Sage	☒

Module Code	ADAD7016
Title	Qualitative Research Methods within the Creative Industries
Date	14/05/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide a comprehensive grounding of the rationale and principles of qualitative data collection and analysis within the context of Art & Design and the Creative industries.

- To equip the student with the knowledge required to undertake qualitative research at doctoral level.

LEARNING OUTCOMES

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

- critically consider the underpinnings of qualitative research principles, and be able to recognise strengths and limitations of qualitative research techniques;

- critically assess the various contexts appropriate for qualitative research, and be able to apply qualitative data collection and analysis techniques in order to address a research question.

INDICATIVE CONTENT

- Foundation for Qualitative Research (philosophical underpinning)

- The Planning and Formulation of Qualitative Research

- Issues of Credibility

- Moral and Ethical Perspectives in qualitative research

- Researcher Role (Reflexivity)

- Qualitative Data Collection

- Interviewing techniques, practice and issues (sensitivity, informal interviewing, repeat interviewing)

- Observational Research

- Case studies

- Ethnography (researcher roles, participant/structured observation)

- Visual and Documentary Data

- Approaching the Analysis of Qualitative Data
- Analysis through Mechanical/Abstraction/Coding
- Analytical aids and the use of software to facilitate qualitative analysis
- Communicating Qualitative Findings (researcher voice, style, structure)

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	23%
Independent learning	230	77%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Research Article	7500 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADAD7016**	
Module Title	**Qualitative Research Methods within the Creative Industries**	
Classification	**Reading List entry**	**Electronic***
Essential	Costley, C., Elliott, G. and Gibbs, P. (2010) Doing Work based Research: approaches to enquiry for insider-researchers London: Sage	☒
Essential	Creswell, J.W. (2012) Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 3rd Ed., London: Sage.	☐
Essential	Silverman, D. (2010) Qualitative Research, 3rd Ed., London: Sage.	☐
Further	Gibbs, G. (2008) Analysing Qualitative Data (Qualitative Research Kit), London: Sage.	☐

Further	Gill, J. and Johnson, P. (2002) Research Methods for Managers, 3rd Ed., London: Sage.	☐
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4th d). Management Research, London: Sage	☐
Further	Gobo, G. (2008) Doing Ethnography, London.	☒
Further	King, N. and Horrocks, C. (2010) Interviews in Qualitative Research, London: Sage.	☐
Further	Bennett, J. (2009) Doing your social science Work-Based Research Project, London: Sage.	☐
Further	Boeije, H.R. (2009) Analysis in Qualitative Research, London: Sage	☐
Further	Marshall, C. and Rossman, G.B. (2010) Designing Qualitative Research, 5th Ed., London: Sage.	☐
Further	Ritchie, L. and Lewis, J. (2003) Qualitative Research Practice: A Guide for Social Science Learners and Researchers, London: Sage.	☐

Module Code	ADAD7017
Title	Professional Discourses
Date	14/05/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To broaden the practitioners perception and experience of the ways in which disciplinary or trans-disciplinary group discourse can enrich a project.
- To broaden the practitioners perception and experience of the ways in which they can engage in a wider more participatory experience of creativity.
- To engender discourse across creative fields, inspiring the allogamy of ideas and practices in the concept and execution stages of projects.

LEARNING OUTCOMES

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

- critically analyse the process of innovation in others and be able to negotiate complex partnerships;
- take responsibility for planning and developing an innovative approach within a partnership or collaborative team environment;
- systematically and creatively evolve a concept through each stage of a project and effectively communicate the conclusions of this process to specialist and non-specialist audiences.

INDICATIVE CONTENT

- Group meetings in which to initiate negotiations within the broad peer group in order to build innovative and productive teams and partnerships.
- Lectures and seminars on collaborative practice, multiple perspectives on innovation strategies and methodologies, from across art, design and the creative industries
- Potential collaborative ‘spaces’, both physical and virtual, and their contribution to the process of innovation.
- Innovative discourse workshops supported by tutorials, group tutorials.
- Exploration of digital platforms for collation, communication and dissemination of group concept ideas.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	70	22%
Independent learning	230	78%
Placement learning	-	-
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words equivalent / 10 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADAD7017**	
Module Title	**Professional Discourses**	
Classification	**Reading List entry**	**Electronic***
Essential	Hackman, JR. (2011) *Collaborative Intelligence: Using Teams to Solve Hard Problems.* San Francisco, Berrett-Koehler Publishers.	☒
Essential	Markover, D. & McArthur, A. (2015) *Creative Intelligence: Thinking with People who Think Differently.* New York, Spiegel & Grau	☒
Essential	Green, CW. (2001) *The Third Hand: Collaboration in Art from Conceptualism to Postmodernism,* Minnesota, Univ of Minnesota Press	☒
Essential	Young, G, Sutcliffe, M (ed) McCann, G, Why Not Associates. (2013). *The Comedy Carpet Blackpool: a work of art by Gordon Young designed in collaboration with Why Not Associates.* Booth-Clibborn Editions.	☒
Essential	Dooley, S. Witthoft, S. & Plattner, H. (2012) *Make Space: How to Set the Stage for Creative Collaboration.* New Jersey, John Wiley & Sons.	☒
Essential	Goddard, P. (2015) *Improving Agile Teams: Using Constraints to Unlock Creativity,* Bradford on Avon, Agilify.	☒

Essential	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4th ed) *Management Research*, London: Sage.	☐
Essential	Gill, G and Johnson, P. (2011) Research *Methods for Managers*, London: Sage.	☐
Essential	Robson, C. (2011) *Real World Research.* Chichester: John Wiley and Sons.	☐
Essential	Thomson, A. (2009) *Critical reasoning: A practical introduction*. London: Routledge.	☒

Module Code	ADAD7018
Title	Review of Professional Learning within Art and Design
Date	14/05/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- The rationale underpinning this module is that a student must show they are equipped, in terms of professional experience, for the high-level work required on the DProf programme. Consequently, the aim of this module is to engage the student in the critical analysis of the range and depth of their own learning and professional capabilities, and to make connections between known and unknown areas of specialized knowledge to allow for adaptation and change which may have a direct effect on improving their professional practice.

LEARNING OUTCOMES

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

- undertake an analysis of their professional experience and its operational context, and thereby identify the range and depth of their existing professional knowledge and capabilities.

- reflect on key learning points in their careers, and evaluate how they manage their own learning, solve problems and undertake leadership and project management responsibilities;

- demonstrate an awareness of the need to explore concepts, theories and models, including issues beyond their immediate area of workplace practice;

- synthesise this review into an argument for:-

    - how work already undertaken, is relevant to both the level and proposed focus of the doctoral work to be subsequently undertaken on the programme. (Professional Doctorate pathway) or

    - developing a focused personal development plan, to achieve their next position within their organisation.

INDICATIVE CONTENT

- Identify the high-level informal learning the student has achieved, much of which is largely implicit or regarded as part of a person's general capability, rather than something that has been observably learned or planned within formal study. Discourse about learning is dominated by non-contextualised, explicit knowledge; so the student often finds it difficult to describe more complex aspects of their professional knowledge and work, and the nature of their expertise. Different typologies of informal learning will be analysed and used to support the identification and analysis of learning. More formalised learning will also be articulated and reviewed.

- Identify through the learning review what the student has already learnt, and support the recognition of proposed learning needed in relation to their work. The student will engage with various codifications of knowledge and its disciplinary or non-disciplinary base, to enable the exploration of the types and forms of knowledge they use within their professional practice, and its relationship with current theory and models. This will be undertaken whilst managing the self, the job, and the continuation of learning, in a context of constrained time and resources, conflicting priorities and complex inter- and intra- professional relationships. (The plan will also evidence whether a claim can be made for credit for experiential learning).

- Create an individual learning plan which will be the basis of the rest of the learning programme. The student will be given guidance and advice on how to analyse their own competences, needs, wants and aspirations in the context of their specific workplace setting. Knowledge acquisition will be related to complex areas and the student will be required to master a broad personal or formal knowledge base relating to their area of work and its wider context. In addition, they will be expected to develop and evaluate a range of concepts, theories and models which apply to their own work. The plan should include the use of practical, methodologically sound research to contribute to their work.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	23%
Independent learning	230	77%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words equivalent / 10 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADAD7018**	
Module Title	**Review of Professional Learning within Art & Design**	
Classification	**Reading List entry**	**Electronic***
Essential	Boud, D., 2001. Using journal writing to enhance reflective practice. *New directions for adult and continuing education*, *2001*(90), pp.9-18.	☒
Essential	Costley, C., Elliott, G.C. and Gibbs, P., 2010. *Doing work-based research: Approaches to enquiry for insider-researchers*. Sage.	☐
Essential	Fillery-Travis, A.J., 2014. The framework of a generic DProf programme–a reflection on its design, the relational dimension for candidates and advisers and the potential for knowledge co-creation. *Studies in Higher Education*, *39*(4),	☒
Further	Coffield, F., Moseley, D., Hall, E. and Ecclestone, K. (2004) *Learning Styles and Pedagogy in Post-16 Learning: a systematic and critical review*. London: Learning and Skills Research Centre. University of Newcastle upon	☐
Further	Collins R. and Fillery-Travis A. 2015 Transdisciplinary Problems: The Teams Addressing them and their Support Through Team Coaching. In: Gibbs P. (eds) Transdisciplinary Professional Learning and Practice.	☒
Further	Honey, P. and Mumford, A. (1995) Using *Your Learning Styles*. Maidenhead: Peter Honey Publications	☐
Further	Moon, J. A. (2006). Learning *Journals - A Handbook for Reflective Practice and Professional Development,* Abingdon: Routledge.	☐
Further	Scohn, D.A., 1983. *The reflective practitioner: How Professionals Think In Action.* Basic Books.	☐
Further	Tyne Lundgren, H. and Poell, R.F., 2016. On critical reflection: A review of Mezirow's theory and its operationalization. *Human Resource Development Review*,	☒
Further	**Websites:** http://www.learningstyles.net/ http://psychology-tools.com/myers-briggs-type-indicator/ http://vark-learn.com/the-vark-questionnaire/	

Module Code	ADAD7019
Title	Art & Design Work-based Learning Project
Date	14/05/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To enable the student to pursue an independent work-based learning project which has been negotiated with their assigned tutor and their organisation if and where appropriate

LEARNING OUTCOMES

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

- design and negotiate a substantial, methodologically sound, work-based study, demonstrating due regard to ethical issues;
- analyse, interpret, critically evaluate and report relevant research data, understanding and managing dilemmas and value-conflicts;
- recommend future actions based on the findings, discussing interrelationships between wider systems in which the area of practice is located;
- reflect critically on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

- The student will design a complex, detailed and methodologically sound study that can be conducted within their workplace in the time allocated, with support from an individual project tutor.
- The student will complete the UWTSD E1 Ethical Approval Form to ensure that their project has been held to vigorous ethical standards by the University.
- The student will conduct their study as they have designed it, with ongoing support from an individual project tutor.
- The student will analyse their data using appropriate methods.
- The student will conduct their project with support from an individual project tutor.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	23%
Independent learning	230	77%
Placement learning	0	0%
	300	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Project Proposal and Report	7200 words	80%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**ADAD7019**	
Module Title	**Art & Design Work-based Learning Project**	
Classification	**Reading List entry**	**Electronic***
	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Further	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Further	Walliman, N. (2001) *Your Research Project: A Step-By-Step Guide For The First-Time Researcher,* London: Sage	☐

Module Code	M7X02024
Title	Confirmative Praxis
Date	12/02/2016
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide an opportunity to develop a full-scale confirmative body of work, which would normally be presented/exhibited in the public arena and enable the students to develop a clear trajectory of creative enquiry of an individual nature.

- To enable students to establish personal and professional identities through an individually derived balance of material practice and supporting discourse.

- To enable students to strengthen, extend and apply the advanced knowledge, skills and critical awareness gained from their programme experiences in the context of commercial practice and creative industry collaboration, and to complement, stimulate, reinforce and encourage the development of discipline-specific and trans-disciplinary skills.

LEARNING OUTCOMES

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

- apply advanced knowledge, together with high-level practical understanding of established and developing techniques of research and enquiry to create and interpret works of Art and Design;

- critically analyse and interpret the outcomes of their own research, through the development of an expansive creative practice or conceptual approach, leading to the creation of a substantial body of work that demonstrates advanced standing and challenges the boundaries of their field;

- acquire and deploy advanced strategies and expertise within a chosen field of practice for the resolution of an artistic/design proposition which, based on systematic and creative analysis, offers innovative and novel responses to challenging and complex contextual domains;

- communicate ideas systematically and professionally in a public format, using appropriate media demonstrating the successful outcomes of their intellectual and practical engagement within their creative practice.

INDICATIVE CONTENT

The personal trajectory established through the explorative research and praxis phase is manifested within this module in a form appropriate to each individual's personal mandate and their medium pathway (**A**=ART | **D**=DESIGN). While the content and nature of confirmative praxis will be subject to each specific individual, this major undertaking will provide the framework within which the following may be explored:

- Speculative thinking and experimental practices using convergent and divergent approaches.
- Visual and formal analysis and evolution.
- Advanced technical skills and processes.
- Project management, resource procurement and curatorial practice.
- Sustained practical engagement to form a substantive body of work.
- Application of communication theory using a range of media and methods to deliver messages to diverse target audiences.

Study Time Allocation

Students will be encouraged to draw on a wide range of intellectual resources, theoretical perspectives, and practical applications to strengthen their confirmative praxis. These may take the student beyond their direct expertise and require broader engagement with external bodies, thus challenging their ability to respond to emerging contexts and provide further opportunities to extend their practice. Due to the complex and unpredictable nature of the individual projects a flexible pattern of seminars and workshops will be incorporated at appropriate junctures. These modes of delivery will impart a combination of general knowledge and specific specialist information appropriate to the area of study and continue to maintain a collaborative culture.

Students will be required to present their work in progress at regular scheduled meetings to the academic team and their peer group. Tangible outcomes from these meetings will be negotiated and agreed as targets for subsequent meetings. This contact model will provide the support structure to stimulate and enable students to work towards these targets with a high degree of personal autonomy. It will require students to identify and undertake the learning needed to complete these tasks successfully.

The allocation of teaching to deliver the module is:

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

Assessment Component 1

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

A choice of:

Mode of assessment	Volume	Weighting
Written Submission	15,000-word equivalent	100%
or Portfolio	20 elements + 5,000-word reflective element	100%
or Public Exhibition (the nature of which is dependent on context)	+ 5,000-word reflective element	100%

Exemplar

At this level of study the project model is not fixed and students may confirm their individual thesis through a variety of creative ventures; they may wish to develop a theoretical approach through written or material statement; they may wish to produce an exhibition comprised of outputs such as designs, illustrations, paintings, prints, photographs, artefacts, video, installation or performance works; they may wish to develop and publish IP assets generated from their explorative praxis such as new research methods, knowledge or designs; they may wish to explore collaborative opportunities with commercial partners, third sector organisations, public sector or social enterprises; or they may be seeking to develop a new business start-up.

Students have the option, through negotiation and mutual agreement with the academic team, to deliver either a theoretical written submission, a body of practical work collated into a 'portfolio' (digital or analogue) or an exhibition both supported by a written reflective discourse. This will evidence the confirmation of the student's thesis through creative praxis and may primarily, but not exclusively, consist of the following as appropriate to the individual student's medium pathway (**A**=ART | **D**=DESIGN):

- **A** = An exhibition and associated publication material in collaboration with a local gallery
- **D** = A prototype product, service or system funded via a kick-starter campaign.

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**M7X02024**	
Module Title	**Confirmative Praxis**	
Classification	**Reading List entry**	**Electronic***
	A specific bibliography of primary and secondary texts is to be developed by the student, under direction of an academic supervisor and relating directly to the individual student's focus and practice. 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 encourage the research process, which may include online journals, audio-visual material, artifacts from special collections etc.	