

CYFEIRLYFR MODYLAU

LEFEL 7

DISGYBLAETH ACADEMAIDD DIWYDIANNAU DYLUNIO A PHERFFORMIO

ATHROFA GWYDDONIAETH A CHELF CYMRU

2025-2026

TUDALEN GYNNWYS

Rhif Tud

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CYFLWYNIAD

Mae'r Cyfeiriadur Modylau hwn yn cynnwys yr holl fodylau ar gyfer Lefel 7 o fewn Disgyblaeth Academaidd Diwydiannau Dylunio a Pherfformio ym mlwyddyn academaidd 2025-2026.

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	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) <i>Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers</i> London: Sage	☒

Essential	Grix, J. (2004) <i>The Foundations of Research</i> . Houndmills: Palgrave Macmillan.	☒
Further	Babbie, E. (2013) <i>The Practice of Social Research</i> , 13 th edition. Wadsworth: Cengage Learning.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> . Buckingham: Open University Press.	☒
Further	Bryman, A. (ed.) (2013) <i>Doing Research in Organisations</i> . London: Routledge.	☒
Further	Campbell, A. and Groundwater-Smith, S. (2007) <i>An Ethical Approach to Practitioner Research</i> . London: Routledge.	☒
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4 th ed) <i>Management Research</i> , London: Sage.	☐
Further	Gill, G and Johnson, P. (2011) <i>Research Methods for Managers</i> , London: Sage.	☐
Further	Robson, C. (2011) <i>Real World Research</i> . Chichester: John Wiley and Sons.	☐
Further	Thomson, A. (2009) <i>Critical Reasoning: A Practical Introduction</i> . 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) <i>Doing your Research Project</i> . (4th edition) Maidenhead: Open University Press.	☒
Essential	Bryman (2012) <i>Social Research Methods</i> . Oxford: Oxford University Press (key chapters available on Moodle)	☐
Essential	Denscombe, M. (2012) <i>Research Proposals: A Practical Guide</i> McGraw-Hill/Open University Press, Maidenhead.	☒
Essential	Punch, K (2006) <i>Developing effective research proposals</i> . Sage, London.	☐
Essential	Grix J. (2010) <i>The Foundations Of Research</i> 2 nd ed. Houndmills: Palgrave Macmillan	☐
Essential	Walker M. and Thomson, P. eds (2010) <i>The Routledge Doctoral Learner's Companion: Supporting Research in Education and the Social Sciences</i> . Oxford: Routledge.	☒
Further	Arbnor, I. and Bjerke, B. (2008) <i>Methodology for Creating Business Knowledge</i> London: Sage.	☒

Further	Fox, M., Martin, P. and Green, G. (2007) <i>Doing Practitioner Research</i> London: Sage.	☒
Further	Gregory, I (2003) <i>Ethics in research</i> . Continuum, London	☐
Further	Hart, C. (2001) <i>Doing a Literature Review: a comprehensive guide for the social sciences</i> . London: Sage.	☐
Further	Mitchell. M (2017) <i>In and Out of the Rabbit Hole: Unpacking the Research Proposal, Evidence Based Library and Information Practice</i> , 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'. <i>Minerva</i> 41, 179-194	☒
Further	Robson, C. (2011) <i>Real World Research: A Resource For Users of Social Research Methods in Applied Settings</i> Wiley,Chichester.	☐
Further	Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G. and Sikes, P. (2005) <i>Succeeding with your Doctorate</i> , 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, 3 rd Ed., London: Sage.	☐
Essential	Silverman, D. (2010) Qualitative Research, 3 rd 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, 3 rd Ed., London: Sage.	☐
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4 th ed). 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, 5 th 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) <i>Collaborative Intelligence: Using Teams to Solve Hard Problems</i> . San Francisco, Berrett-Koehler Publishers.	☒
Essential	Markover, D. & McArthur, A. (2015) <i>Creative Intelligence: Thinking with People who Think Differently</i> . New York, Spiegel & Grau	☒
Essential	Green, CW. (2001) <i>The Third Hand: Collaboration in Art from Conceptualism to Postmodernism</i> , Minnesota, Univ of Minnesota Press	☒
Essential	Young, G, Sutcliffe, M (ed) McCann, G, Why Not Associates. (2013). <i>The Comedy Carpet Blackpool: a work of art by Gordon Young designed in collaboration with Why Not Associates</i> . Booth-Clibborn Editions.	☒
Essential	Dooley, S. Witthoft, S. & Plattner, H. (2012) <i>Make Space: How to Set the Stage for Creative Collaboration</i> . New Jersey, John Wiley & Sons.	☒
Essential	Goddard, P. (2015) <i>Improving Agile Teams: Using Constraints to Unlock Creativity</i> , Bradford on Avon, Agilify.	☒

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

Module Code	ADPA7009
Title	Critical Facilitation
Date	07/06/2023
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To encourage originality and creativity in approaches to applied theatre facilitation and reflective practice in order to resolve problems in complex and unpredictable socially-engaged contexts.
- To develop a systematic and complex understanding of current critical discourse within applied theatre praxis.
- To encourage the exploration of the professional roles and wellbeing of the applied theatre practitioner within their own practice.

LEARNING OUTCOMES

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

- show a conceptual understanding of the current critical discourse within applied theatre practice and be able to critically evaluate this in both their reflection and praxis;
- demonstrate ability to think reflexively, creatively, autonomously, and critically in order to develop ideas, formulate independent judgements, construct arguments and critically evaluate applied theatre practice in context through reflection, review and evaluation;
- creatively tackle problems and the uncertainty and ambiguity inherent within applied theatre practice to ensure their own safe, ethical and responsible practice;
- demonstrate a depth of critically reflective practice that can lead to ongoing practitioner and participant transformation.

INDICATIVE CONTENT

- Reflective practice approaches that consider both context and applied theatre approaches.
- Trauma aware and trauma informed practice.
- The role of supervision in socially engaged arts practices.
- The wellbeing of the applied theatre practitioner.
- Prejudice, preference and decolonialisation of creative spaces.
- Critical Pedagogy.

- Power dynamics in the facilitation space.
- Transactional Analysis as a tool for understanding dynamics in applied theatre spaces.

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		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA7009	
Module Title	Critical Facilitation	
Classification	Reading List entry	Electronic*
Essential	Baim, C. (2020) <i>The Drama Spiral: Staging the Personal</i> . London: Palgrave Macmillan	☒
Essential	Preston, S. (2016) <i>Applied Theatre: Facilitation: Pedagogies, Practices, Resilience</i> . London: Bloomsbury	☒
Essential	Thompson, S. & Thompson, N. (2018) <i>The Critically Reflective Practitioner</i> . London: Palgrave Macmillan	☐
Further	Baim, C., Brookes, S. & Mountford, A. (*Eds.) (2002) <i>The Geese Theatre Handbook: Drama with Offenders and People at Risk</i> . Hampshire: Waterside Press	☒
Further	Bolton, G. & Delderfield, R. (2018). <i>Reflective practice : writing and professional development</i> . (5 th Edn). Sage.	☐
Further	Busby, S (2021) <i>Applied Theatre: A Pedagogy of Utopia</i> , London Methuen	☐

Further	Friere, P. (2021) <i>Pedagogy of Hope: Reliving Pedagogy of the Oppressed</i> . London: Bloomsbury Academic	☐
Further	Gallagher, Kathleen (2022) <i>Hope in a Collapsing World</i> London: Methuen	☐
Further	Giroux, H. A. (2020) <i>On Critical Pedagogy</i> (2 nd Edn). London: Bloomsbury Academic	☒
Further	Hughes, & Nicholson, H. (2016). <i>Critical perspectives on applied theatre</i> . Cambridge University Press	☒
Further	Maté, G. (2022) <i>The Myth of Normal: Trauma, Illness and Healing in a Toxic Culture</i> . London: Vermilion	☐
Further	Naismith, Nicola (2019), <i>Artists Practising Well</i> . Aberdeen: Robert Gordon University.	☐
Further	O'Connor, A. (2022). The Work Hurts. <i>Journal of Applied Arts & Health</i> , 13(2), 153–166	☒
Further	Preston, Sheila (2013), 'Managed hearts? Emotional labour and the applied theatre facilitator in urban settings', <i>Research in Drama Education: The Journal of Applied Theatre and Performance</i> , 18:3, pp. 230–45.	☒
Further	Skovholt, Thomas and Trotter-Mathison, Michelle (2016), <i>The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-care Strategies for the Helping Professions</i> . New York: Routledge.	☐
Further	Stewart, I. & Joines, V. (1987). <i>TA today: a new introduction to transactional analysis</i> . Lifespace Publishing	☐
Further	Van der Kolk, B. (2014) <i>The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma</i> . London: Penguin.	☐
Further	Vettraino, Linds, W., & Norris, J. (2015). <i>Playing in a house of mirrors : applied theatre as reflective practice</i> . Sense Publisher	☐
Further	Walker, C. (2014) <i>From Contempt to Curiosity: Creating the Conditions for Groups to Collaborate Using Clean Language and Systemic Modelling</i> . Clean Publishing	☐
Further	White, G. (2015). <i>Applied Theatre: Aesthetics</i> . London: Bloomsbury Methuen Drama.	☒
Further	Journal: <i>Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)</i> . Abingdon: Taylor & Francis	☒
Further	<i>Journal of Applied Arts and Health</i> Bristol: Intellect	☒

Module Code	ADPA7010
Title	Applied Theatre Research
Date	07/06/2023
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To develop students' existing experience of engagement with research methods paradigms and to challenge the pedagogical, academic and practical application of applied practice activity for the intended outcome of participant beneficence.
- To encourage and extend the use of contemporary paradigms of research methods relevant to the field of study.

LEARNING OUTCOMES

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

- demonstrate a critical application of research styles and methods for use within an applied theatre discipline context;
- critically evaluate the use of traditional and contemporary research methods in participatory, education or community settings, and reflect upon their application through an appropriate ethical lens;
- synthesise concepts of appropriate research design (transformative and 'traditional') with project specific sensitivity to demonstrate critical insight of the influencing factors in developing applied theatre research for wider dissemination.

INDICATIVE CONTENT

- Students will engage in the concept and context of Applied Theatre As Research (ATAR) to consider the unique political and social requirements that individual participatory situations demand. Using Theory of Change planning to support process-based co-construction of practice for action, they will explore contemporary approaches to research to facilitate opportunities to champion marginalised groups and their voices.
- Students will develop core research skills by utilising creativity and emotional intelligence in relation to ethical practice. Through collaboration and negotiation, they will manage and evaluate their engagement with specific applied drama research methodology to communicate innovative solutions to unique social situations.
- In addition to growing their essential individual current face-to-face communication skills for professional practice, students will enhance their current digital skills for research and information gathering, data visualisation and dissemination, and troubleshooting and problem solving for sensitive dissemination.
- Engagement with the potential impact of their project proposal planning will be evaluated through critical reflection, individual awareness of specific communities' needs, and the unique identities of various socio-political systems and their values.

- Ethical, theatre and participatory research styles will underpin the student learning and lead them to adapt their methodological approaches to successfully capture the voices, sign-systems and stories of their chosen communities.

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		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Research Poster Presentation	23 minutes	40%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written research proposal	3750 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA7010	
Module Title	Applied Theatre Research	
Classification	Reading List entry	Electronic*
Essential	O'Connor, P., & Anderson, M. (2015). <i>Applied Theatre: Research: Radical Departures</i> . New York: Bloomsbury Methuen Drama.	☒
Essential	Kara, H. (2015) <i>Creative research methods in the social sciences : a practical guide</i> . Bristol: Policy Press.	☒
Essential	Denscombe, M. (2021) <i>The good research guide: research methods for small-scale social research projects</i> . Seventh edition. London: Open University Press.	☒
Further	https://www.ncrm.ac.uk/	☒

Further	https://www.bera.ac.uk/	☒
Further	Belfiore, E. and O. Bennett (2008), <i>The Social Impact of the Arts: An Intellectual History</i> . Basingstoke: Palgrave	☐
Further	Daykin, N. and T. Joss (2016), <i>Arts for Health and Wellbeing: An Evaluation Framework</i> , London: Public Health England	
Further	Denzin, N. K. & Lincoln, Y. S. (2018) <i>The Sage handbook of qualitative research</i> . Fifth edition. Norman K. Denzin & Yvonna S. Lincoln (eds.). Los Angeles: Sage.	☐
Further	Fancourt, D. (2017). <i>Arts in Health : Designing and Researching Interventions</i> . Oxford University Press.	☒
Further	Friere, P. (2021) <i>Pedagogy of Hope: Reliving Pedagogy of the Oppressed</i> . London: Bloomsbury Academic	☒
Further	Gallagher, K (2018) <i>The Methodological Dilemma Revisited</i> . London, Routledge.	
Further	Matassaro, F. (2019) <i>A Restless Art: How participation won, and why it matters</i> . London: Calouste Gulbenkian Foundation	☒
Further	Rowe, & Reason, M. (2020). <i>Applied Practice : Evidence and Impact in Theatre, Music and Art</i> . London: Bloombury Methuen Drama	☒
Further	Sadeghi-Yekta, K & Prendergast, M. (2022) <i>Applied Theatre: Ethics</i> London: Bloomsbury	☐
Further	Journal: <i>Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)</i> . Abingdon: Taylor & Francis	☒
Further	<i>Journal of Applied Arts and Health</i> Bristol: Intellect	☒

Module Code	ADPA7011
Title	Applied Theatre Placement
Date	07/06/2023
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To develop specialist applied theatre facilitation and practitioner skills in a socially engaged context.
- To enable sustained practice in a community, education or wellbeing context that develops understanding, application, and critical reflection of practice through an extended range of experience.
- To develop advanced knowledge and understanding of personal responsibility and ethical practice within a socially engaged context.

LEARNING OUTCOMES

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

- apply advanced applied theatre skills and approaches within a community, education, or wellbeing context in a safe and ethical manner;
- demonstrate the ability to work effectively in a professional context with self-direction and creativity;
- evaluate their own professional practice and critically reflective learning through the depth and breadth of critical reflection with reference to current critical discourse.

INDICATIVE CONTENT

- Students will undertake a suitable placement in a community, education or wellbeing setting of between 6 and 10 weeks.
- Working alongside a professional organisation partnered with UWTSD or within an organisation sourced by the student and approved by Programme Manager.
- Students will have the responsibility of either working as part of an established professional team within the placement organisation or be responsible for a specific project during the placement.
- Critical evaluation will focus on the work of the student within the organisation and the socially engaged context/s.
- Placements could include: theatre community outreach, arts and wellbeing charities/third sector organisations, inclusive theatre companies, UWTSD Widening Access programme, community arts organisations, participatory theatre companies, educational institutions.

- Participant groups could include: children and young people, adults or children with learning disabilities/physical disabilities, older populations, refugees and asylum seekers, homeless populations, women escaping domestic abuse, LGBTQ+ communities, those at risk of offending, etc.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	8	3%
Independent learning	220	73%
Placement learning	72	24%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA7011	
Module Title	Applied Theatre Placement	
Classification	Reading List entry	Electronic*
Essential reading for this module will depend upon the context of the placement		
Further	Baim, C., Brookes, S. & Mountford, A. (*Eds.) <i>The Geese Theatre Handbook: Drama with Offenders and People at Risk</i> . Hampshire: Waterside Press 2002	☒
Further	Balfour, M., Bundy, P., Burton, B., Dunn, J., & Woodrow, N. (2015). <i>Applied Theatre: Resettlement: Drama, Refugees and Resilience</i> . London: Bloomsbury Methuen Drama.	☒
Further	Baxter, V. & Low, K. (2017) <i>Applied Theatre: Performing Health and Wellbeing</i> . London: Bloomsbury Methuen Drama	☒
Further	Boal, A. (2002) <i>Games for Actors and Non-Actors</i> (2 nd Ed) London: Routledge	☒
Further	Heinemeyer, C.(2021) <i>Storytelling in participatory arts with young people : the gaps in the story</i> . Palgrave Macmillan.	☐

Further	McCormick, S. (2017) <i>Applied Theatre: Creative Ageing</i> . London: Bloomsbury Methuen Drama	☒
Further	Mullen, M (2019) <i>Applied Theatre: Economies</i> . London: Methuen Drama	☒
Further	Prendergast, M. & Saxton, J. (2013) <i>Applied Drama: A Facilitator's Handbook for Working in Community</i> Bristol: Intellect	☒
Further	Preston, S. (2016) <i>Applied Theatre: Facilitation: Pedagogies, Practices, Resilience</i> . London: Bloomsbury	☒
Further	Rowe, & Reason, M. (2020). <i>Applied Practice : Evidence and Impact in Theatre, Music and Art</i> London: Bloomsbury Methuen Drama	☒
Further	Sadeghi-Yekta, K & Prendergast, M. (2022) <i>Applied Theatre: Ethics</i> . London: Bloomsbury	☐
Further	Sextou, P. (2016). <i>Theatre for Children in Hospital : the gift of compassion</i> . London: Intellect	☒
Further	Vettraino, Linds, W., & Norris, J. (2015). <i>Playing in a house of mirrors : applied theatre as reflective practice</i> . Sense Publisher	☐
Further	White, G. (2015). <i>Applied Theatre: Aesthetics</i> . London: Bloomsbury Methuen Drama.	☒
Further	Journal: <i>Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)</i> . Abingdon: Taylor & Francis	☒
Further	<i>Journal of Applied Arts and Health</i> Bristol: Intellect	☒

Module Code	ADPA7012
Title	Major Applied Theatre Project
Date	07/06/2023
Level	7
Credits	60
Pre-Requisites	N/A

AIM(S)

- To enable the autonomous development, delivery, and evaluation of a major applied theatre project in a community, education or health and wellbeing setting.
- To develop applied theatre praxis through a sustained, focused, independent piece of work that demonstrates a systematic and complex understanding and is informed by current critical discourse and ethical rigour.
- To encourage creative problem solving and risk taking, and originality in approaches to applied theatre work in complex socially-engaged contexts.

LEARNING OUTCOMES

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

- demonstrate a systemic and complex understanding of applied theatre praxis which is informed by current critical discourse;
- realise an extended piece of applied theatre work in a specific context that demonstrates creative risk-taking and problem solving using performance skills, research methods and critical facilitation approaches;
- demonstrate autonomy, personal responsibility, originality and ethical awareness in the realisation of this work.

INDICATIVE CONTENT

- Two day Major Applied Theatre Project Intensive followed by weekly 1-2-1 tutorials.
- Developing a Project Proposal that needs to be agreed with course tutor and receive ethical approval.
- The devising, planning, delivery and evaluation of a substantial applied theatre project decided in negotiation with course tutor and potential partners in the community, education or health and wellbeing contexts.
- The use of appropriate research methods and evaluation approaches to ensure a sustainable outcome and contribution to the wider applied theatre context.
- Sharing of work in MA symposium.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	6%
Independent learning	570	94%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 15000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA7012	
Module Title	Major Applied Theatre Project	
Classification	Reading List entry	Electronic*
Essential	O'Connor, P., & Anderson, M. (2015). <i>Applied Theatre: Research: Radical Departures</i> . New York: Bloomsbury Methuen Drama	☒
Essential	Rowe, & Reason, M. (2020). <i>Applied Practice : Evidence and Impact in Theatre, Music and Art</i> . London: Bloomsbury Methuen Drama	☒
Essential	Sadeghi-Yekta, K. & Prendergast, M. (2022) <i>Applied Theatre: Ethics</i> London: Bloombury	☒
Further	<i>Further texts will depend upon each student's individual project choices. It would be expected that the reading lists from previous modules will form a starting point</i>	☐
Further	Journal: <i>Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)</i> . Abingdon: Taylor & Francis	☒
Further	<i>Journal of Applied Arts and Health</i> Bristol: Intellect	☒