



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

MODULE DIRECTORY

LEVEL 5

DESIGN & PERFORMING INDUSTRIES

WALES INSTITUTE OF SCIENCE & ART

2021-2022

CONTENTS PAGE

Page No

INTRODUCTION.....	1
MODULES	2

INTRODUCTION

This Module Directory includes all the modules for Level 5 within Design & Performing Industries in the academic year 2021-2022.

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

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

MODULES

Module Code	ACHA5016
Title	Advanced Automotive Surfacing
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop competence and proficiency in the use of surfacing modelling software in the detailing of design solutions and the production of technical and realistic output formats for design consideration

LEARNING OUTCOMES

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

- Use advanced 3D surface modelling tools to create realistic design solutions within a structured modelling workflow and understanding of render workflow and render control.
- Apply an understanding of tolerance setting for data transfer to prototype modelling software; demonstrating knowledge of CNC and Rapid Prototyping data protocols.

INDICATIVE CONTENT

- Modelling Strategies
- Curve evaluation tools
- Surface Workflow & Continuity: Theory and Practice
- Rendering types and render management
- CNC/Rapid prototyping data transfer practice
- A Class surfacing
- Sub D modelling
- Animation Control

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
Advanced Surface modelling and visualisation of a vehicle	2400 words equivalent	60%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design for Prototyping	1600 words equivalent	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ACHA5016	
Module Title	Advanced Automotive Surfacing	
Classification	Reading List entry	Electronic*
Essential	https://knowledge.autodesk.com/support/alias-products/learn	☒
Essential	Alias Learning Tools (2006) <i>Learning Design with Alias Studio Tools</i> . John Wiley & Sons.	☐
Essential	www.autodesk.com	☒
Further	www.carbodydesign.com	☒
Further	https://danielsimon.com/	☒
Further	https://www.behance.net/search/projects?field=automotive%20design	☒
Further	Cardesignnews.com	☒
Essential	https://www.youtube.com/c/HandleBar3D/videos	☒

Module Code	ACHA5017
Title	Advanced Digital Visualisation
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop advanced knowledge, understanding and skills in the use of 2D digital computer visualisation techniques for the development and communication of industrial design proposals.

LEARNING OUTCOMES

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

- Understand and apply advanced digital visualisation techniques using industry standard software platforms.
- Create high quality imagery to effectively represent and communicate design intentions at varying stages of the automotive and transport design process.

INDICATIVE CONTENT

- Adobe Photoshop & Illustrator
- Image Manipulation and Masks
- Layer Effects and Manipulation
- Creating Custom Brush Sets
- Autodesk Alias & Sub D Modelling.
- Using Geometry for Sketching
- Working With Canvases in 3D Environment
- Canvas Sketch Projection onto 3D Geometry

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
Portfolio	Design Visualisation Portfolio equivalent to 4000 words.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ACHA5017	
Module Title	Advanced Digital Visualisation	
Classification	Reading List entry	Electronic*
Essential	https://knowledge.autodesk.com/support/alias-products/learn	☒
Essential	Faulkner A., Chavez C. (2019) <i>Adobe Photoshop Classroom in a Book</i> . Adobe.	☐
Further	http://www.carbodydesign.com/tutorials/2d/sketchbook-pro-tutorials	☒
Further	https://www.behance.net/search/projects?field=automotive%20design	☒
Essential	Robertson, S. (2014) <i>How to render: the fundamentals of light, shadow and reflectivity</i>	☐
Essential	Robertson, S. (2013) <i>How to draw: drawing and sketching objects and environments</i>	☐
Further	https://www.youtube.com/c/HandleBar3D/videos	☒

Module Code	ACHA5018
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

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
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ACHA5018	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> .	☒

	London, England : Kogan Page	
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	ACHA5019
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

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
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ACHA5019	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service	☒
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	ACHA5020
Title	Independent Professional Placement
Date	05/05/2021
Level	5
Credits	0
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Placement Portfolio	6 elements, or equivalent	75%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Report	2000 words	25%

Note: this sandwich placement is not awarded a mark. It is either Pass or Fail

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ACHA5021
Title	Professional Practice 1
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the contextual and detailed design development skills in the generation of conceptual product, automotive and transportation solutions and strengthen both traditional and digital techniques appropriate for effective design development and professional communication.

LEARNING OUTCOMES

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

- Apply design development methods in the form of idea generation, concept development and realisation to given design opportunities;
- Evaluate design statements with objectivity and communicate the resulting proposals effectively through 2D and 3D media;
- Apply a sound knowledge and understanding of the product/vehicle's aesthetics, user interaction, architecture and enabling technology in a manner appropriate to their specific award pathway.

INDICATIVE CONTENT

- Design integration
- Design evaluation
- Design validation
- Design realisation

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
Design Project	3200 words equivalent	80%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design Project	800 words equivalent	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ACHA5021	
Module Title	Professional Practice 1	
Classification	Reading List entry	Electronic*
Essential	Dan Cuffaro, (2013) <i>The Industrial Design Reference & Specification Book: Everything Industrial Designers Need to Know Every Day</i>	☐
Essential	Design Studio Press, Stuart Macey (2014) H POINT	☐
Further	https://www.behance.net/search/projects?field=automotive%20design	☒
Further	Danielsimon.com	☒
Further	Sydmead.com	☒
Further	Cardesignnews.com	☒
Further	Carbodydesign.com	☒

Module Code	ACHA5022
Title	Professional Practice 2
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide experience of working within a group environment, in liaison, where possible, with an industrial partner, in order to design a product, vehicle, system or service.
- To provide the students with an opportunity to experience group dynamics and develop communication and project management skills to a professional standard.

LEARNING OUTCOMES

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

- Identify problems, contribute solutions and communicate appropriate outcomes in a considered and professional manner;
- Work as a member of a multidisciplinary team in achieving a set of shared objectives as defined by the scope of the project.

INDICATIVE CONTENT

- Decision-making & Problem solving techniques
- Project planning & management
- Design communication
- Professional awareness

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design Project	4000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ACHA5022	
Module Title	Professional Practice 2	
Classification	Reading List entry	Electronic*
Essential	Dan Cuffaro, (2013) <i>The Industrial Design Reference & Specification Book: Everything Industrial Designers Need to Know Every Day</i>	☐
Essential	Stuart Macey (2014), <i>H POINT</i> . Design Studio Press	☐
Further	https://www.behance.net/search/projects?field=automotive%20 design	☒
Further	Danielsimon.com	☒
Further	Sydmead.com	☒
Further	Cardesignnews.com	☒
Further	Carbodydesign.com	☒

Module Code	ADAD5003
Title	Research in Context
Date	20/05/2019
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To identify research areas, strengthen analytical skills and inform knowledge in order to communicate a sustained independent inquiry.

LEARNING OUTCOMES

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

- Identify and examine the contextual formation of their particular objects of study, research areas and interfaces and demonstrate intellectual curiosity through an engagement with the materials of study, archives, texts and literatures;
- Engage with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication.

INDICATIVE CONTENT

- Ethics
- Sustainability
- Modes of inquiry
- Research methods
- Visual inquiry
- Empiricism
- Audience

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		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 Words	100%

Assessment Summary

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

READING LIST

Module Code	ADAD5003	
Module Title	Research in Context	
Classification	Reading List entry	Electronic*
Essential	Creswell, J. W. (2013) <i>Qualitative inquiry & research design: choosing among five approaches</i> . London: Sage	☐
Essential	Pink, Sarah (2013) <i>Doing visual ethnography</i> . Los Angeles: Sage	☐
Essential	Silverman, D. (2011) <i>Qualitative research: issues of theory, method and practice</i> . London: Sage	☐
Further	Cooper, K. & R. E. White. (2012) <i>Qualitative research in the post-modern era: contexts of qualitative research</i> . Dordrecht: Springer	☐
Further	Schneider, J. & M. Stickdorn. (2011) <i>This is service design thinking: basics, tools, cases</i> . Hoboken: Wiley	☐
Further	Davies, C & M. Parrinder (2010) <i>Limited Language: Rewriting Design-Responding to a feedback culture</i> . Berlin: Berkhäuser.	☐
Further	Art Review Journal	☐
Further	Textile Design Research and Practice Journal	☐
Further	Craft Research Journal	☐
Further	The Journal of Writing in Creative Practice	☒

Cod y Modwl	ADAD5003C
Teitl	Ymchwil mewn Cyd-destun
Dyddiad	20/05/2019
Lefel	5
Credydau	10
Rhagofynion	Dim

AMCAN(ION)

- Adnabod meysydd ymchwil, cryfhau sgiliau dadansoddol a bod yn sail i wybodaeth er mwyn cyfathrebu ymholiad annibynnol parhaus.

DEILLIANNAU DYSGU

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

- Adnabod ac archwilio trefniant cyd-destunol eu gwrthrychau astudio penodol, meysydd ymchwil a rhyngwynebau ac arddangos chwilfrydedd deallusol trwy ymgysylltu â deunyddiau astudio, archifau, testunau a llenyddiaeth;
- Ymgysylltu â mathau o ddadansoddi beirniadol, dadlau ac ymryson, wedi'u cyfleu trwy afael priodol ar gyfathrebu llafar, ysgrifenedig a mathau eraill o gyfathrebu.

CYNNWYS DANGOSOL

- Moeseg
- Cynaliadwyedd
- Dulliau ymholi
- Dulliau ymchwil
- Ymholiad gweledol
- Empiriaeth
- Cynulleidfa

Dyraniad Amser Astudio

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

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	24	24
Dysgu'n annibynnol	76	76
Dysgu trwy leoliadau		
CYFANSWM	100	100%

ASESU

Cydran Asesu 1 (Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd	2500 o eiriau	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Cod y Modwl	ADAD5003C	
Teitl y Modwl	Ymchwil mewn Cyd-destun	
Dosbarthiad	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Creswell, J. W. (2013) <i>Qualitative inquiry & research design: choosing among five approaches</i> . Llundain: Sage	☐
Hanfodol	Pink, Sarah (2013) <i>Doing visual ethnography</i> . Los Angeles: Sage	☐
Hanfodol	Silverman, D. (2011) <i>Qualitative research: issues of theory, method and practice</i> . Llundain: Sage	☐
Pellach	Cooper, K. & R. E. White. (2012) <i>Qualitative research in the post-modern era: contexts of qualitative research</i> . Dordrecht: Springer	☐
Pellach	Schneider, J. & M. Stickdorn. (2011) <i>This is service design thinking: basics, tools, cases</i> . Hoboken: Wiley	☐
Pellach	Davies, C & M. Parrinder (2010) <i>Limited Language: Rewriting Design-Responding to a feedback culture</i> . Berlin: Berkhäuser.	☐
Pellach	<i>Art Review Journal</i>	☐
Pellach	<i>Textile Design Research and Practice Journal</i>	☐
Pellach	<i>Craft Research Journal</i>	☐
Pellach	<i>The Journal of Writing in Creative Practice</i>	☒

Module Code	ADAD5004
Title	Research in Practice
Date	20/05/2019
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To apply knowledge of various forms of research, critical and analytical skills to articulate, communicate and pitch a scoping review of researched ideas for a sustained independent inquiry.

LEARNING OUTCOMES

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

- select and combine various forms of research and apply critical and analytical skills to create a scoping review around their chosen subject area demonstrating their intellectual curiosity and sustained independent inquiry;
- critically investigate and analyse relevant knowledge of research practices, procedures and traditions, and express a synthesis of these through a command of written and other forms of communication.

INDICATIVE CONTENT

- Keyword use.
- Field research.
- Practice as Research.
- Ethnography.
- Thinking through writing
- Digital research.

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		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Scoping Review	2500 words	100%

Assessment Summary

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

READING LIST

Module Code	ADAD5004	
Module Title	Research in Practice	
Classification	Reading List entry	Electronic*
Essential	Dean, R. T, and H. Smith (2009) <i>Practice-led research, research-led practice in the creative arts</i> Edinburgh: Edinburgh University Press	☐
Essential	Leavy, P. (2008) <i>Method meets art: arts-based research practice</i> . London: Guilford	☐
Essential	Macleod, K. & L. Holdridge (2009) <i>Thinking through art: reflections on art as research</i> . London: Routledge	☐
Essential	Williams, R (2014) <i>Keywords A Vocabulary of Culture and Society</i> . London: Fourth Estate	☐
Further	Collins, H. (2010) <i>Creative research: the theory and practice of research for the creative industries</i> . Lausanne: AVA Academia	☐
Further	Cooper, K. & R. E. White. (2012) <i>Qualitative research in the post-modern era: contexts of qualitative research</i> . Dordrecht: Springer	☐
Further	Creswell, J. W. (2013) <i>Qualitative inquiry & research design: choosing among five approaches</i> . London: Sage	☐
Further	Pink, Sarah (2013) <i>Doing visual ethnography</i> . Los Angeles: Sage	☐
Further	Schneider, J. & M. Stickdorn. (2011) <i>This is service design thinking: basics, tools, cases</i> (Hoboken: Wiley)	☐
Further	Silverman, D. (2011) <i>Qualitative research: issues of theory, method and practice</i> . (London: Sage)	☐
Further	Wright, C. & A. Schneider. (2010) <i>Between art and anthropology: contemporary ethnographic practice</i> . Oxford: Berg	☐
Further	Biggs, Michael, and Henrik Karlsson. (2010) <i>The Routledge companion to research in the arts</i> . London: Routledge	☐

Further	Bolt, Barbara, Dr, and Estelle Barrett. (2010) <i>Practice as research: approaches to creative arts enquiry</i> . London: I. B. Tauris	☐
Further	Aesthetica Journal	☐
Further	Art Review Journal	☐
Further	Textile Design Research and Practice Journal	☐
Further	Craft Research Journal	☐
Further	The Journal of Writing in Creative Practice	☒

Cod y Modwl	ADAD5004C
Teitl	Ymchwil ar Waith
Dyddiad	20/05/2019
Lefel	5
Credydau	10
Rhagofynion	Dim

AMCAN(ION)

- Cymhwyso gwybodaeth am wahanol fathau o ymchwil, sgiliau beirniadol a dadansoddol i fynegi, cyfathrebu a chyflwyno adolygiad cwmpasu o syniadau yr ymchwiliwyd iddynt ar gyfer ymholiad annibynnol parhaus.

DEILLIANNAU DYSGU

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

- dethol a chyfuno gwahanol fathau o ymchwil a chymhwyso sgiliau beirniadol a dadansoddol i greu adolygiad cwmpasu yn seiliedig ar eu dewis faes pwnc gan arddangos eu chwilfrydedd deallusol ac ymholiad annibynnol parhaus;
- ymchwilio'n feirniadol a dadansoddi gwybodaeth berthnasol o arferion, gweithdrefnau a thraddodiadau ymchwil, a chyfleu synthesis o'r rhain trwy afael da ar ddulliau cyfathrebu ysgrifenedig ac eraill.

CYNNWYS DANGOSOL

- Defnyddio geiriau allweddol.
- Ymchwil maes.
- Arfer fel Ymchwil.
- Ethnograffeg.
- Meddwl trwy ysgrifennu
- Ymchwil digidol.

Dyraniad Amser Astudio

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

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	24	24
Dysgu'n annibynnol	76	76
Dysgu trwy leoliadau		
CYFANSWM	100	100%

ASESU

Cydran Asesu 1 (Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Adolygiad Cwmpasu	2500 o eiriau	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Cod y Modwl	ADAD5004C	
Teitl y Modwl	Ymchwil ar Waith	
Dosbarthiad	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Dean, R. T, a H. Smith (2009) <i>Practice-led research, research-led practice in the creative arts</i> Caeredin: Edinburgh University Press	☐
Hanfodol	Leavy, P. (2008) <i>Method meets art: arts-based research practice</i> . Llundain: Guilford	☐
Hanfodol	Macleod, K. & L. Holdridge (2009) <i>Thinking through art: reflections on art as research</i> . Llundain: Routledge.	☐
Hanfodol	Williams, R (2014) <i>Keywords A Vocabulary of Culture and Society</i> . Llundain: Fourth Estate	☐
Pellach	Collins, H. (2010) <i>Creative research: the theory and practice of research for the creative industries</i> . Lausanne AVA Academia	☐
Pellach	Cooper, K. & R. E. White. (2012) <i>Qualitative research in the post-modern era: contexts of qualitative research</i> . Dordrecht: Springer	☐
Pellach	Creswell, J. W. (2013) <i>Qualitative inquiry & research design: choosing among five approaches</i> . Llundain: Sage	☐
Pellach	Pink, Sarah (2013) <i>Doing visual ethnography</i> . Los Angeles: Sage	☐
Pellach	Schneider, J. & M. Stickdorn. (2011) <i>This is service design thinking: basics, tools, cases</i> . (Hoboken: Wiley)	☐
Pellach	Silverman, D. (2011) <i>Qualitative research: issues of theory, method and practice</i> . (Llundain: Sage)	☐
Pellach	Wright, C & A. Schneider. (2010) <i>Between art and anthropology: contemporary ethnographic practice</i> . Rhydychen: Berg	☐

Pellach	Biggs, Michael, and Henrik Karlsson. (2010) <i>The Routledge companion to research in the arts</i> . Llundain: Routledge.	☐
Pellach	Bolt, Barbara, Dr, ac Estelle Barrett. (2010) <i>Practice as research: approaches to creative arts enquiry</i> . Llundain: I. B. Tauris	☐
Pellach	Aesthetica Journal	☐
Pellach	Art Review Journal	☐
Pellach	Textile Design Research and Practice Journal	☐
Pellach	Craft Research Journal	☐
Pellach	The Journal of Writing in Creative Practice	☒

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

LEVEL: 5
CREDITS: 20

JACS CODE: W200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Additional material will be advised in correspondence with set briefs.

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

MODULE CODE: ADDA5002
TITLE: Advanced Material Practice 1
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: W200

AIM(S)

- To develop an advanced technical understanding of material and explore its potential and application within a Design Crafts context.
- To systematically document and record material samples created by different processes and evidence further potential applications.

LEARNING OUTCOMES

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

- Demonstrate the ability to produce a series of focused material samples that explore the material qualities and application for use within a Design Crafts context.
- Create a focused and informative series of samples that demonstrate personal investigation and creative thinking in the application of processes learnt, accompanied by an informative technical file for future reference.

INDICATIVE CONTENT

- Material samples. Cross referenced with parameters of:
 - Process and making
 - Costs / H&S / Environmental Impact.
- Finishing / polishing
- Surface decoration
- Digital and analogue making
- Glaze / enamel technology
- Cutting, shaping and fixing materials

LEARNING AND TEACHING STRATEGY

This module allows the students to gain a deeper technical knowledge of a specialist material or process within the design crafts programme. With emphasis on refining skills and knowledge of materials, this module is heavily practical with teaching and learning contact time spent primarily in the workshops. Students are required to keep a detailed technical

journal and material samples should be documented and organised for reference and to enable future repeatability of outcomes and informed application to future projects.

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Additional material will be advised in correspondence with set briefs.

Module Code	ADDA5002	
Module Title	Advanced Material Practice 1	
Classification	Reading List entry	Electronic*
Essential	Hughes, R (1991) <i>The Colouring, Bronzing and Patination of Metals</i> . Thames and Hudson.	☐
Essential	Runfola, M (2014) <i>Metal Patination Techniques for Jewellers and Metalsmiths</i> . Thames and Hudson.	☐
Essential	Phethean, R (2012) <i>Throwing</i> . A&C Black.	☐
Further	Curtis, L (2004) <i>Electroforming: Jewellery Handbooks</i> . A&C Black.	☐
Further	Astfalck J. & Derrez P. (2005) <i>New Directions in Jewellery</i> . Black Dog Publishing	☐
Further	Howes, P. (2012) <i>Material Matters: New Materials in Design</i> . Black Dog Publishing	☐
Further	Johnston, L (2015) <i>Digital Handmade: Craftsmanship and the New Industrial Revolution</i> . Thames and Hudson.	☐
Further	Lee, J. (2015) <i>Material Alchemy: Redefining Materiality Within The 21st Century</i> . Bis publishers	☐

MODULE CODE: ADDA5003
TITLE: Professional Practice 3: Self-promotion
DATED: 26/04/2018

LEVEL: 5
CREDITS: 10

JACS CODE: W200

AIM(S)

- To promote professionalism and self-confidence in communicating with an external audience, particularly potential clients or employers.

LEARNING OUTCOMES

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

- Prepare a professional portfolio and present themselves and their work with confidence using a variety of media and techniques.
- Produce a range of compelling materials for effective self-promotion.

INDICATIVE CONTENT

- Pitching / Interview Techniques
- Presentation and communication strategies
- Writing a Professional CV
- Professional Portfolio construction
- Web site management
- Social Media strategies

LEARNING AND TEACHING STRATEGY

This module gives students the skills, experience and confidence they need to present themselves and their work to a wide range of audiences. For example, potential employers, clients, curators, agents, professional and funding bodies.

Through lectures, practical workshops, seminars and tutorials, students will continue to build and refine their design profile and portfolio as well as develop their interview and presentation skills within a formative learning environment. Students will be encouraged to reflect on this activity within their coursework portfolio using appropriate approaches to record and critique their development.

Workshops, seminar groups and tutorials allow group participation and individual responses to researching, planning and implementing future aspirations.

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	ADDA5003	
Module Title	Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Salenbacher, J. (2013) <i>Creative Personal Branding: The Strategy to answer what's next</i> . BIS Publishers	☒
Essential	Clark, T., Osterwalder, A., & Pigneur, Y. (2012) <i>Business Model You: A One-Page Method for Reinventing Your Career</i> . John Wiley & Sons.	☒
Essential	Erin Austen Abbott (2017) <i>How to Make It: 25 Makers Share the Secrets to Building a Creative Business</i> . Chronicle Books	☐
Essential	Bowstead, J (2011) <i>A Guide to Preparing Your Portfolio</i> . A&C Black.	☐
Further	http://www.thedesigntrust.co.uk http://www.craftscouncil.org.uk https://www.designcouncil.org.uk https://www.nesta.org.uk/publications/creative-enterprise-toolkit	☒

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

LEVEL: 5
CREDITS: 20

JACS CODE: W200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Additional material will be advised in correspondence with set briefs.

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

MODULE CODE: ADDA5005
TITLE: Advanced Material Practice 2
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: W200

AIM(S)

- To develop problem solving skills, understanding of materials and making strategies in response to the parameters of a set brief and advance the refinement of specialist craft skills.

LEARNING OUTCOMES

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

- Demonstrate the ability to produce a series of focused and fully resolved material outcomes in response to the set brief.
- Demonstrate an understanding of making options beyond personal practice e.g. employing sub-contractors.

INDICATIVE CONTENT

- Batch production / repetition
- Professional finishing
- 3D printing / CAD
- Efficiency, quality and sustainability in making

LEARNING AND TEACHING STRATEGY

This module requires an individual response to a set brief, internally set or for an external client, and requires the design and fabrication of artefacts to a highly resolved finished standard. There is an emphasis on developing an awareness of environmental, economic and commercial aspects (e.g. material sourcing, costing etc.), as well as professional levels of production and finishing.

Teaching and learning through lectures, seminars, group and individual tutorials and client meetings allow students to gain experience of working on a commercial orientated brief and understand the challenges and opportunities this brings.

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Additional material will be advised in correspondence with set briefs.

Module Code	ADAD5005	
Module Title	Advanced Material Practices 2	
Classification	Reading List entry	Electronic*
Essential	Mun Devenney, W (2013) The art of Soldering for Jewellery Makers. Search Press.	☐
Essential	Yung, A (2010) The Workbench Guide to Jewellery Techniques. Thames and Hudson.	☐
Essential	Puman, L & Xiao, I (2014) Contemporary Jewelry. CYPI Press.	☐
Further	Grenier, F (2010) Pewter: Designs and Techniques. Crowood Press	☐
Further	Tarlow, P (2011) Coldworking Glass without Machines. IZM Studio LLC.	☐
Further	Zilber, E. (2015) <i>Crafted: Objects in Flux</i> . MFA Publications	☐

MODULE CODE: ADDA5006
TITLE: Professional Practice 4: Enterprise & Entrepreneurship
DATED: 26/04/2018

LEVEL: 5
CREDITS: 10

JACS CODE: W200

AIM(S)

- To encourage students to explore their future development, through exploration of funding, marketing, exhibitions and protection of their intellectual property in a professional and entrepreneurial manner.

LEARNING OUTCOMES

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

- Demonstrate understanding of professional and entrepreneurial design practice in relation to the protection, promotion and commercial exploitation of themselves and their intellectual property.
- Demonstrate the ability to plan and prepare applications for opportunities specific to development within their specialist field, such as funding and grants, internships and placements or collaborative partnerships.

INDICATIVE CONTENT

- Funding sources
- Exhibition and event planning
- Applying for Work Placements / Internships / Study opportunities
- Business considerations of Freelancing / Consultancy
- Pricing Commissions / Design Work
- Intellectual Property Rights; Design Registration, Patents etc.

LEARNING AND TEACHING STRATEGY

This module is designed to equip students with the necessary skills and knowledge required to develop future goals and sustain a creative practice within their creative field. The module addresses the planning and organisational skills required to develop employment and entrepreneurial opportunities and will prepare students for the range of opportunities at levels 6 & 7 and beyond the University experience.

Workshops, seminar groups and tutorials allow group participation and individual responses to researching, planning and implementing future aspirations.

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	ADDA5005	
Module Title	Professional Practice 4	
Classification	Reading List entry	Electronic*
Essential	Salenbacher, J. (2013) <i>Creative Personal Branding: The Strategy to answer what's next</i> . BIS Publishers	☒
Essential	Brainard, C. (2012) <i>New Markets for Artists: How to Sell, Fund Projects, and Exhibit Using Social Media, DIY Pop-Ups, eBay, Kickstarter, and Much More</i> . Allworth.	☐
Essential	Priestley, D. (2013) <i>Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works</i> . Capstone.	☒
Further	http://www.thedesigntrust.co.uk http://www.craftscouncil.org.uk https://www.designcouncil.org.uk https://www.nesta.org.uk/publications/creative-enterprise-toolkit	☒

Module Code	ADDA5008
Title	Major Studies A3
Date	01/04/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To strengthen the students' ability to explore ideas related to context, and to develop a clear personal language and methodology in response to Surface Pattern Design briefs.

LEARNING OUTCOMES

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

- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation designing and/or making;
- develop ideas through to outcomes that confirm the student's ability to evaluate, select and use materials, processes and technologies showing understanding of quality standards and attention to detail.

INDICATIVE CONTENT

- Surface pattern and textile concept development for a context eg Interiors, fashion, fashion object, designer maker, stationery.
- Engagement with live briefs.
- Enhanced research skills, trend awareness and ability to make judgements.
- Audience awareness eg brand analysis, customer profiling, site specific, exhibition work.
- Drawing and recording strategies.
- Field trips, study visits.
- Development of critical argument, decision making and awareness.
- Design development and realisation.
- Understanding pattern, repeat, scale, placement within a design.
- Understanding colour, materiality and finish related to context.
- Application of process, including new technologies.
- Design visualisation and presentation eg space/body/object mapping, mood boards etc.
- Refinement of 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		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words equivalent e.g. 15-20 development samples and finished designs, 3-5 presentation boards and a research journal/sketchbook.	100%

Assessment Summary

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

READING LIST

Module Code	ADDA5008	
Module Title	Major Studies A3	
Classification	Reading List entry	Electronic*
Essential	Wilhide, Elizabeth (2018) <i>Pattern Design</i> , Thames & Hudson	☐
Essential	Clarke, S. (2014) <i>Print: Fashion, Interiors, Art</i> . Laurence King	☐
Essential	Doe, T. (2015) <i>Textile Design in The Digital Age</i> . Goodman Books	☐
Further	Solanki, S. (2018) <i>Why Materials Matter; Responsible Design for a Better World</i> . Prestel	☐
Further	Franklin, K. (2018) <i>Radical Matter: Rethinking Materials for a Sustainable Future</i> . Thames and Hudson	☐
Further	Kelley, Tom. (2015) <i>Creative Confidence</i> . Harper Collins	☐
Further	Coles, David. (2019) <i>Chromatoptia: An illustrated History of Colour</i> . Thames and Hudson	☐

Further	Fetell Lee, Ingrid. (2018) <i>Joyful: The Surprising Power of Ordinary Things to Create...</i> Rider.	☐
Further	Korn, Peter.(2017) <i>Why We Make Things and Why it Matters</i> . Vintage	☐
Further	Drummond, Clara (2018) <i>Drawing & Seeing: Create your own sketchbook</i> . Kyle Books	☐
Further	Print Club London. (2017) <i>Screenprinting, The Ultimate Studio Guide, From Sketchbook to Squeegee</i> . Thames & Hudson	☐
Further	Morley, Nick (2016) <i>Linocut for Artists and Designers</i> The Crowood Press	☐
Further	St Clair, Kassia. (2016) <i>The Secret Lives of Colour</i> . John Murray	☐
Further	Patternity. (2015) <i>Patternity, A New Way Of seeing: The Inspirational Power of Pattern</i> . Conran.	☐
Further	Stephenson, Keith, Hampshire, Mark (2019) <i>Mid Century Modern Living: The Mini Modern's Guide to Pattern and Style</i> . Kyle Books	☐

Module Code	ADDA5009
Title	Major Studies A4
Date	01/04/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To encourage intellectual growth and to take increasing responsibility for the content and direction of their creative work, clarifying personal aims and options.

LEARNING OUTCOMES

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

- demonstrate responsibility, exercising broad autonomy and judgement in generating ideas, concepts, proposals and solutions independently;
- select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail.

INDICATIVE CONTENT

- Write and negotiate own design briefs.
- Surface pattern and textile concept development for a chosen context eg Interiors, fashion, fashion object, designer maker, stationery.
- Enhanced research skills, trend awareness and ability to make judgements.
- Audience awareness through in depth investigation of context; niche, appeal, audience.
- Drawing and recording strategies.
- Field trips, study visits.
- Development of critical argument, decision making and awareness.
- Design development and realisation.
- Understanding pattern, repeat, scale, placement within a design.
- Understanding colour, materiality and finish related to context.
- Pursuit of innovation in the application of process, including new technologies.
- Design visualisation and presentation eg space/body/object mapping, mood boards etc.
- Refinement of 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		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam

☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words equivalent e.g. 15-20 development samples and finished designs, 3-5 presentation boards and a research journal/sketchbook.	100%

Assessment Summary

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

READING LIST

Module Code	ADDA5009	
Module Title	Major Studies A4	
Classification	Reading List entry	Electronic*
Essential	Jackson, Paul. (2018) <i>How to Make Repeat Patterns: A Guide for Designers, Architects and Artists</i> . Laurence King	☐
Essential	Jongerius, Hella. (2016) <i>I Don't Have a Favourite Colour: Creating the Vitra Colour & Material Library</i> . Die Gestalten Verlag	☐
Essential	Style, Bowie. (2017) <i>Print and Pattern Nature</i> . Laurence King	☐
Essential	Solanki, S. (2018) <i>Why Materials Matter; Responsible Design for a Better World</i> . Prestel	☐
Essential	Franklin, K. (2018) <i>Radical Matter: Rethinking Materials for a Sustainable Future</i> . Thames and Hudson	☐
Further	Bowles, M. (2015) <i>Print, Make, Wear: Creative Projects for Digital Textile Design</i> . Laurence King	☐
Further	Willbanks, Amy, Oxford, Nancy, Miller, Dana. (2015) <i>Textiles for residential and commercial interiors</i> . Fairchild Books	☐
Further	Stewart, Jude. (2015) <i>Patternalia: an unconventional history of polka dots, stripes, plaid, camouflage, & other graphic patterns</i> . Bloomsbury Publishing	☐
Further	Baty, P (2017) <i>The Anatomy of Colour, The Story of Heritage Paints and Pigments</i> . Thames & Hudson	☐

Further	Antonelli , Paola, Millar Fisher, Michelle (2017) <i>Is Fashion Modern?</i> The Museum of Modern Art, New York	☐
Further	Abrahams, Charlotte. (2013) <i>Wallpaper, A Collection of Modern Prints</i> . Quadrille Publish	☐
Further	O'Meara, Kristi , Keiffer, Audrey Victoria. (2015) <i>The Pattern Base: Over 550 Contemporary Textile and Surface Designs</i> . Thames and Hudson	☐
Further	Atwood, R. (2016) <i>Living with Pattern</i> . Clarkson Potter.	☐
Further	Fletcher, Kate. (2014) <i>Sustainable Fashion and Textiles:Design Journeys</i> . Routledge	☐

Module Code	ADDA5010
Title	Digital and Material Process B3
Date	01/04/2019
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To enable the student to further develop ideas through technical and creative skills related to surface pattern material practices through a broad and stimulating programme of workshops.

LEARNING OUTCOMES

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

- demonstrate a refined understanding of materials and processes related to both digital and nondigital surface pattern approaches;
- evaluate the potential for their discipline to interconnect with other disciplines, or areas of expertise and make creative leaps forward.

INDICATIVE CONTENT

- Professional practice within the workshop environment.
- Further health and safety procedures.
- Colour material finish
- Advanced textiles – screen print and dye.
- Advanced Digital software skills – Photoshop, Illustrator.
- Advanced Digital Textiles – print and stitch
- Digital cutting applications – laser, plotter, engrave, water jet.
- Advanced stitch – hand and machine, fabric manipulation, construction and embellishment.
- Wire and metal.
- Leather manipulation and surface treatments.
- Kiln fired Hard Materials - glass, ceramics, enamel.
- Construction and form.
- Print making.
- Innovation and reinvention of existing materials.
- Consideration of sustainable materials and practices.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words equivalent e.g. 15-20 well finished samples, research journal of development work and technical file.	100%

Assessment Summary

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

READING LIST

Module Code	ADDA5010	
Module Title	Digital and Material Process B3	
Classification	Reading List entry	Electronic*
Essential	Clarke, S. (2014) <i>Print: Fashion, Interiors, Art</i> . Laurence King	☐
Essential	Kinnersly-Taylor, J. (2012) <i>Dyeing and Screen-Printing on Textiles</i> A&C Black Publishers Ltd	☐
Essential	Hume, R. (2016) <i>Fashion and Textile Design with Photoshop and Illustrator</i> . Fairchild Books	☐
Further	Jackson, P.(2018) <i>How to Make Repeat Patterns: A Guide for Designers, Architects and Artists</i> . Laurence King	☐
Further	Adobe Creative Team. (2013) <i>Adobe Illustrator CC Classroom in a Book: The Official Training Workbook from Adobe Systems</i> . Adobe Press	☐
Further	Dupree, D. (2011) <i>Heat Transfer Techniques</i> . A&C Black Visual Arts	☐

Further	Solanki, S. (2018) <i>Why Materials Matter; Responsible Design for a Better World</i> . Prestel	☐
Further	Franklin, K. (2018) <i>Radical Matter: Rethinking Materials for a Sustainable Future</i> . Thames and Hudson	☐
Further	Briggs-Goode, A. (2013) <i>Printed Textile Design</i> , Laurence King Publishing	☐
Further	Russel, A. (2019) <i>The fundamentals of printed textile design</i> . AVA Publishing	☐

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design Portfolio	8 elements	80%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Design Portfolio	2 elements	20%

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar presentation	15 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	60%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written paper	2000 words	40%

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

READING LIST

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

Cod y Modwl	ADDA5016C
Teitl	Gwireddu Dyluniad - CAD
Dyddiad	14/05/2019
Lefel	5
Credydau	10
Rhagofynion	Dim

AMCAN(ION)

- Datblygu cymhwysedd a hyfedredd yn y defnydd o feddalwedd modelu solidau ac arwynebau 3D wrth fanylu ar ddatrysiadau dylunio realistig.
- Datblygu cymhwysedd a hyfedredd yn y defnydd o feddalwedd delweddu cyfrifiadurol digidol 2D wrth gyfleu datrysiadau dylunio;

DEILLIANNAU DYSGU

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

- Defnyddio offer modelu solidau ac arwynebau 3D datblygedig i greu datrysiadau dylunio realistig o fewn llif gwaith modelu strwythuredig;
- Deall a defnyddio technegau delweddu digidol 2D datblygedig i greu delweddau o ansawdd uchel i gynrychioli a chyfleu bwriadau dylunio yn effeithiol;

CYNNWYS DANGOSOL

- Egwyddorion a llifodd gwaith modelu solidau ac arwynebau 3D datblygedig;
- Rendro 3D datblygedig;
- Technegau a llifodd gwaith delweddu digidol 2D datblygedig;

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	36%
Dysgu'n annibynnol	64	64%
Dysgu drwy leoliadau	---	---
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull Asesu	Maint	Pwysiad
Portffolio Modelu Digidol	4 elfen	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Cod y Modwl	ADDA5016C	
Teitl y Modwl	Gwireddu Dyluniad - CAD	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Deunydd cyfeirio a thiwtorialau meddalwedd ar-lein.	☒
Hanfodol	Autodesk Fusion 360 Basics Tutorial (2018) Tutorial Books	☐
Pellach	Willis J, Dogra S (2018) Autodesk Fusion 360: A Power Guide for Beginners and Intermediate Users. CreateSpace Independent Publishing Platform	☐
Pellach	Brydon, D. (2014) CAD and Rapid Prototyping for Product Designers. Laurence King	☐

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

Cod y Modwl	ADDA5017C
Teitl	Efelychu Dyluniad - Rhithwir
Dyddiad	14/05/2019
Lefel	5
Credydau	10
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gwybodaeth, dealltwriaeth a sgiliau yn y defnydd o feddalwedd efelychu digidol, modelu rhagfynegol a modelu cynhyrchol wrth archwilio a dilysu datrysiadau dylunio;

DEILLIANNAU DYSGU

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

- Dangos cymhwysedd wrth ddefnyddio dulliau dadansoddol i archwilio'r gwaith o efelychu, gwerthuso, dehongli a dilysu cynigion dylunio;
- Dangos cymhwysedd wrth optimeiddio perfformiad datrysiadau dyluniadau a'r gallu i'w cynhyrchu;

CYNNWYS DANGOSOL

- Dadansoddi elfennau cyfyngedig;
- Integredd cynhyrchu;
- Dadansoddi llifoedd deunyddiau;
- Dylunio cynhyrchol;
- Animeiddio;

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	36%
Dysgu'n annibynnol	64	64%
Dysgu drwy leoliadau	---	---
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio Efelychu Digidol	4 elfen	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Cod y Modwl	ADDA5017C	
Teitl y Modwl	Efelychu Dyluniad - Rhithwir	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Deunydd cyfeirio a thiwtorialau meddalwedd ar-lein.	☒
Hanfodol	Willis J, Dogra S (2018) Autodesk Fusion 360: A Power Guide for Beginners and Intermediate Users. CreateSpace Independent Publishing Platform	☐

Module Code	ADDA5018
Title	Advanced Material Practice
Date	20/05/2019
Level	5
Credits	10
Pre-Requisites	

AIM(S)

- To develop an advanced technical understanding of material and explore its potential and application within a Design Crafts context.
- To systematically document and record material samples created by different processes and evidence further potential applications.

LEARNING OUTCOMES

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

- demonstrate the ability to produce a series of focused material samples that explore the material qualities and application for use within a Design Crafts context;
- demonstrate personal investigation and creative thinking in the application of processes learnt, accompanied by an informative technical file for future reference.

INDICATIVE CONTENT

- Material samples. Cross referenced with parameters of:
 - Process and making.
 - Costs / H&S / Environmental Impact.
- Surface decoration.
- Digital and analogue making.
- Cutting and shaping materials.

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		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Additional material will be advised in correspondence with set briefs.

Module Code	ADDA5018	
Module Title	Advanced Material Practice	
Classification	Reading List entry	Electronic*
Essential	Astfalck J. & Derrez P. (2005) <i>New Directions in Jewellery</i> . Black Dog Publishing	☐
Essential	Johnston, L (2015) <i>Digital Handmade: Craftsmanship and the New Industrial Revolution</i> . Thames and Hudson.	☐
Further	Curtis, L (2004) <i>Electroforming: Jewellery Handbooks</i> . A&C Black.	☐
Further	Howes, P. (2012) <i>Material Matters: New Materials in Design</i> . Black Dog Publishing	☐
Further	Hughes, R (1991) <i>The Colouring, Bronzing and Patination of Metals</i> . Thames and Hudson.	☐
Further	Phethean, R (2012) <i>Throwing</i> . A&C Black.	☐
Further	Lee, J. (2015) <i>Material Alchemy: Redefining Materiality Within The 21st Century</i> . Bis publishers	☐

Cod y Modwl	ADDA5018C
Teitl	Ymarfer Datblygedig gyda Deunyddiau
Dyddiad	20/05/2019
Lefel	5
Credydau	10
Rhagofynion	

AMCAN(ION)

- Datblygu dealltwriaeth dechnegol ddatblygedig o ddeunydd ac archwilio'i botensial a'i gymhwysiad mewn cyd-destun Crefftau Dylunio.
- Dogfennu a chofnodi'n systematig samplau o ddeunyddiau a grëwyd gan wahanol brosesau a dangos tystiolaeth o gymwysiadau posibl pellach.

DEILLIANNAU DYSGU

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

- dangos y gallu i lunio cyfres o samplau o ddeunyddiau â ffocws sy'n archwilio rhinweddau'r deunyddiau a'u cymhwyso i'w defnyddio mewn cyd-destun Crefftau Dylunio;
- dangos ymchwiliad personol a meddwl creadigol wrth gymhwyso'r prosesau a ddysgwyd, ynghyd â ffeil dechnegol addysgiadol i gyfeirio ati yn y dyfodol.

CYNNWYS DANGOSOL

- Samplau o ddeunyddiau. Wedi'u croesgyfeirio â pharmedrau:
 - Prosesu a gwneud.
 - Costau / lechyd a Diogelwch / Effaith Amgylcheddol.
- Addurno arwyneb.
- Creu'n ddigidol ac analog.
- Torri a siapio deunyddiau.

Dyraniad Amser Astudio

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

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	24	24%
Dysgu'n annibynnol	76	76%
Dysgu drwy leoliadau		
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Gwaith cwrs: Portffolio	3 elfen (cyfwerth â 2000 o eiriau)	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Rhoddir cyngor ynghylch deunydd ychwanegol mewn gohebiaeth gyda briffiau penodol.

Cod y Modwl	ADDA5018C	
Teitl y Modwl	Ymarfer Datblygedig gyda Deunyddiau	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Astfalck J. & Derrez P. (2005) <i>New Directions in Jewellery</i> . Black Dog Publishing	☐
Hanfodol	Johnston, L (2015) <i>Digital Handmade: Craftsmanship and the New Industrial Revolution</i> . Thames and Hudson.	☐
Pellach	Curtis, L (2004) <i>Electroforming: Jewellery Handbooks</i> . A&C Black.	☐
Pellach	Howes, P. (2012) <i>Material Matters: New Materials in Design</i> . Black Dog Publishing	☐
Pellach	Hughes, R (1991) <i>The Colouring, Bronzing and Patination of Metals</i> . Thames and Hudson.	☐
Pellach	Phethean, R (2012) <i>Throwing</i> . A&C Black.	☐
Pellach	Lee, J. (2015) <i>Material Alchemy: Redefining Materiality Within The 21st Century</i> . Bis publishers	☐

Module Code	ADDA5019
Title	Advanced Material Finishing
Date	20/05/2019
Level	5
Credits	10
Pre-Requisites	

AIM(S)

- To develop an advanced technical understanding of materials and the importance of professional finish and fixings required for industry standards.
- To systematically document and record material samples created by different finishing processes and evidence further potential applications.

LEARNING OUTCOMES

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

- demonstrate the ability to produce a series of focused material samples that demonstrate skills in finishing, polishing and fixing materials to a professional standard;
- create a focused and informative series of samples that demonstrate personal investigation and professional application of design craft work.

INDICATIVE CONTENT

- Material samples. Cross referenced with parameters of:
 - Process and making.
 - Costs / H&S / Environmental Impact.
- Finishing / polishing.
- Digital and analogue making.
- Glaze / enamel technology.

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		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Additional material will be advised in correspondence with set briefs.

Module Code	ADDA5019	
Module Title	Advanced Material Finishing	
Classification	Reading List entry	Electronic*
Essential	Hughes, R (1991) <i>The Colouring, Bronzing and Patination of Metals</i> . Thames and Hudson.	☐
Essential	Runfola, M (2014) <i>Metal Patination Techniques for Jewellers and Metalsmiths</i> . Thames and Hudson.	☐
Essential	Phethean, R (2012) <i>Throwing</i> . A&C Black.	☐
Further	Curtis, L (2004) <i>Electroforming: Jewellery Handbooks</i> . A&C Black.	☐
Further	Astfalck J. & Derrez P. (2005) <i>New Directions in Jewellery</i> . Black Dog Publishing	☐
Further	Howes, P. (2012) <i>Material Matters: New Materials in Design</i> . Black Dog Publishing	☐
Further	Johnston, L (2015) <i>Digital Handmade: Craftsmanship and the New Industrial Revolution</i> . Thames and Hudson.	☐
Further	Lee, J. (2015) <i>Material Alchemy: Redefining Materiality Within The 21st Century</i> . Bis publishers	☐

Cod y Modwl	ADDA5019C
Teitl	Gorffeniad Deunyddiau Datblygedig
Dyddiad	20/05/2019
Lefel	5
Credydau	10
Rhagofynion	

AMCAN(ION)

- Datblygu dealltwriaeth dechnegol ddatblygedig o ddeunyddiau a phwysigrwydd gorffeniad a gosodiadau proffesiynol sy'n ofynnol ar gyfer safonau diwydiant.
- Dogfennu a chofnodi'n systematig samplau o ddeunyddiau a grëwyd gan wahanol brosesau gorffennu a dangos tystiolaeth o gymwysiadau posibl pellach.

DEILLIANNAU DYSGU

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

- dangos y gallu i lunio cyfres o samplau o ddeunyddiau â ffocws sy'n archwilio sgiliau gorffennu, caboli a gosod deunyddiau at safon broffesiynol.
- creu cyfres o samplau addysgiadol â ffocws sy'n dangos ymchwiliad personol a chymhwysiad proffesiynol o waith crefft dylunio.

CYNNWYS DANGOSOL

- Samplau o ddeunyddiau. Wedi'u croesgyfeirio â pharamedrau:
 - Prosesu a gwneud.
 - Costau / Iechyd a Diogelwch / Effaith Amgylcheddol.
- Gorffennu / caboli.
- Creu'n ddigidol ac analog.
- Technoleg gwydredd / enamel.

Dyraniad Amser Astudio

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

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	24	24%
Dysgu'n annibynnol	76	76%
Dysgu drwy leoliadau		
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Gwaith cwrs: Portffolio	3 elfen (cyfwerth â 2000 o eiriau)	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Rhoddir cyngor ynghylch deunydd ychwanegol mewn gohebiaeth gyda briffiau penodol.

Cod y Modwl	ADDA5019C	
Teitl y Modwl	Gorffeniad Deunyddiau Datblygedig	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Hughes, R (1991) <i>The Colouring, Bronzing and Patination of Metals</i> . Thames and Hudson.	☐
Hanfodol	Runfola, M (2014) <i>Metal Patination Techniques for Jewellers and Metalsmiths</i> . Thames and Hudson.	☐
Hanfodol	Phethean, R (2012) <i>Throwing</i> . A&C Black.	☐
Pellach	Curtis, L (2004) <i>Electroforming: Jewellery Handbooks</i> . A&C Black.	☐
Pellach	Astfalck J. & Derrez P. (2005) <i>New Directions in Jewellery</i> . Black Dog Publishing	☐
Pellach	Howes, P. (2012) <i>Material Matters: New Materials in Design</i> . Black Dog Publishing	☐
Pellach	Johnston, L (2015) <i>Digital Handmade: Craftsmanship and the New Industrial Revolution</i> . Thames and Hudson.	☐
Pellach	Lee, J. (2015) <i>Material Alchemy: Redefining Materiality Within The 21st Century</i> . Bis publishers	☐

Module Code	ADDA5020
Title	Applied Material Practice
Date	20/05/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop problem solving skills, understanding of materials and making strategies in response to the parameters of a set brief and advance the refinement of specialist craft skills.

LEARNING OUTCOMES

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

- demonstrate the ability to produce a series of focused and fully resolved material outcomes in response to the set brief;
- demonstrate an understanding of making options beyond personal practice e.g. employing sub-contractors.

INDICATIVE CONTENT

- Batch production / repetition.
- Professional finishing.
- 3D printing / CAD.
- Efficiency, quality and sustainability in making.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework: Portfolio	6 elements (4000 words equivalent)	100%

Assessment Summary

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

READING LIST

Additional material will be advised in correspondence with set briefs.

Module Code	ADDA5020	
Module Title	Applied Material Practice	
Classification	Reading List entry	Electronic*
Essential	Mun Devenney, W (2013) The art of Soldering for Jewellery Makers. Search Press.	☐
Essential	Yung, A (2010) The Workbench Guide to Jewellery Techniques. Thames and Hudson.	☐
Essential	Puman, L & Xiao, I (2014) Contemporary Jewelry. CYPI Press.	☐
Further	Grenier, F (2010) Pewter: Designs and Techniques. Crowood Press	☐
Further	Tarlow, P (2011) Coldworking Glass without Machines. IZM Studio LLC.	☐
Further	Zilber, E. (2015) <i>Crafted: Objects in Flux</i> . MFA Publications	☐

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

Module Code	ADDA5022
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ADDA5022	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒

Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	ADDA5023
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ADDA5023	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic *
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	ADDA5024
Title	Image Making 2 – Drawing for a Live Brief
Date	05/05/2021
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To expand upon the visual qualities and primary research skills initiated at level 4, through an increasingly analytical approach. Students are expected to interpret ideas, themes and trends from a position of increased visual awareness, and vantage point of a professional collaboration.

LEARNING OUTCOMES

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

- Present evidence that demonstrates the ability to generate ideas independently and/or collaboratively in response to set briefs.
- Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making, with the ability to evaluate critically the appropriateness of different approaches to solving problems set by collaborative project partners/live briefs/clients.

INDICATIVE CONTENT

- Consolidation of observational skills as an academic tool
- Trend analysis
- Exploratory drawing processes for design
- Textile industry appropriate paint techniques – gouache, inks, open mesh print
- Digital drawing
- Drawing through Printed Textiles, Print Making
- Drawing with hard materials; wire, clay, enamel
- Development of critical skills in visualisation techniques
- Advanced exploration of visual qualities i.e. line, tone, colour, texture, shape.
- Consolidation of research and application skills in relation to a chosen subject
- Formulate critique as an evaluation of processes

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		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of coursework	Up to 4 elements, or equivalent	100%

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

INDICATIVE READING LIST

Module Code	ADDA5024	
Module Title	Image Making 2 – Drawing for a Live Brief	
Classification	Reading List entry	Electronic*
Essential (General)	Apprich C (2013) <i>Provocative Alloys: A Post-Media Anthology</i> , Mute, London	☒
Essential (General)	Finlay, V (2014) <i>The Brilliant History of Colour in Art</i> , Getty Publications, New York.	☒
Essential (General)	Howells, R & Negreiros, J (2011) <i>Visual Culture</i> , Polity Press; 2nd edition, London Smith, Keri (2011)	☒
Further	Schoeser, M (2012) <i>Textiles: The Art of Mankind</i> , Thames and Hudson, London	☐
Further	Rhodes, S (2018) <i>Sketchbook Explorations: Mixed media approaches for textile artists: For Mixed-Media and Textile Artists Hardcover</i> , Batsford Ltd, London	☐
Further	Selingman, I (2019) <i>Pushing Paper: Contemporary drawing from 1970 to now</i> , Thames & Hudson Ltd, London	☐

Module Code	ADDA5025
Title	Visual and Material Language
Date	05/05/2021
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To further explore and develop the individual's awareness and responsiveness to visual stimuli and ideation within the specific context of their chosen area of study.
- To emphasise the development of an individual approach to observation and perception in the quest of a personal visual language.

LEARNING OUTCOMES

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

- Develop enhanced concepts from primary sources; demonstrating an enthusiasm for enquiry into their discipline and the motivation to sustain it through exercising broad autonomy and judgement in selecting, planning and implementing tasks.
- Demonstrate an increasingly versatile and articulate visual vocabulary through a critical understanding of the significance of the work of other practitioners and awareness of major developments in current and emerging inter and multi-disciplinary approaches to surface pattern and textiles design.

INDICATIVE CONTENT

- Discussion and analysis of the visual and material language within and beyond specialist area.
- Advancement of production skills in a range of media.
- Curiosity and questioning of material and process in distinctly individual directions
- Innovative connections between workshop strands and conventional process domains.
- The advanced analysis of visual and perceptual information.
- Formulate critique as an evaluation of processes
- Further exploratory drawing processes for design
- Textile industry appropriate paint techniques – gouache, inks, open mesh print
- Digital drawing
- Drawing through Printed Textiles, Stitch, Print Making
- Drawing with hard materials; wire, clay, enamel

- Development of critical skills in visualisation techniques
- Advanced exploration of visual qualities i.e. line, tone, colour, texture, shape.
- Consolidation of research and application skills in relation to a chosen subject

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		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of coursework.	Up to 4 elements, or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADDA5025	
Module Title	Visual and Material Language	
Classification	Reading List entry	Electronic*
Essential (General)	Aguirre, P, (2011) Vitamin P2: New Perspectives in Painting, London: Phaidon Press	☒
Essential (General)	Alonso, R, (2009) Vitamin Ph, London: Phaidon Press	☒
Essential (General)	Perry, C, Cashdan, M, Krause, C (2013) Vitamin D2: New Perspectives in Drawing London: Phaidon Press	☐
Essential (Specific)	Marshall, R, (2012) Hyperdrawing: Beyond the Lines of Contemporary, London: I.B.Tauris	☒
Further	Bell, J Balchinm J Tobin, C (2019) Ways of Drawing: Artists' Perspectives and Practices, Thames & Hudson Ltd, London	☐
Further	Hudson, S (2015) Painting Now, Thames & Hudson Ltd, London	☒
Further	Steed, J, Stevenson, F, (2020) Sourcing Ideas for Textile Design: Researching Colour, Surface, Structure,	☐

	Texture and Pattern (Basics Textile Design) Bloomsbury Visual Arts	
Further	Perrella, L (2007) Artists' Journals and Sketchbooks: Exploring and Creating Personal Pages, Rockport Publishers	☐

Module Code	ADDA5026
Title	Major Studies A3 - Designing for a Live Brief
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To undertake and manage a robust surface pattern and textiles design process in response to a significant creative industry design brief.

LEARNING OUTCOMES

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

- Present evidence and realise final design outcome(s) by selecting appropriate materials and processes, including both analogue and digital, with considerations for a professional presentation to industry.
- Apply, consolidate and extend their learning in different contextual frameworks and situations, in the field of surface pattern and textiles.

INDICATIVE CONTENT

- Contextual research and interpretation in response to an 'external' live brief.
- Critical thinking, troubleshooting and problem solving.
- Drawing and its application through to preparation and artwork ready for print.
- Trend forecasting and awareness of the surface pattern and textile design industry.
- Mood board development and digital visualisation.
- Pattern building and design development; understanding pattern – repeat, scale, placement etc.
- Technical process development from inception to conception, considering technologies in surface pattern design practice including digital and analogue; and the combination of.
- Manipulation of pattern through digital applications; digital drawing, painting, montage and collage
- Materiality and knowledge for a sustainable future; including printed textiles and fibre knowledge dictated by the 'live' brief.
- Dyes, chemicals and equipment with relevant health and safety awareness
- Application of colour onto cloth and substrates.
- Digital applications and the growth of the new digital economy.

- Applied surface decoration techniques including stitch for construction or decoration.
- Application of new and emerging digital technologies.
- Idea creation through to realisation.
- Formulate and articulate a final major collection for the 'live' client as the surface pattern design industry demands.
- Developing and producing digital snapshot reports as and when required for review.
- Articulation of ideas within peer reviews, as well as 'live' client dialogues and responding to feedback thereafter.
- Individual time management.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Up to 4 elements, or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADDA5026	
Module Title	Major Studies A3 - Designing for a Live Brief	
Classification	Reading List entry	Electronic*
Essential	Yelavich, S. (2014) <i>Design as Future-Making</i> Bloomsbury Academic	☒
Essential	Udale, J. (2014) <i>Exploring Printed Textiles, Knitwear, Embroidery, Menswear and Womenswear</i> , Fairchild Books	☒

Essential	Labaco, R. (2013) <i>Out of Hand: Materializing the Postdigital</i> , Black Dog Publishing	☒
Further	Quinn, B. (2010) <i>Textile Futures Fashion, Design & Technology</i> , Berg	☒
Further	Fletcher, K (2014) <i>Sustainable Fashion and Textiles: Design Journeys</i> , Routledge	☒
Further	Wood, B (2019) <i>Adobe Illustrator Classroom in a Book</i> (2020 release) Adobe; Illustrated Edition	☒
Further	Faulkner, A and Chavez, C (2019) <i>Adobe Photoshop Classroom in a Book</i> (2020 release)	☒

Module Code	ADDA5027
Title	Major Studies A4 - A Self Directed Brief
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To understand, develop and take increased responsibility for the design direction, content and delivery of self-initiated creative work; clarifying personal aims and objectives in relation to their chosen context.

LEARNING OUTCOMES

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

- Initiate and self-direct a surface pattern design brief anticipating and accommodating change, working within contexts of uncertainty, unfamiliarity and ambiguity.
- Demonstrate responsibility, exercising broad autonomy and judgement in selecting, planning and implementing tasks in conjunction with the knowledge of new and appropriate skills, processes and materials for the surface pattern and textile design context chosen.

INDICATIVE CONTENT

- Contextual research and interpretation in response to a 'self-directed' brief.
- Formulate and articulate a self-directed major collection brief with timescale, management plan, and materials and processes that will be investigated.
- Critical thinking, troubleshooting and problem solving.
- Test-bed of ideas and concepts ahead of the 3rd year provision – a pre-cursor to the final major project.
- Consider and implement the presentation of the work as a trial run for an exhibition; on campus or online
- Idea creation through to realisation.
- Trend forecasting and awareness of the surface pattern design industry in relation to self-chosen context.
- Mood board development and digital visualisations.
- Technical process development from inception to conception, considering technologies in surface pattern design practice including digital and analogue; and the combination of.
- Manipulation of pattern and design through digital applications; digital drawing, painting, montage and collage.

- Materiality and knowledge for a sustainable future; including printed textiles and fibre knowledge dictated by the self-directed brief at hand.
- Dyes, chemicals and equipment for our sustainable future.
- Application of colour onto cloth and diverse range of conventional and unconventional substrates.
- Applied surface decoration techniques including stitch for construction or decoration.
- Application of new and emerging digital technologies for making, printing, designing and visualisation purposes.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Up to 4 elements, or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ADDA5027	
Module Title	Major Studies A4 - A Self Directed Brief	
Classification	Reading List entry	Electronic*
Essential	<u>Bradbury, D. (2014) <i>Mid-Century Modern Complete</i>, Thames & Hudson Ltd</u>	☒
Essential	<u>Clarke, S. (2014) <i>Print: Fashion, Interiors, Art</i>, Laurence King Publishing</u>	☒

Essential	Quinn, B. (2013) <i>Textile Visionaries: Innovation and Sustainability in Textile Design</i> Laurence King Publishing	☒
Essential	Wilhide, E. (2018) <i>Pattern Design</i> , Thames & Hudson Ltd London	☐
Further	Jackson, P. (2018) <i>How to Make Repeat Patterns: A Guide for Designers, Architects and Artists</i> Laurence King Publishing	☒
Further	Willbanks, A., Oxford, N. <i>Textiles for Residential and Commercial Interiors</i> , & Miller, D. (2014) Fairchild Books	☒
Further	Koepke, P (2016) <i>Patterns: Inside the Design Library</i> , Phaidon Press; Illustrated Edition	☒

Module Code	ADMA5000
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

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
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ADMA5000	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	ADMA5001
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

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
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ADMA5001	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3 rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	ADMA5004
Title	Designing the Story
Date	14/09/2020
Level	5
Credits	10
Pre-Requisites	None

AIMS

- To examine the impact that design choices have on story.
- To clarify the ways in which design can augment storytelling.

LEARNING OUTCOMES

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

- Analyse and distinguish between design decisions in storytelling
- Employ a range of design elements in the interpretation of a story.

INDICATIVE CONTENT

- Semiotics
- Motifs
- Genre
- Art direction
- Costume and props

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to different aspects of production design and its influence on film storytelling. Case studies will be analysed to demonstrate design choices. Seminars and tutorials will use practical exercises to encourage the application of production design decisions.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Portfolio	5 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMA5004	
Module Title	Designing the Story	
Classification	Reading List entry	Electronic*
Essential	Barnwell, J. (2017) Production Design for Screen. London: Bloomsbury	☐
Essential	Rizzo, M. (2014) The Art Direction Handbook for Film And Television (2 nd Edition). Oxford: Focal Press.	☐
Further	Whitlock, C. (2010) Designs On Film: A Century of Hollywood Art Direction. New York: Harper Entertainment	☐
Further	Shorter, G. (2012) Designing For Screen: Production Design And Art Direction Explained.	
Further	Fischer, L. (2015) Art Direction & Production Design. London: I B Tauris	
Further	McIver, G. (2016). Art History for Filmmakers: The Art of Visual Storytelling. London: Bloomsbury	

Module Code	ADMA5005
Title	Learn to Love Solitude
Date	14/09/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To challenge students to respond to set stimuli.
- To experiment with different narrative and aesthetic forms.

LEARNING OUTCOMES

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

- Respond and create a series of film ideas
- Experiment and defend the use of aesthetic and narrative decisions made during film practice.
- Deconstruct and reconstruct ideas into practice.

INDICATIVE CONTENT

- Tarkovsky
- Experimenting with form
- Research as practice
- Creative problem-solving

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	10 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMA5005	
Module Title	Learn to Love Solitude	
Classification	Reading List entry	Electronic*
Essential	Rabiger, M & Hurbis-Cherrier, M. (2020) Directing: Film Techniques & Aesthetics (6 th Edition). Oxford: Focal Press.	☐
Essential	Weston, J. (2014) Directing Actors: Creating Memorable Performances for Film And Television (2 nd Edition). Los Angeles: Michael Wiese.	☐
Further	Bowen, C. and Thompson, R. (2017) Grammar of The Shot (4 th Edition). Oxford: Focal Press.	☐
Further	Proferesa, N. (2017) Film Directing Fundamentals (4 th Edition). Abingdon: Routledge.	☐
Further	Rabiger, M. (2014) Directing The Documentary (6 th Edition). New York: Routledge.	☐
Further	Rooney, B. and Belli, M. L. (2016) Directors Tell the Story: Master The Craft Of Television And Film Directing (2 nd Edition). New York: Routledge.	☐
Essential	Tarkovsky, A. (1986) Andrey Tarkovsky: Sculpting in time: reflection on the cinema. London: Bodley Head	☐

Module Code	ADMA5006
Title	Applied Storytelling Practice 2
Date	14/09/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To critically assess and further develop the processes involved in making a genre film.
- To creatively deploy a range of appropriate storytelling techniques in the making of a genre piece.

LEARNING OUTCOMES

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

- Analyse and deconstruct key codes and conventions of genre.
- To create and deliver a range of storytelling practices linked to relevant genre types.

INDICATIVE CONTENT

- Genre Analysis
- Breaking conventions
- Experimenting with form
- Cross-platforms thinking
- Testing storytelling practices
- Reflective thinking

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework - Portfolio	10 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMA5006	
Module Title	Applied Storytelling Practice 2	
Classification	Reading List entry	Electronic*
Essential	Draven, D. (2013) Genre Filmmaking: A Visual Guide To Shots And Style. Oxford: Focal Press.	☐
Essential	Wales, L. M. (2017) The Complete Guide To Film And Digital Production: The People And The Process (3 rd edition). New York: Focal Press.	☐
Further	Barnwell, J. (2017) Production Design For Screen. London: Bloomsbury	☐
Further	Rabiger, M. (2013) Directing: Film Techniques And Aesthetics (5 th Edition) New York: Routledge	☐
Further	Brown, B (2016) Cinematography: Theory and Practice (3 rd Edition). Abingdon: Routledge.	☐
Further	Tidmarsh, A. (2014) Genre: A Guide to Writing for Stage And Screen. London: Bloomsbury Methuen Drama	☐

Module Code	ADMA5007
Title	Textual Practices 2
Date	14/09/2020
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To further develop the ability to interpret a range of textual sources that leads to sophisticated filmic practice.

LEARNING OUTCOMES

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

- Analyse and compare a range of textual sources targeting different audiences.
- Plan and design effective self-reflective strategies.

INDICATIVE CONTENT

- Modernism
- Existentialism
- Unreliable narrator
- The self-reflective practitioner
- Understanding demographics

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADMA5007	
Module Title	Textual Practices 2	
Classification	Reading List entry	Electronic*
Essential	Proferesa, N. (2017) Film Directing Fundamentals (4 th Edition). Abingdon: Routledge.	☐
Further	Draven, D. (2013) Genre Filmmaking: A Visual Guide to Shots And Style. Oxford: Focal Press.	☐
Further	Honthaner, E. L. (2013) The Complete Film Production Handbook (4 th Edition). Oxford: Focal Press	☐
Further	Kenworthy, C (2016) Shoot Like Scorsese: The Visual Secrets of Shock, Elegance and Extreme Character. Studio City, CA: Michael Wiese.	☐
Essential	Selden, R (1989) Practising theory and reading literature: an introduction New York; London: Harvester Wheatsheaf	☐

Module Code	ADPA5000
Title	Core Techniques 2
Date	29/05/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To increase students' knowledge and understanding of a range of methods and approaches to dance training through the investigation of contemporary techniques and ballet
- To develop the student's technical dance skills to a high level

LEARNING OUTCOMES

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

- demonstrate an evolving embodiment and skill level within both ballet and contemporary techniques at the appropriate level;
- critically evaluate their developing physical skill and knowledge

INDICATIVE CONTENT

- This module builds on the skills and knowledge acquired at level four in Core Techniques 1, in both contemporary technique and ballet.
- Students will also be introduced to improvisation and contact improvisation practices and will develop applicable physical knowledge of floor-work. The focus will be upon the development of the thinking, moving body and understanding and embodying somatic principles into their developing contemporary practice. Students will be required to execute increasingly complex patterns and phrases of material.
- The module will also develop ballet technique through expanding on from the core technical functions learned at level four. Focus will be placed on solidifying technical application: increasing understanding of vocabulary, and maintaining consistent correct posture and alignment, weight placement/balance and use of turn-out throughout ballet class, as well as supporting an enhancement of physical application in strength, stamina, appropriate use of muscles and intensity. An emphasis will be placed on increasing the range of knowledge and understanding of music and musical interpretation of the ballet class.
- Students will benefit from increasing their health and wellbeing through the technique class and will be given opportunity to investigate the importance of this to their developing artistry.
- Students will explore the skills needed to build and extend their technical practice and will be encouraged to challenge their ability to perform class work

that enhances their expressive and interpretative skills in the range of techniques. This will prepare students for the technical skills required at level 6.

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
Practical - Assessment class (Contemporary)	4 minutes	35%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical - Assessment class (Ballet)	4 Minutes	35%

Assessment Component 3

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Process workbook	1500 words	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA5000	
Module Title	Core Techniques 2	
Classification	Reading List entry	Electronic*
Essential	Kaltenbrunner, T. and Procyk, N. (2004). Contact improvisation. Oxford: Meyer & Meyer Pub.	☐
Essential	Pallant, C. (2006). Contact improvisation. Jefferson, North Carolina: McFarland & Company.	☐
Essential	Cunningham, M. & Vaughan, D. & Harris, M. Merce Cunningham: Fifty Years. London: Aperture, 1997.	☐
Essential	Butterworth, J. and Wildschut, L. (2010). Contemporary choreography. London: Routledge.	☐
Essential	Romita, N. and Romita, A. (n.d.). Functional awareness. Oxford: University Press.	☐
Further	Hannah, T. Somatics: Reawakening the Mind's Control of Movement, Flexibility and Health. SA: Da Capo Press, 2004.	☐
Further	Novack, C. (1990). Sharing the dance. Madison, Wis.: Univ. of Wisconsin Press.	☐
Further	Sinclair, C., Jeanneret, N., O'Toole, J. Education in the Arts. Oxford University Press, 2012	☐
Further	https://contactquarterly.com	☐
Further	http://limon.org/	☐
Further	http://marthagraham.org/	☐
Further	http://www.mercecunningham.org/	☐

Module Code	ADPA5003
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ADPA5003	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic *
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	ADPA5003C
Teitl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

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

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.
- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwyllynnol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwyllianol ac ieithyddol.

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	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portfolio ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

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 faes pwnc y myfyriwr.

Cod y Modwl	ADPA5003C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Pellach	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

MODULE CODE: HPAC5002
TITLE: Script, Rehearsal and Performance
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W410

AIM(S)

- To extend and develop student's comprehension and application of techniques and methods for script rehearsal and performance.

LEARNING OUTCOMES

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

- independently analyse script, and other theatrical phenomena, with reference to its realisation in performance;
- implement strategies for effective rehearsal;
- deploy a wide range of acting skills appropriate to selected dramatic materials;
- apply a sophisticated practical understanding of stage craft and professional rehearsal etiquette.

INDICATIVE CONTENT

- Students will build upon relevant strategies and previously acquired performance skills, extending them through practical exercises and then applying them in rehearsed projects.
- Students will be expected to demonstrate explicitly their consolidation, development and implementation of key skills in areas such as, for example, Voice and Movement, through both rehearsal and performance.
- The discussion of ideas surrounding stage craft and the staging of key moments of dramatic action will form a key component of each rehearsed project as the module reaches its conclusion.

LEARNING AND TEACHING STRATEGY

Through practical lectures, the students will draw upon a range of theatrical styles and dramatic material as deemed appropriate to the needs and interests of the student cohort. Regardless of theatrical style, students will develop a clear acting methodology that integrates analysis of script, contextual research, development of character and the generation of performance energy

Through practical exercises, lecture demonstrations and seminar discussions students will formalise their understanding of those aspects of rehearsal etiquette expected from a

professional actor. This will include exploration of the roles of those other practitioners involved in the creation of professional theatre.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Practical Projects and Process Workbook - 100%

Exemplar

Practical Projects (10 mins)

Students rehearse and present a scene from Hauptmann's *The Weavers*, focusing upon the challenging demands of a 'crowd action' scene that also requires detailed individual characterisation.

Process Workbook (ton the equivalent of 1500 words)

The workbook explores the ideas, methods and approaches encountered in the taught sessions and explored in the project.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
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 students as practitioners with valuable skills. They can use their learned abilities to find or create employment opportunities. The potential future impact of these ventures may make a positive contribution to global well-being.	

MODULE CODE: HPAC5004
TITLE: **Performing Shakespeare**
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W410

AIM(S)

- To introduce students to the performance history of a Shakespearean drama.
- To develop students' critical and analytical skills and knowledge required of an actor in the interpretation and performance of Shakespeare's works.

LEARNING OUTCOMES

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

- deploy knowledge and understanding of the process of realising characterisation and performance in a practical project;
- apply strategies to interpret Shakespeare's text, contextualising narrative, intention and character;
- identify and refine the complex vocal, physical and interpretative techniques required of an actor performing Shakespeare's work.

INDICATIVE CONTENT

- Students will be introduced to the notion of Shakespeare as a working dramatist and to Elizabethan theatre and its influences.
- Students will explore the practical challenges associated with Shakespeare in performance.
- Students will be introduced to the techniques of analysing and editing a selected text focusing on story, intention, emotion and character through exercises that will work towards a practical project.

LEARNING AND TEACHING STRATEGY

Through practical lectures, the students will explore selected texts that will offer the opportunity for consideration not only of the play's contribution to human thought and experience but also of the working practices and production challenges of Shakespeare's theatre.

Using selected texts, the students will, through practical and physical exercises, explore the techniques of verse and prose speaking, alongside an exploration of Shakespeare's stagecraft and its relation to the contemporary actor.

The students will be introduced to practical techniques and exercises that will help understand the content of Shakespeare's works and the application of his thoughts and ideas in the process of creating a character for the performer. This process will culminate in a performance project.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Practical Projects and Process Workbook - 100%

Exemplar

Practical Projects

Students work collaboratively to devise an original performance project c.10-20 mins which creatively utilises extracts from the text explored during the module.

Process Workbook (to the equivalent of 1500 words)

The workbook explores the ideas, methods and approaches encountered in the taught sessions and explored in the projects.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
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): Activity focussed on individual and collective development. No technical resources required.	

READING LIST

Module Code	HPAC5004	
Module Title	Performing Shakespeare	
Classification	Reading List entry	Electronic*
Essential	Selected plays and extracts from the works of Shakespeare	☐
Further	Barton, J. <i>Playing Shakespeare</i> . London: Methuen, 1984.	☐
Further	Berry, C. <i>Text in Action</i> . London: Virgin, 2001.	☐
Further	Bradley, D. <i>From Text to Performance in the Elizabethan Theatre</i> . Cambridge: CUP, 1992.	☐
Further	Buzacott, M. <i>The Death of the Actor-Shakespeare on Page and Stage</i> . London: Routledge, 1991.	☐
Further	Davies, O.F. <i>Performing Shakespeare: Preparation, Rehearsal, Performance</i> . London: Nick Hern Books, 2007.	☐
Further	De Grazia, M. <i>The Cambridge Companion to Shakespeare</i> . Cambridge: CUP, 2010.	☐
Further	Dobson, M. <i>Performing Shakespeare's Tragedies Today</i> . Cambridge: CUP, 2006.	☐
Further	Kennedy, D. <i>Looking at Shakespeare: A Visual History of 20th Century Performance</i> . Cambridge: CUP, 1993.	☐
Further	Kiernan, P. <i>Staging Shakespeare at the New Globe</i> , London: Macmillan, 1999.	☐
Further	Linklater, K. <i>Freeing Shakespeare's Voice</i> . New York: Theatre Communications Group: London: Troika, 2007.	☐
Further	McEvoy, S. <i>Shakespeare: The Basics</i> . London: Routledge, 2006.	☐
Further	Rodenburg, P. <i>Speaking Shakespeare</i> . London: Methuen, 2002.	☐
Further	Sher, A. <i>Year of the King: An Actor's Diary and Sketchbook</i> . London: Nick Hern, 2004.	☐
Further	Thomson, P. <i>Shakespeare's Professional Career</i> . Cambridge: CUP, 1999.	☐
Further	Thomson, P. <i>Shakespeare's Theatre</i> . London: Routledge, 1992.	☐

MODULE CODE: HPDA5005
TITLE: Choreography and Creative Practice
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: W500

AIM(S)

- To assist students to pursue an individual approach to develop their choreographic practice.

LEARNING OUTCOMES

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

- critically explore creative approaches of key choreographers and utilise their approach.
- devise work that integrates appropriate choreographic methods, styles and complexities.
- critically evaluate the developing artistry of their choreographic practice.
- demonstrate critical awareness of the relationship between their practice and that of key practitioners.

INDICATIVE CONTENT

- The module will foster students' independent approaches to practical work, extending their choreographic knowledge and applying it in the development of their own creative responses, paying particular attention to the connection between the performer and the audience. At the core of this module will be the students' workshop exploration of key choreographers whose work shapes, challenges and enriches the art and practice of choreography. Students will research choreographers' work and take inspiration from their choreographic approaches.
- Students will take part in workshop sessions that highlight creative processes carried out by some of the world's most renowned choreographers. Students may investigate the journey of choreographic pathways explored by Merce Cunningham, looking particularly at his chance procedure method or the methods adopted by Pina Bausch, experimenting with the use of repetition to develop creative responses. Students will practically explore creative methods to aid their individual development as choreographers. These methods may include improvisation as a key tool for the development of choreography.
- Students will investigate such work and draw upon it to develop choreographic approaches appropriate to their individual aspirations. It is anticipated that students will encounter a variety of such approaches, thereby gaining knowledge and understanding that will assist them in developing their own creative voice through experimentation. Workshop sessions will explore choreographic ideas, methods and approaches used by a variety of international and national choreographers and dance

artists, testing them through tutor-led creative tasks. Students will be encouraged to develop personal responses to stimuli and will be supported through creative processes.

LEARNING AND TEACHING STRATEGY

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

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Choreographic Work	5 minutes per person	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Process Workbook	2500 words	50%

Assessment Summary

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

READING LIST

Module Code	HPDA5005	
Module Title	Choreography and Creative Practice	
Classification	Reading List entry	Electronic*
Essential	Bremser, Martha. <i>Fifty Contemporary Choreographers</i> . London: Routledge, 1999.	✓
Essential	Burrows, J. A <i>Choreographer's Handbook</i> . Routledge, 2010.	☐
Essential	Morgenroth, J. <i>Speaking of Dance: Twelve Contemporary Choreographers on their Craft</i> . New York: Routledge, 2004.	☐
Further	Blom, L. A. & Chaplin, L. <i>The Moment of Movement</i> . London: Dance Books, 1979.	☐
Further	Celant, G. & Vaughan, D. <i>Merce Cunningham</i> . Milan: Charta, 2009.	☐

Further	Macauley. A. (ed.). <i>Matthew Bourne and His Adventures in Motion Pictures</i> . London: Faber, 2000.	☐
Further	Nagrin, D. <i>Dance and the Specific Image: Improvisation</i> . Pennsylvania: University of Pittsburgh Press, 1994.	☐
Further	Smith-Autard, J, M. <i>Dance Composition: A Practical Guide to Creative Success in Dance Making (Performance Books)</i> . London: Methuen, 2010.	☐

MODULE CODE: HPMF5002
TITLE: Aerial Filmmaking
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: P313

AIM(S)

- To develop understanding of the legal, practical, and creative requirements of aerial filmmaking within a creative industries context.

LEARNING OUTCOMES

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

- demonstrate practical knowledge and critical understanding of the well-established principles of aerial filmmaking through a film project;
- use a range of established techniques to initiate and undertake critical analysis and planning of an aerial filmmaking project.

INDICATIVE CONTENT

- The regulatory issues surrounding aerial filmmaking and the requirements of a flight plan and operations manual.
- The creative aspects of filming with aerial vantage points, and incorporating this material into film productions.
- Through practical and theoretical activities students will develop an operations manual for aerial film production.
- Preparation for CAA UK Safety Awareness Test for approved drone operation.
- Creating a short film, featuring a minimum of 90% aerial footage, and providing the supporting planning documentation, to demonstrate the planning and practical skills, and legal knowledge, necessary for this area of media production.

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 2500 words	50%

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

Mode of assessment	Volume	Weighting
Project output	5 minute film, to the equivalent of 2500 words	50%

Assessment Summary

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

READING LIST

Module Code	HPMF5002	
Module Title	Aerial Filmmaking	
Classification	Reading List entry	Electronic*
Essential	Halliday, B. (2017) <i>Drones The Mastery Collection: The Professional Drone Pilot's Manual and Drones: Mastering Flight Techniques Volume 4</i> . Charleston, N.C.: CreateSpace	☐
Essential	https://www.caa.co.uk/Consumers/Unmanned-aircraft-and-drones/	☐
Essential	Juniper, A. (2016) <i>The Drone Pilot's Handbook</i> . London: Ilex.	☐
Further	Droneprep (2015) <i>UAS Pilot Log Expanded Edition: Unmanned Aircraft Systems Logbook for Drone Pilots & Operators</i> . Charleston, N.C.: CreateSpace.	☐
Further	Juniper, A. (2015) <i>The Complete Guide to Drones</i> . London: Ilex.	☐
Further	Kennedy, F. (2017) <i>Drone Photography & Video Masterclass</i> . Lewes: Ammonite Press.	☐
Further	Marloh, I. (2017) <i>The Drone Camera Handbook: A Complete Step-by-step Guide to Aerial Photography and Filmmaking</i> . London: Aurum Press.	☐
Further	Smith, C. (2016) <i>The Photographer's Guide to Drones</i> . San Rafael, CA: Rocky Nook Inc.	☐

MODULE CODE: HPTD5001
TITLE: Scenography - Stage Design Realisation
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W460

AIM(S)

- To develop students' understanding and application of the various processes of design within the creation of a design installation.
- To develop students' understanding of genre, aesthetic movement or time period within theatre.

LEARNING OUTCOMES

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

- critically reflect upon specified texts and dramatic genre from a theatre design perspective and understand 'visual communication' and 'scenography';.
- examine and apply design methodologies in the exploration of a given dramatic brief;
- apply technical and production processes in the realisation of appropriately complex design ideas.

INDICATIVE CONTENT

- At the outset of the module, students will be introduced to a range of textual or other dramatic stimuli that might be considered appropriate for scenographic exploration. This will, in turn, lead to the study of a particular dramatic genre, aesthetic movement or time period. For example, the crisis of identity reflected in Dadaism might be explored, offering students the opportunity to gain insight into how social upheaval led to cultural transformations, which resulted in a breakdown of dramatic forms such as Realism and Naturalism. Students will then be challenged to explore the way in which these ideas might be translated into a design installation incorporating lighting, sound, multi-media, scenic-space, costume and performance as deemed appropriate in order to reflect, explore and illuminate complex dramatic ideas.
- In addition to detailed textual analysis, students will explore, through discussion and experimentation the design and production skills necessary to demonstrate, through physical realisation, original dramatic responses to the work and ideas encountered in the module. Students will be expected to apply their knowledge in the creation of a group project to be presented at the end of the module. The project will enable students to synthesise theoretical and practical knowledge and skills acquired during the module.

LEARNING AND TEACHING STRATEGY

A combination of lectures and skills sessions will provide the students with the skills required to focus on their chosen discipline. Students will be encouraged to explore their concepts with progress being monitored throughout the creative process via a series of one-to-one meetings with their subject tutor.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Practical Project & Process Workbook - 100%

Exemplar

Create an installation, which is a creative response to a given stimulus. The installation is to be in a performance space – not just an installation for an observer to look at.

Process Workbook (to the equivalent of 1500 words)

The workbook explores the ideas, methods and approaches encountered in the taught sessions and explored in the projects.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
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 provides innovation in approach to creative problem solving, upskilling physically and academically. There is potential positive impact upon health, prosperity and social skills.	

READING LIST

Module Code	HPTD5001	
Module Title	Scenography - Stage Design Realisation	
Classification	Reading List entry	Electronic*
Essential	Porter, L: <i>Unmasking Theatre Design</i> , Focal Press, 2015.	☐
Essential	Benedetto, S: <i>An Introduction to Theatre Design</i> , Routledge, 2012.	☐
Essential	Klingelhofer, R: <i>The Craft and Art of Scenic Design – Strategies, Concepts and Resources</i> , Focal Press / Routledge, 2017.	☐
Further	Anderson, R. <i>Federico Garcia Lorca</i> , Basingstoke: Macmillan, 1984.	☐
Further	Bigsby, C.W.E. <i>Dada and Surrealism</i> , London: Methuen, 1968.	☐
Further	Edwards, G. <i>Lorca: The Theatre Beneath the Sand</i> , London: Marion Boyars, 1995.	☐
Further	Gaskell, R. <i>Drama and Reality: the European Theatre Since Ibsen</i> , London: Routledge & Kegan Paul, 1972.	☐
Further	Garcia Lorca, F. <i>Three Tragedies</i> , London: Penguin, 1992.	☐
Further	Goldberg, R. <i>Performance Art: from Futurism to the Present</i> , London: Thames & Hudson, 1988.	☐
Further	Hodgson, T. <i>Modern Drama from Ibsen to Fugard</i> , London: Batsford, 1992.	☐
Further	Homan, S. <i>The Audience as Actor and Character</i> , Lewisburg: Bucknell University Press, 1989.	☐
Further	Innes, C.D. <i>Avant-Garde Theatre 1892-1992</i> , London: Routledge, 1993.	☐
Further	Klein, D. <i>Garcia Lorca's Tragic Trilogy</i> , Boston: Twayne, 1991.	☐
Further	Martinez-Cuitino, L. <i>Garcia Lorca for Beginners</i> , London: Writers and Readers, 2000.	☐
Further	Morris, C.B. <i>Son of Andalusia: The Lyrical Landscapes of Federico Garcia Lorca</i> , Liverpool: Liverpool University Press, 1997.	☐
Further	Newman R. & Fowler, D.M. <i>Space, Structure and Form</i> , London: Brown & Benchmark, 1996.	☐
Further	Nicholls, P. <i>Modernisms: A Literary Guide</i> , Basingstoke, Macmillan, 1995.	☐
Further	Oddey, A. & White, C. <i>The Potentials of Spaces</i> , Bristol: Intellect, 2006.	☐
Further	Schumacher, C. <i>Naturalism and Symbolism in European Theatre</i> , Cambridge: CUP, 1996.	☐
Further	Styan, J.L. <i>Modern Drama in Theory and Practice</i> , vol. 2, Cambridge: CUP, 1990.	☐
Further	Arnheim, R. <i>The Dynamics of Architectural Form</i> , Berkeley: University of California Press, 1977.	☐
Further	Arnheim, R. <i>Visual Thinking</i> , London: Faber, 1969.	☐
Further	Berger A. A. <i>Seeing is Believing: An Introduction to Visual Communication</i> , California: Mayfield Publishing, 1989.	☐
Further	Brohan, T. <i>Avant-Garde Design 1880-1930</i> , Cologne: Taschen, 1994.	☐

Further	Dally, T.(ed.). <i>The Complete Guide to Illustration and Design</i> , London: Guild Publishing, 1986.	☐
Further	Dimmack, M. <i>Art Techniques for Students</i> , London: Macmillan, 1969.	☐
Further	Friedman, M. <i>Hockney Paints the Stage</i> , London: Thames and Hudson, 1983.	☐
Further	Goldberg, R. <i>Performance Art: from Futurism to the Present</i> , London: Thames & Hudson, 1988.	☐
Further	Graver, D. <i>The Aesthetics of Disturbance: Anti-Art in Avant-Garde Drama</i> , Ann Arbor: University of Michigan Press, 1995.	☐
Further	Hockney, D. <i>Off the Wall: Hockney Posters</i> , London: Pavilion, 1994.	☐
Further	Honnef, K. <i>Andy Warhol: Commerce into Art</i> , Cologne: Taschen, 1993.	☐
Further	Howard, P. <i>What is Scenography?</i> , London: Routledge, 2001.	☐
Further	Jennings, S.(ed.). <i>The New Guide to Professional Illustration and Design</i> , London: Quarto, 1987.	☐
Further	Morgan, J. & Welton, P. <i>See What I Mean?</i> , London: Edward Arnold, 1992.	☐
Further	Newman R, & Fowler, D. M. <i>Space, Structure and Form</i> , London: Brown & Benchmark, 1996.	☐
Further	Payne, D. <i>The Scenographic Imagination</i> , Carbondale: Southern Illinois University Press, 1993.	☐
Further	Pye, D. <i>The Nature and Aesthetics of Design</i> , Bath: Herbert Press, 1978.	☐
Further	Reid, F. <i>Designing for the Theatre</i> , London: A & C Black, 1989.	☐
Further	Rudnitsky, K. <i>Russian and Soviet Theatre: Tradition and the Avant Garde</i> , London: Thames & Hudson, 1988.	☐
Further	Taylor, B. <i>The Art of Today</i> , London: Everyman, 1992.	☐
Further	Walker, J. A. <i>Art in the Age of Mass Media</i> , London: Pluto, 1996.	☐
Further	Yenwaine, P. <i>How to Look at Modern Art</i> , London: Chatto & Windus, 1993.	☐
Further	Thomas, J. <i>Script Analysis for Actors, Directors and Designers 5th Edition</i> : Focal Press, 2014.	

MODULE CODE: HPTD5002
TITLE: Design Process
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W460

AIM(S)

- To introduce students to the history of theatrical presentation and staging.
- To develop students' understanding and application of the principles of design within various theatre contexts.

LEARNING OUTCOMES

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

- display sound knowledge and understanding of the application of design within specialised areas such as set, costume, props, lighting, sound and AV;
- critically illustrate the role of the designer in the process of making theatre;
- critically analyse selected scripts, genres and periods from the perspective of a designer;
- apply process skills as appropriate to each design area.

INDICATIVE CONTENT

- The process of set, lighting, costume, sound and props design will be the point of departure for the module, offering students, through a series of lecture demonstrations a route-map through which conceptual exploration can be developed into coherent design work.
- Focussing on set, costume, props, lighting and sound the students will explore the specific processes by which initial concepts and ideas are developed into design work suitable for realisation by makers and technicians. In the area of *set design* this will concentrate on the development of a scale model, storyboard and technical drawings. In *costume*, on sketches, rendering, fabric selection and patterns and in *lighting*, on an appropriate rig-plan, instrument schedule and LX plot.
- Practical skills necessary to process their ideas and, to this end, CAD and IT skills will be nurtured to provide students with the opportunity to pursue a collaborative design project incorporating each area of study.

LEARNING AND TEACHING STRATEGY

A combination of lectures and skills sessions will provide the students with the skills required to focus on their chosen specialism. Students will be encouraged to explore their initial

concepts with progress being monitored throughout the creative process via a series of one-to-one meetings with their subject tutor.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Practical Project & Process Workbook - 100%

Exemplar

A group project based around a specific design brief in which each member presents portfolio work and artefact on a particular design process for each design/production area.

Process Workbook (to the equivalent of 1500 words)

The workbook explores the ideas, methods and approaches encountered in the taught sessions and explored in the projects.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
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 provides innovation in approach to creative problem solving, upskilling physically and academically. There is potential positive impact upon health, prosperity and social skills	

READING LIST

Module Code	HPTD5002	
Module Title	Design Process	
Classification	Reading List entry	Electronic*
Essential		☐
Further	Bicat, T. <i>The Handbook of Stage Costume</i> , Ramsbury: Crowood, 2006.	☐
Further	Booth, M.R. <i>Victorian Spectacular Theatre 1850-1910</i> , London: Routledge & Kegan Paul, 1981.	☐

Further	Bentham, F. <i>Sixty Years of Light Work</i> , London: Strand Lighting, 1992.	☐
Further	Cheney, S. <i>The Theatre: Three Thousand Years of Drama, Acting and Stage Craft</i> , London: Vision Press, 1972.	☐
Further	Dauber, M. <i>Big Book of Fashion Illustration: A world Sourcebook of contemporary illustration</i> , Kent: Batsford, 2007	☐
Further	Eynat-Confino, I. <i>Beyond the Mask: Gordon Craig: Movement and the Actor</i> , Carbondale: Southern Illinois Press, 1987.	☐
Further	Gillette, J.M. <i>Theatrical Design and Production</i> , Baltimore: Mayfield, 1999.	☐
Further	Gillette, J.M. <i>Designing with Light</i> , California: Mayfield Publishing, 1989.	☐
Further	Harris, J.W. <i>Medieval Theatre in Context</i> , London: Routledge, 1992.	☐
Further	Hartnell, P. <i>A Concise History of Theatre</i> , London: Thames & Hudson, 1990.	☐
Further	Hays, D. <i>Light on the Subject</i> , New York: Limelight, 1995.	☐
Further	Di Benedetto, S. <i>An introduction to theatre design</i> . London: Routledge. 2012.	☐
Further	Nisbet, A., <i>Theatre and performance design: a reader in scenography</i> London: Routledge, 2010.	☐
Further	Leacroft, R.& H. <i>Theatre and Playhouse: An Illustrated Survey of Theatre Building from Ancient Greece to the Present Day</i> , London: Methuen, 1984.	☐
Further	Moody, J.L. <i>The Business of Theatrical Design</i> , New York, Allworth, 2002.	☐
Further	Morgan, J. & Welston, P. <i>See What I Mean?</i> , London: Edward Arnold, 1992.	☐
Further	Morgan, N. <i>Stage Lighting for Theatre Designers</i> , Bath: Herbert Press, 1995.	☐
Further	Oren Parker, W. <i>Scene Design and Stage Lighting</i> , London: Holt, Rhinehart & Winston, 1990.	☐
Further	Payne, D.R. <i>Scenographic Imagination</i> , Carbondale: Southern Illinois University Press, 1993.	☐
Further	Pektal, L. <i>Designing and Drawing for the Theatre</i> , New York: McGraw-Hill, 1995.	☐
Further	Pilbrow, R. <i>Stage Lighting</i> , London: Nick Hern Books, 1992.	☐
Further	Reid, F. <i>Designing for the Theatre</i> , London: A & C Black, 1989.	☐
Further	Reid, F. <i>The Stage Lighting Handbook</i> , London: A & C Black, 1992.	☐
Further	Reid, F. <i>The ABC of Stage Lighting</i> , London: A & C Black, 1992.	☐
Further	Reid, F. <i>Discovering Stage Lighting</i> , Oxford: Focal Press, 1993.	☐
Further	Rowell, G. <i>The Victorian Theatre 1792-1914</i> , Cambridge: CUP, 1985.	☐

Further	Rosenfield, S. <i>A Short History of Scene Design in Great Britain</i> , Oxford: Blackwell, 1973.	☐
Further	Streader, T. & Williams, J.A. <i>Create Your Own Stage Lighting</i> , London: Bell & Hyman, 1985.	☐
Further	Styan, J.L. <i>Shakespeare's Stage Craft</i> , Cambridge: CUP, 1988.	☐
Further	Styan, J.L. <i>Restoration Comedy in Performance</i> , Cambridge, CUP, 1989.	☐
Further	Taplin, O. <i>Greek Tragedy in Action</i> , London: Routledge, 1991.	☐
Further	Thomson, P. <i>Shakespeare's Theatre</i> , London: Routledge & Kegan Paul, 1983.	☐
Further	Thorne, G. <i>Stage Design A Practical Guide</i> , Ramsbury: Crowood Press, 2002.	☐
Further	Zelanski, P. & Fisher, M.P. <i>Colour</i> , London: Herbert, 1989.	☐
Further	Walton, J.M. <i>Greek Theatre Practice</i> , London: Methuen, 1991.	☐
Further	Wilson, A. <i>Making Stage Props</i> (Marlborough: Crowood, 2002).	☐
Website	www.theatredesign.co.uk	☐

MODULE CODE: HPTD5003
TITLE: Individual Theatre Practice
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W460

AIM(S)

- To enable students to pursue an individual investigation into an agreed aspect of theatre design or production.

LEARNING OUTCOMES

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

- investigate the agreed subject in a way which integrates theory and practice in an appropriately specialised manner, and which draws upon knowledge and skills acquired in other areas of the programme;
- critically appraise dramatic principles or production practices, through research and critical reflection;
- display a range of design/production skills and techniques to an appropriate standard;
- undertake creative and critical exploration of the agreed study area.

INDICATIVE CONTENT

Individual Theatre Practice offers students the opportunity to agree an aspect of theatre design and production for specialised investigation. Students will normally select from the following options:

- a) Scenic Construction.
- b) Set and/or Costume Design.
- c) Costume Construction.
- d) Scenic Art.
- e) Furniture and Props.
- f) Lighting.
- g) Sound.
- h) AV.
- i) Professional work experience/placement.
- j) Alternative design contexts such as event, concert, and theme park design.

- In consultation with their allocated tutor, the student will develop a specific project brief within the general area of study that has been selected. Projects will replicate, as far as possible, the sort of brief the student might expect to receive in a professional theatre context. A timetable will be agreed between the tutor and the student with an agreed agenda for meetings and deadlines. Similarly, the criteria by which the student's achievements will be assessed will also be negotiated, with specific criteria agreed for assessment of the learning outcomes intended to be demonstrated during each meeting.
- While a module of this nature must remain flexible in order to cater for, and nurture, the specific interests of individual students, it does so within a framework which encourages students at all times to organise and develop, from a secure skills base, work which is considered, of a high quality and presented in a format which carefully assesses a range of practical and conceptual skills.

LEARNING AND TEACHING STRATEGY

A combination of lectures and skills sessions will provide the students with the skills required to focus on their chosen discipline. Students will be encouraged to explore the progress being monitored throughout the creative process via a series of one-to-one meetings with their subject tutor.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	28	14%
Independent learning	172	86%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Practical Project & Process Workbook - 100%

In consultation with their allocated tutor, the student will develop a specific project brief within the general area of study that has been selected. Projects will replicate, as far as possible, the sort of brief the student might expect to receive in a professional theatre context. A timetable will be agreed between the tutor and the student with an agreed agenda for meetings and deadlines. Similarly, the criteria by which the student's achievements will be assessed will also be negotiated, with specific criteria agreed for assessment of the learning outcomes intended to be demonstrated during each meeting.

Process Workbook (to the equivalent of 1500 words)

The workbook explores the ideas, methods and approaches encountered in the taught sessions and explored in the projects.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
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 provides innovation in approach to creative problem solving, upskilling physically and academically. There is potential positive impact upon health, prosperity and social skills.	

READING LIST

Module Code	HPTD5003	
Module Title	Individual Theatre Practice	
Classification	Reading List entry	Electronic*
Essential	Once the practice area has been agreed, a detailed bibliography, including specific production texts and selected critical studies, will be developed by the students concerned, in consultation with their tutor.	☐
Further		☐

MODULE CODE: HPTD5004
TITLE: Production Project
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: W460

AIM(S)

- To foster students' abilities to synthesise knowledge and understanding of dramatic genre and form with design and production skills within a specific context.

LEARNING OUTCOMES

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

- display active and sustained contribution to the creative development and practical realisation of a project within a production team;
- participate in the creation a dramatically significant piece of theatre in response to a given brief;
- apply design, production and technical methodologies as appropriate to identify and solve project problems;.
- critically evaluate the quality of the collective endeavour and their individual contributions to it.

INDICATIVE CONTENT

- The emphasis of this module will be upon the creation of a project that draws together a broad range of performance, design and production techniques in order to develop and express complex theatrical ideas and images. For example, the module's project might centre upon the idea of the 'dramatic moment'. Numerous plays contain sequences of action that are highly dramatic but extremely challenging to stage. A synthesis of dramaturgy, design, performance and technical theatre arts is needed to achieve in practice the 'dramatic moment'. Such a project would entail a high degree of creative collaboration, research, experimentation, critical analysis and problem solving on the part of students undertaking the module. Another potential approach might involve the selection for study of a particular form of theatre such as puppetry, or an aspect of theatre such as mask work.
- The students' understanding of the study area will be demonstrated through the creation of an original dramatic response within a given set of practical and artistic parameters. The performance piece will be devised within a group or groups and will be supported by written/visual material commensurate with the task. In all cases the module will adopt a flexible approach, in teaching, production and assessment, in order to be responsive to students' particular specialisms in design and production.

LEARNING AND TEACHING STRATEGY

This module will be delivered primarily through the production process although some taught session would be delivered as part of the module structure. Students will negotiate a role with their tutor and will work as part of a production team to create final product. Progress will be monitored by staff involved in the project and by the module tutor.

Regular meetings will take place throughout this period in order to provide advice and guidance to the student as required.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Practical Project & Process Workbook - 100%

Exemplar

Students design and construct the Angel's costume for Tony Kushner's *Angels in America*, complete with a set of wings which are both an integral part of the angel's body and can be opened and manipulated by the actress through her natural movements.

Process Workbook (to the equivalent of 1500 words)

The workbook explores the ideas, methods and approaches encountered in the taught sessions and explored in the projects.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
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 provides innovation in approach to creative problem solving, upskilling physically and academically. There is potential positive impact upon health, prosperity and social skills.	

READING LIST

Module Code	HPTD5004	
Module Title	Production Project	
Classification	Reading List entry	Electronic*
Essential		☐
Further	Beck, R. 'Making Scenery', in <i>Stagecraft</i> , Chicago: National Textbook Company, 1990, pp.19-38.	☐
Further	Beck, R. 'Putting Scenery Together', in <i>Stagecraft</i> , Chicago: National Textbook Company, 1990, pp.44-52.	☐
Further	Beck, R. 'Properties', in <i>Stagecraft</i> , Chicago: National Textbook Company, 1990, pp.52-9.	☐
Further	Griffiths, T.R 'The Workshop', in <i>Stagecraft: The Complete Guide to Theatrical Practice</i> , Oxford: Phaidon, 1990, pp.143-159.	☐
Further	Hewett, C.A. <i>English Historic Carpentry</i> , London: Phillmore, 1980.	☐
Further	Huaxiang, T. <i>Character Costume Figure Drawing</i> , Oxford: Focal Press, 2004.	☐
Further	James, T. <i>The Prop-Builder's Moulding and Casting Handbook</i> , Virginia: Betterway Publications, 1989.	☐
Further	James, T. <i>The Prop-Maker's Mask-making Handbook</i> , Virginia: Betterway Publications, 1990.	☐
Further	Lord, W. 'Properties', in <i>Stagecraft 1</i> , Colorado: Meriwether, 1991, pp.29-33.	☐
Further	Lord, W. 'Scenery Construction', in <i>Stagecraft 1</i> , Colorado: Meriwether, 1991, pp.61-68.	☐
Further	Lord, W. 'Hardware', in <i>Stagecraft 1</i> , Colorado: Meriwether, 1991, pp.71-72.	☐
Further	Midgeley, B. <i>Sculpture, Modelling and Ceramics (Techniques and Materials)</i> , Oxford: Phaidon, 1982.	☐
Further	Reid, F. <i>The Staging Handbook</i> , London: A & C Black, 1978.	☐
Further	Rickit, R. <i>Designing Movie Creatures</i> , Burlington, Elsevier, 2006.	☐
Further	Sivin, C. <i>Maskmaking</i> , Massachusetts: Davis Publications, 1986.	☐
Further	Stern, L. <i>Stage Management</i> , London, Alleyn & Bacon, 1995.	☐
Further	Warre, M. <i>Designing and Making Stage Scenery</i> , London: Studio Vista, 1966.	☐