



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

MODULE DIRECTORY

LEVEL 6

DESIGN & PERFORMING INDUSTRIES

WALES INSTITUTE OF SCIENCE & ART

2021-2022

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INTRODUCTION

This Module Directory includes all the modules for Level 6 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	ACHA6013
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

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

INDICATIVE READING LIST

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

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

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

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

LEVEL: 6
CREDITS: 60

JACS CODE: W200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Report	3000 words	25%

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

Cod y Modwl	ADDA6006C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

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

Dyraniad Amser Astudio

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

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

Cod y Modwl	ADDA6006C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability, 3rd edition</i> , Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

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

Module Code	ADDA6007
Title	Major Project
Date	05/05/2021
Level	6
Credits	60
Pre-Requisites	None

AIM(S)

- To fine tune the diverse skill set required by the creative industries through the management of a challenging body of work, balancing the self-directed, innovative academic focus with an enhanced understanding of the current nature of contemporary creative practices.
- To encourage the student's enthusiasm for self-directed enquiry into their discipline through self-motivation, proficiency in investigation and enquiry, visualisation and making, relevant to the forefront of their discipline.

LEARNING OUTCOMES

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

- Identify, critically evaluate, articulate, synthesise and generate an intellectually challenging idea (set of ideas) that would be appropriate for Major investigation utilising specialist skills in effective ways within the contexts of the individual's chosen creative practice.
- Articulate research areas and present creative solutions to audiences through appropriate forms evidencing an understanding of the issues which arise from the relationship with audiences, clients, markets, users, consumers, and/or participants.

INDICATIVE CONTENT

- Project definition, ideation and development
- Preparing briefs and proposals for discussion
- Consolidating communication skills for collaborative projects
- Negotiating with external organisations/clients
- Designing and making a substantial body of work pitched to a specialist pathway
- Research opportunities, material testing and innovation
- Advanced application of surface pattern and textiles materials and processes
- Project synthesis and cross discipline applications
- Design thinking
- Project planning, management and application

- Consideration of ethical, sustainable and legal issues and outcomes
- Project presentation and evaluation
- Portfolio development and presentation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam x Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework	11,250 equivalent	75%

Assessment Component 2

(Tick one)

☐ Written exam x Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework	3,750 equivalent	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADDA6007	
Module Title	Major Project	
Classification	Reading List entry	Electronic*
	A bibliography of primary and secondary texts is to be developed, under direction from an academic supervisor, by the student. Since the module comprises mostly independently steered content and direction of study, it is up to the student to seek out secondary or archival material in the course of their research. Supervisors will guide, and strongly encourage the research process, which may include online journals, audio-visual material, artefacts from Special Collections etc.	☐

*Additional specialist books will be listed in module handbooks provided by tutors

Module Code	ADDA6008
Title	Advanced Creative Enquiry
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Students are encouraged to further challenge themselves by exploring new ideas through a sustained enquiry using a wide range of sources. The application of this advanced knowledge will be to the Major Study Module and will inform the conceptual development of the individuals main project work in Level 6.

This module will be delivered through workshops, tutorials, seminars, library research and potentially study trips. The main focus will be a programme of centred workshops to develop the advanced skills required to expand each student's technical resource. Students will be

encouraged to research and identify a particular visual language suitable to fuel their Major Project.

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 x Coursework ☐ Practical

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

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADDA6008	
Module Title	Advanced Creative Enquiry	
Classification	Reading List entry	Electronic*
	A bibliography of primary and secondary texts is to be developed, under direction from an academic supervisor, by the student. Since the module comprises mostly independently-steered content and direction of study, it is up to the student to seek out secondary or archival material in the course of their research. Supervisors will guide and strongly encourage the research process, which may include online journals, audio-visual material, artefacts from Special Collections etc.	

*Additional specialist books will be listed in module handbooks provided by tutors

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ADPA6000	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

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

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

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

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

Dyraniad Amser Astudio

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

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

Cod y Modwl	ADPA6000C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

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

MODULE CODE: HPAC6002
TITLE: Mainhouse Theatre
DATED: 16/03/2017

LEVEL: 6
CREDITS: 30

JACS CODE: W400

AIM(S)

- To provide students with the opportunity to undertake appropriately challenging work upon a major theatre presentation(s).
- To enable students to hone skills developed in previous modules of the programme.
- To extend students' skills of creative and critical analysis through the focus of a major theatre presentation(s).

LEARNING OUTCOMES

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

- deploy a high degree of conceptual understanding in the development of a theatrical production;
- utilise a high degree of skill in the practical development and realisation of their allocated production role(s);
- utilise a high degree of ability to work independently, with a director, and in collaboration with their peers;
- evaluate the creative process and their contribution to it.

INDICATIVE CONTENT

- The module will be structured around theatre productions. These will be performed either in the Halliwell Theatre or at an alternative theatre venue which poses similar performance challenges. The productions will be directed by either a permanent member of staff or by a guest director of appropriate professional standing.
- Students will, after consultation with staff be assigned an appropriate role(s) within the production company. The module tutor will act as an overall supervisor. The structure of the rehearsal process will reflect current professional practice. A level of flexibility will be incorporated to ensure that each student has a commensurate challenge and assessment criteria will reflect this.
- Students will have specific reading/research tasks which will reflect the nature of the piece they will be performing.
- Students will evaluate their own contribution throughout the project.

LEARNING AND TEACHING STRATEGY

The students are directed by an outside director or in-house tutor.

The Module Tutor oversees the module, noting work undertaken in rehearsal, assessing written work and evaluating final performance.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	180	60%
Independent learning	120	30%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Production Work & Process Workbook - 100%

Production Work (context specific)

Recent productions include *The Penelopiad*, *Grimm Tales*, *The Long and the Short and the Tall* and *The Trojan Women*.

Presentation (10 minutes)

The presentation will enable tutors to discuss with students the ideas, methods and approaches encountered in their work during the rehearsal and performance process.

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 who 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. There is potential positive impact upon health, mental health and social cohesion.	

READING LIST

Module Code	HPAC6002	
Module Title	Mainhouse Theatre	
Classification	Reading List entry	Electronic*
Essential	Once the detailed content of the module has been decided in any given semester, a full bibliography will, if appropriate, be presented to students at the outset of the module.	☐

MODULE CODE: HPAC6003
TITLE: Site-Specific Theatre
DATED: 16/03/2017

LEVEL: 6
CREDITS: 30

JACS CODE: W400

AIM(S)

- To enable students to explore alternative applications for performance, design and production skills than those within conventional theatrical contexts.
- To provide students with a site-specific context, through which to apply and enhance performance, design and production skills acquired at previous levels of the programme.

LEARNING OUTCOMES

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

- apply knowledge and experience in order to carry out tasks which require conceptual analysis and synthesis of a range of performance, design and production skills;
- deploy appropriate skill levels in performance, design and production work in response to the conceptual, artistic and practical challenges of the particular project;
- exhibit sustained ability to work autonomously and as a group member;
- critically appraise to a high level strengths and limitations of their work, as an individual and as a group member.

INDICATIVE CONTENT

- The students will 'map' a site using a range of sources. They will explore notions of what the site offers by way of dramatic exploration. They may consider geographical location, historical context and emotive response.
- The students will participate in an active forum in which different aspects of Site-Specific Theatre will be explored, shared and analysed. It will demonstrate the students' understanding of the concept and their participation will develop meaningful discussion concerning the production.
- The students will develop, rehearse and perform a piece of Site-Specific Theatre.
- The students will consider and critically appraise their own contribution to the project and evaluate the collective endeavour.

LEARNING AND TEACHING STRATEGY

The starting point for this module will normally be a carefully selected location, chosen both for its dramatic potential and its practicality in terms of distance and accessibility. Students might explore the process and practice of site-specific theatre with a view to creating a final performance piece. In this case, students will be directly involved in the creation of theatre for a specific location, drawing inspiration not only from the environment in which the production is to be created but sometimes from additional related source material. These might take the form of stories, poems, news reports or extracts of dramatic text. Alternatively, the project might have no single moment of performance but take the form of an on-going dramatic exploration of the space recorded through photo-montage, film and other forms of documentation.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	180	60
Independent learning	120	30
Placement learning		
TOTAL	300	100%

ASSESSMENT

Production Work & Process Workbook -100%

Production Work (context specific)

Students respond to a given location through a series of workshops exploring the history of the space, real and imagined, its physicality, its acoustic and its dramatic potential. These workshops create a series of dramatic moments which re-identify the location through performance.

Process Workbook (to the equivalent of 2000 words)

The workbook explores ideas, methods and approaches encountered in practical workshops and reflects upon their application in the production work.

Example of the type of question or task that could be used:

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 who 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. There is potential positive impact upon health, mental health and social cohesion.	

READING LIST

Module Code	HPAC6003	
Module Title	Site-Specific Theatre	
Classification	Reading List entry	Electronic*
Essential	Pearson, M. <i>Site-Specific Performance</i> . London: Routledge, 2010.	☐
Further	Graver, D. <i>The Aesthetics of Disturbance: Anti-Art in Avant-Garde Drama</i> . Ann Arbor: University of Michigan, 1995.	☐
Further	Kaye, N. <i>Site-Specific Art: Performance, Place and Location</i> . London: Routledge, 2000.	☐
Further	Kershaw, B. & Coult, T. <i>Engineers of the Imagination: The Welfare State Handbook</i> . London: Methuen, 1990.	☐
Further	Mason, B. <i>Street Theatre</i> . London: Routledge, 1992.	☐
Further	Merriman, N. <i>Beyond the Glass Case: The Past, the Heritage and the Public in Britain</i> . Leicester: Leicester University Press, 1991.	☐
Further	Oddey, A. <i>Modes of Spectating</i> . Chicago: Chicago University Press, 2010.	☐
Further	Pearson, M. <i>Theatre/ Archaeology</i> . London: Routledge, 2002.	☐
Further	Sandford, M. R. <i>Happenings and Other Acts</i> . London: Routledge, 1995.	☐

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

LEVEL: 6
CREDITS: 30

JACS CODE: W473

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Practical – 60%

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

Coursework (3000 words) – 40%

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

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

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

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

LEVEL: 6
CREDITS: 20

JACS CODE: W473

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Presentation (15 mins) – 50%

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

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

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

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%

TOTAL	100%
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EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

MODULE CODE: HPDA6001
TITLE: Interdisciplinary Arts
DATED: 26/04/2018

LEVEL: 6
CREDITS: 30

JACS CODE: W500

AIM(S)

- To provide students with opportunities to create innovative performance work that utilises other art forms and/or organisations through collaboration.
- To enable students to hone skills developed during their studies to create an innovative interdisciplinary performance work.

LEARNING OUTCOMES

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

- systematically and comprehensively investigate the dialogues between dance performance works and other art forms and/or organisations;
- explore to a high level the potential of collaborative practice in full by working in partnership with professionals in the creative industries;
- initiate and develop an innovative interdisciplinary performance work that utilizes other art forms and/or organisations;
- systematically and comprehensively evaluate the process and final performance work.

INDICATIVE CONTENT

- Collaborative practice forms an integral part of the arts industry, influencing many creative art works. Professional companies are actively exploring the potential of collaboration as a means of developing innovative interdisciplinary performance work.
- The module will enable students to create an innovative interdisciplinary performance work in collaboration with practitioners from another art form and/or organisation. Students will be required to utilise professional links that have been initiated and developed through the course of study. Professional links may be initiated with artists, sculptors, sound specialists, film makers and/or community arts organisations.
- Students will investigate the dialogue between dance and other arts forms and/or organisations through comprehensive research and conceptual exploration. Students will explore a wide range of interdisciplinary possibilities fully analysing their potential. It is a requirement that students carry out research during directed study time.
- It is a requirement of this module that students compile a process workbook that reviews, critically analyses and evaluates the process and final performance work. It is essential that all findings are supported by research. It is important to note that

although students are working through collaborative methods they will be assessed as an individual.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	108	36%
Independent learning	192	64%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Extended Performance Piece	20-30 minutes	75%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	25%

Assessment Summary

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

READING LIST

Module Code	HPDA6001	
Module Title	Interdisciplinary Arts	
Classification	Reading List entry	Electronic*
Essential	Auslander, P. <i>Liveness: Performance in a Mediatized Culture</i> . London: Routledge, 1999	☐
Essential	Cave, R. <i>Collaborations: Ninette De Valois and William Butler Yeats</i> . London: Dance Books, 2011.	☐
Essential	Ede, M., Mason, M. <i>Titian/Metamorphosis: Art Music Dance; A Collaboration between the Royal Ballet and the National Gallery</i> . Art/Books: London 2013.	☐
Further	Burrows, J. <i>A Choreographer's Handbook</i> . Taylor & Francis, 2010.	☐

Further	Carter, A. & O'Shea, J. <i>The Routledge Dance Studies Reader</i> . Routledge, 2010	☐
Further	Climenhaga, R. <i>The Pina Bausch Sourcebook: The Making of Tanztheater</i> . Routledge, 2013	☐
Further	Oliver, W. & Risner, D. S. <i>Dance and Gender: An Evidence-based Approach</i> . University Press of Florida, 2017.	☐
Further	Spier, S. <i>William Forsythe and the Practice of Choreography: It Starts From Any Point</i> . Routledge, 2011.	☐

MODULE CODE: HPDA6002
TITLE: Major Project
DATED: 26/04/2018

LEVEL: 6
CREDITS: 30

JACS CODE: W500

AIM(S)

- To provide students with the opportunity to undertake appropriately challenging work upon a major production.
- To enable students to hone skills developed during the course of their studies.

LEARNING OUTCOMES

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

- demonstrate a high degree of conceptual understanding in the development of a major dance production;
- display a high degree of skill in the practical development and realisation of their task areas in the production;
- demonstrate a high degree of ability to work independently, with a director, and in collaboration with their peers;
- systematically and comprehensively evaluate the creative process and their contribution to it.

INDICATIVE CONTENT

- This module will allow students to showcase the creative, performative and appreciative skills that they have developed and refined over the last three years of study. Students will collaborate with their peers and with professional artists in an intensive creative process that will lead to a final major performance.
- The module will be structured around a major dance production to be performed either in a conventional theatre or an alternative theatre venue that poses appropriate levels of stimulus and creative challenges. The production will be developed and/or directed either by a tutor or by a freelance practitioner of appropriate professional standing. The module tutor will act as overall supervisor. The structure of the production's development process will follow current professional practice. Tutors will ensure that each student has a commensurate challenge and assessment criteria will reflect this.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	108	36%
Independent learning	192	64%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Extended Performance Piece	20-30 minutes	75%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Viva Voce	10 minutes	25%

Assessment Summary

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

READING LIST

Module Code	HPDA6002	
Module Title	Major Project	
Classification	Reading List entry	Electronic*
Once the detailed approach of a production has been determined, full bibliographic guidance will be offered.		

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

LEVEL: 6
CREDITS: 20

JACS CODE: P310

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Work to the equivalent of 4800 words	80%

Assessment Component 2☐ Written exam☒ Coursework☐ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 6
CREDITS: 20

JACS CODE: P310

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 4800 words	80%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 6
CREDITS: 20

JACS CODE: W231

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

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

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

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

Assessment Summary

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

READING LIST

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

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

LEFEL: 6
CREDYDAU: 20

COD JACS: W231

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

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

STRATEGAETH DYSGU AC ADDYSGU

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

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

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

ASESU

Elfen Asesu 1 - 100%

Portffolio Ymarferol Cyfwerth â 5000 o eiriau

Enghraifft: Gall portffolio gynnwys

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

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

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy
	Nac ydy
Yn y modwl hwn ceisir helpu'r myfyrwyr i ddatblygu sgiliau sylfaenol ymchwil ac ymholiad gweledol. Mae hyn yn rhan o'r agenda asesu cynaliadwy/addysgu cynaliadwy sy'n ystyried bod y broses asesu'n datblygu sgiliau y gellir eu defnyddio ar ôl gorffen y rhaglen astudio a hefyd y sgiliau y mae angen i'r unigolion fod yn gyfarwydd â nhw o ran	

gweithio, dysgu a ffynnu mewn dyfodol nad yw'n eglur ar hyn o bryd. Sgil Ysgrifennu Adfyfyriol a sgil cysylltiedig Adfyfyrio Beirniadol, fel y'i disgrifir gan Donald Schön, yw'r sbardun i ddatblygu yn y modwl hwn.

Boud. D, Assessment 2020: *Creating Sustainable Assessment for Long-term Learning* University of Technology, Sydney (2010)

Ar gael yn <https://www.uts.edu.au/sites/default/files/davidboudKeynote.pdf>

Darllenwyd 10:30, 17 Hydref 2014

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

Llyfryddiaeth

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