

BA Acting

Independent Project ADPA6000

Semester 1 and 2: 2022/23

Module Tutor - Lynne Seymour – lynne.seymour@uwtsd.ac.uk

Module level	Credits
Level 6	40 Credits

Teaching Strategy

This is an Independent Enquiry and as such is led by the student.

Teaching sessions will include tutorials, seminars and small group work depending on the chosen subject area.

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form.

Please refer to the anticipated learning outcomes when making your evaluation.

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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%

SCHEDULE OF ACTIVITIES

Over the academic year you will have meetings with your module tutor and subject specialist supervisor (if appropriate) to discuss your ideas and progress.

You should always submit work to be reviewed in advance of any tutorial or seminar.

Sessions will be delivered as in person as well as online session via ZOOM or TEAMS when needed or appropriate and you will be provided with timeslots as you work through each stage of your Project.

You must ensure that you create opportunities in your research, development and exploration to collaborate with others within your subject area as you will need to demonstrate your ability to share, synthesise and build on ideas. **YOUR PRESENTATION DELIVERY WILL BE INDIVIDUAL.** Your Portfolio will be submitted as an independent endeavour and will be marked as such.

If you cannot make an arranged meeting or session, please let your tutor or supervisor know as soon as possible.

INDICATIVE READING LIST

This will be guided by the student's individual project and texts will be suggested to you as work develops.

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. 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	☒

LEVEL 6 ASSESSMENT SPECIFICATION

Module:	Independent Project		
Module code:	ADPA6000	Contribution to Overall Module Assessment (%):	100
Lecturer:	Lynne Seymour	Internal Verifier:	Stacey-Jo Atkinson
Assignment Title:	Assessment 1- Portfolio	Word count (or equivalent):	10000 words eq
Submission deadline:	25/04/22	Return date of provisional marks & written feedback:	TBC
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit on Moodle. Alternative submission method (if applicable): If you are not able to submit your work to Turnitin due to the nature of the project, this must be discussed in advanced with your supervisor, and arrangements made at least a month before the deadline. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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.

TASK DESCRIPTION

Portfolio Format and Submission Instructions

You must conform to the following guidelines for submitting your work:

Element 1- 30% of Module Mark

Research and Investigation

Research and Investigate a subject or idea through which you can demonstrate the core skills of your BA Acting course. This can also include an exploration of transferable vocational skills as well as any wider discoveries or interests that are relevant and applicable.

Element 2- 30% of Module Mark

Development, Collaboration and Exploration

From your research and investigative foundation develop your exploration of ideas and subject area in order to demonstrate the practical application of your skillset.

Element 3- 40% of Module Mark

Practical Performance/Presentation

Create a personal practical presentation, or performance through investigation and experimentation. The finished work, must be exhibited/presented appropriately within the expectations of the project's discipline.

The Practice Portfolio Project

The portfolio should demonstrate the connection between theory and practice through academic rigour, creative industry principles, and the implementation of creative thinking, practical exploration (independently and collaboratively) and the development of your project work. Tasks will be set early on, but will be due in at the end of the module and should be developed throughout the duration of the module.

Coursework Submission Instructions

You must conform to the following guidelines for submitting your work:

Presentation, Planning, Media Content, and Written Work-

- Supporting media files should be included and appropriately labelled,
- Presentations should be submitted as a Powerpoint or PDF file or as a web link to the online version,
- Presentations using video and audio material should include the media files upon submission,
- PDF's for scripts and other supporting documents should also be provided where appropriate,
- Scripts should be correctly formatted.
- Video material must be presented via a hyperlink to an unlisted Youtube video,
- Research material must include references for all externally sourced content you have used (books, images, websites, films etc) and fully referenced according to the university's Harvard Referencing Guide,
- External online material must be submitted as a hyperlink inside a Word document and remain active until at least the final examboard of the academic year,
- Electronic versions of the portfolio should be in a folder with the following label structure- Student Name _Student Number _ModuleCode (An example would be Jane Davies_180000_ ADPA6000).

Tutors will advise on the exact format for submission based on the nature of the work.

Practical Work

Specific arrangements for presentation/delivery will be made depending on the nature of the practical work.

Written Work

- The file(s) should be in a folder with the following label structure- StudentNumber _ModuleCode _AssignmentNumber
(An example would be 170000_ CAMF6002_2)
- Folders of mixed file formats and content should be clearly labelled and organised,

Files should be submitted as part of your digital portfolio folder to Moodle by the deadline. Where possible files should be placed in a Zip folder to ease the process of uploading and downloading from Moodle.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should explore a range of potential research sources. Your portfolio should demonstrate engagement with a range of texts and appropriate them to the specific themes of your planned project. You must refer to specific aspects of your research that have influenced your decision making via referencing. Illustrations of source material is also welcomed. You should demonstrate your practical research through examples of your practical explorations. Your work can also reference practitioners that have influenced you.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

You should demonstrate your knowledge of the theories and methods relevant to your discipline, and their application. Your work should demonstrate a knowledge and understanding of the techniques, methodology, and practical understanding of work within a chosen subject matter. You should openly describe any difficulties you have experienced and review how these have affected your decision making and investigation as well as how you can develop ideas further.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Your work should demonstrate a clear rationale for the selection, processing and execution of your project. You should demonstrate how you have applied knowledge of your discipline to your chosen project and worked collaboratively to explore and develop ideas. Your work should demonstrate how you have implemented new knowledge, as well as executing existing skills into your work. Your research notes and practical explorations should have informed your thought process and methodology. Your research notes and self-reflection should describe your thought process and how you have implemented new knowledge into your work. You should demonstrate how you are expanding your skills base beyond previous experience.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Particular attention should be paid to the detail in the procedures and planning. The presentation of the materials should also reflect the professional nature of the work. Particular attention should be paid to specific requirements of the work within the chosen subject matter. Your creative development of the project will also be considered.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Your work should represent a considered and organised approach to presentation and the context in which it is being produced. The transferable and professional skills of: application of knowledge, critical perspective, and rearticulating theory will be an essential aspect of this portfolio and should be the foundation of the writing process. You will be assessed on your academic, explorative, presentation, practical and planning skills as well as the portfolio. Where relevant you should acknowledge skills that you have acquired and how they may be used in other situations such as: good research and planning, professionalism, preparation, creative thinking, collaboration, problem solving, recognition of standards.

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers.
- Informal comments and responses to performances and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

Feedback will be returned on assessed work within 20 working days of submission.