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

CYFEIRLYFR MODYLAU

LEFEL 6

YSGOL DYLUNIO A DIWYDIANNAU PERFFORMIO

CYFADRAN GWYDDONIAETH A CHELF

2026-2027

TUDALEN GYNNWYS

Rhif Tud

CYFLWYNIAD..... 1

MODYLAU 2

CYFLWYNIAD

Mae'r Cyfeiriadur Modylau hwn yn cynnwys yr holl fodylau ar gyfer Lefel 6 o fewn Ysgol Dylunio A Diwydiannau Perfformio ym mlwyddyn academaidd 2026-2027.

Mae'r cyfeiriadur hwn yn mynd gyda'r Llawlyfr Rhaglen Astudio, a fydd yn rhoi manylion y modylau y byddwch yn eu hastudio ar gyfer eich rhaglen eleni yn yr adran 'Rhaglen Astudio'. Gall y cyfeiriadur hwn gynnwys modylau sy'n rhedeg ar raglenni astudio eraill o fewn eich Ysgol/Cyfadran. Os oes angen cymorth arnoch i adnabod modylau eich rhaglen astudio, cysylltwch â'r Rheolwr Rhaglen (y mae ei enw a'i fanylion cyswllt wedi'u rhoi yn y Llawlyfr Rhaglen Astudio sy'n mynd gyda'r ddogfen hon), neu Swyddfa'r Gyfadran berthnasol.

Mae'r Brifysgol wedi gwneud pob ymdrech i sicrhau bod y wybodaeth mor lawn a chywir â phosibl, ond dylech nodi ei bod yn anochel y bydd rhai mân newidiadau yn digwydd i drefniadaeth y modylau rhwng y cyfnod cynllunio ac amser addysgu'r modylau. Byddwn yn ceisio sicrhau y bydd cyn lleied o newidiadau â phosibl, ac fe gewch ddigon o rybudd o flaen llaw os bydd unrhyw newid. Byddem hefyd yn ddiolchgar pe baech yn rhoi gwybod i ni am unrhyw newidiadau defnyddiol y gallem eu gwneud i'r llawlyfr yn y dyfodol.

MODYLAU

Module Code	ACHA6013
Title	Independent Project
Date	12/07/2024
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%

AHEP3 Version 3 outcomes to be met:
D3b, D6. EL3b, P1, P4, P8, G1, G2, G3b, G4

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) *Skills for Success Personal Development and Employability, 3rd edition*, Palgrave. London.	☒
Essential	ASET, 2013 *Good Practice Guide for Workbased Learning and Placement Learning in Higher Education*	☒
Essential	Gray, D.E. (2018) *Doing Real World Research,* London: SAGE.	☐
Further	Gallagher K, (2016) *Essential Study and Employment Skills For Business and Management Students*, Oxford	☐
Further	Gottschall, Jonathan (2013), *The Storytelling Animal: How Stories Make Us Human,* Houghton Mifflin	☐
Further	Storr, Will (2020), *The Science of Storytelling,* William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) *Research Methods in Education, 8th edition* London: Routledge.	☒

Further	Flick, U. (2014) *An Introduction to Qualitative Research*, London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) *Understanding and Using Challenging Education Theories*, London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) *Doing Interviews (Qualitative Research Kit)*. Sage	☐
Further	Gibbs, G. (2018) *Analysing Qualitative Data (Qualitative Research Kit).* Sage	☒
Further	Creswell, J. W. (2012*). Qualitative inquiry and research design: Choosing among five approaches*. 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. *Small Bus Econ* **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) *Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions*. Rockport	☐
Essential	Denscombe, M. (2010). *The Good Research Guide* (4th ed.). McGraw-Hill: Open Univeristy Press.	☐
Essential	Stickdorn, M., & Schneider, J. (2010). *This is Service Design Thinking*. BIS Publishers.	☐
Further	Schifferstein, H. N., & Hekkert, P. (Eds.). (2008). *Product Experience*. Elsevier.	☐
Further	Press, M., & Cooper, R. (2003). *The Design Experience: The Role of Design and Designers in the 21st Century.* Ashgate Publishing Limited.	☐
Further	Norman, D. A. (2004). *Emotional Design: Why we love (or hate) everyday things*. 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.

COD Y MODWL: **ADDA6003C**
TEITL: **Prosiect Mawr Unigol**
DYDDIAD: **26/04/2018**

LEFEL: **6**
CREDYDAU: 60

COD JACS: **W200**

AMCAN(ION)

- Hwyluso'r gwaith o atgyfnerthu a chymhwyso'n feirniadol yr holl wybodaeth, dealltwriaeth a sgiliau a enillwyd yn flaenorol mewn prosiect mawr hunangyfeiriedig, sylweddol a fydd yn galluogi myfyrwyr i fateroli eu Maniffesto personol ac ymholiad creadigol uwch yn eu maes astudio arbenigol; defnyddio'n effeithiol sgiliau dylunio craidd mewn ymateb i broblem a gwerthuso'n feirniadol a chyfleu canlyniadau'r broses hon.

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

- Nodi cyfleoedd ar gyfer datblygiad personol/proffesiynol a chynllunio'n effeithiol ymholiad annibynnol ym maes eu harfer dylunio.
- Llunio dealltwriaeth ddatblygedig o gyd-destun problemus a syntheseiddio ymatebion dylunio arloesol ar sail dadansoddiad beirniadol a barn ynghylch gwerth.
- Defnyddio amrywiaeth briodol o sgiliau creadigol, deallusol a thechnegol oddi mewn i'r broses o ddatblygu a gwireddu dyluniadau.
- Defnyddio'r cyfryngau a'r dulliau priodol i gyfleu'n broffesiynol y dulliau deallusol ac ymarferol a ddefnyddir a gwerthuso'n feirniadol y broses hon a'i chanlyniadau.

CYNNWYS DANGOSOL

- Diffiniad a Datblygiad Prosiectau:
  - Bydd natur benodol y Prosiect Mawr Unigol yn dibynnu fel arfer ar y rhaglen astudio ac uchelgais bersonol a phroffesiynol y myfyriwr ei hun. Mae'r prosiect yn adeiladu ar archwiliadau cyfochrog semester un o theori (Maniffesto) ac arfer (Ymholiad Beirniadol Uwch / Ymholiad Technegol Uwch) a'r myfyrwyr yn hunan-greu briff prosiect oddi mewn i gyd-destun diffiniedig. Cymeradwyir y Prosiect Mawr Unigol trwy negodi â'r tîm goruchwylio ac mae hynny'n dibynnu ar berthnasedd nodau ac amcanion prosiectau i fwriad a deilliannau dysgu'r rhaglen astudio benodol, lefel y trylwyredd academaidd a'i ddichonoldeb technegol mewn perthynas â galluoedd y myfyriwr, yr adnoddau a ddarpara'r Brifysgol a/neu gydweithredu'n allanol â chleientiaid allanol, partneriaid neu'r diwydiant.
- Cynllunio, rheoli a gweithredu prosiectau.
- Gwerthuso prosiectau ac adrodd arnynt.

STRATEGAETH DYSGU AC ADDYSGU

Bydd y gweithgaredd dysgu ac addysgu sydd wedi ei amserlennu yn bennaf ar ffurf cyfarfodydd goruchwylio prosiectau un i un sydd wedi'u hamserlennu'n rheolaidd. Fodd bynnag, ychwanegir at diwtorialau unigol gan diwtorialau grŵp a 'beirniadaethau' stiwdio i ehangu trafodaethau am y prosiect pan fo'n briodol, i annog myfyrwyr i ddatblygu barn feirniadol a gwneud cyfraniad adeiladol i gyd-fyfyrwyr sydd hefyd yn gweithio yn eu maes arbenigol neu gysylltiedig. Mae arfer stiwdio/gweithdy o dan gyfarwyddyd myfyrwyr yn elfen allweddol o'r dysgu lle caiff sgiliau annibyniaeth greadigol a rheoli prosiectau eu datblygu ymhellach. Yn aml cynhelir sesiynau goruchwylio oddi mewn i'r amgylcheddau hyn er mwyn sicrhau bod modd darparu adborth ac arweiniad ar unwaith ar yr esblygiad dylunio yn ôl yr angen.

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

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	144	24%
Dysgu annibynnol	456	76%
Dysgu drwy leoliadau	-	-
CYFANSWM	**600**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Portffolio Gwaith Cwrs	20 elfen (Cyfwerth â 12000 o eiriau)	75%

Elfen Asesu 2

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Adroddiad Ysgrifenedig	3000 o eiriau	25%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Mae llyfryddiaeth o destunau gwreiddiol ac eilaidd i'w datblygu gan y myfyriwr, dan gyfarwyddyd goruchwylydd academaidd. Gan 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 yn gryf, a allai gynnwys cylchgronau ar-lein, deunydd clywedol, arteffactau o'r Casgliadau Arbennig ac ati.

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

Further	Aubrey, K. & Riley, A. (2017) *Understanding and Using Challenging Education Theories*, London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) *Doing Interviews (Qualitative Research Kit)*. Sage	☐
Further	Gibbs, G. (2018) *Analysing Qualitative Data (Qualitative Research Kit).* Sage	☒
Further	Creswell, J. W. (2012*). Qualitative inquiry and research design: Choosing among five approaches*. 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. *Small Bus Econ* **48,** 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ADFM6004
Title	The Film Festival
Date	01/04/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- This module explores the theoretical and artistic nature film curatorship.
- To challenge students to create an exhibition for targeted events and demographics.

LEARNING OUTCOMES

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

- critically explore the theoretical and methodological aspects of film exhibition;
- implement a sophisticated and extensive understanding of the practical aspects of film exhibition.

INDICATIVE CONTENT

- Curatorship.
- Solo versus group exhibitions.
- Exhibition marketing.
- Mediating Film.
- Cultures and Politics of Display.
- Time and Space of Performance.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Final year solo film for exhibition.	10-minute film for exhibition	100%

Assessment Summary

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

READING LIST

Module Code	ADFM6004	
Module Title	The Film Festival	
Classification	**Reading List entry**	**Electronic***
Essential	De Valck, M. (2016) Film Festivals: History, Theory, Method, Practice. New York: Routledge.	☐
Further	Kerrigan, F. (2017) Film Marketing (2nd Edition). New York: Routledge.	☐
Further	Bosma, P (2015) Film Programming: Curating For Cinemas, Festivals And Archives. New York: Wallflower Press.	☐
Further	Hing-Yuk Wong, C (2011) Film Festivals: Culture, People And Power On The Global Screen. New Brunswick: Rutgers University Press.	☐
Further	Parks, S (2012) The Insider's Guide To Independent Film Distribution (2nd Edition). Oxford: Focal Press.	☐
Further	Craig, B (2016) Sundance: A Festival Virgin's Guide (3rd Edition). Alberta: Cinemagine Media	☐
Further	Kerrigan, F. (2017) Film Marketing (2nd Edition). New York: Routledge.	☐
Further	Bosma, P (2015) Film Programming: Curating For Cinemas, Festivals And Archives. New York: Wallflower Press.	☐

Cod y Modwl	**ADFM6005C**
Teitl	**Prosiect Graddedig**
Dyddiad	**23/04/2020**
Lefel	**6**
Credydau	**40**
Rhagofynion	**Dim**

AMCAN(ION)

- Cynnig cyfle i'r myfyriwr ddatblygu a gwireddu syniad ei Brosiect Mawr gyda chymorth a goruchwyliaeth un-i-un barhaus drwy diwtorialau, gan ddatblygu sgiliau arloesol, creadigol a chyfathrebol y myfyriwr cyn arwain yn nodweddiadol at arddangos y gwaith yn gyhoeddus.

DEILLIANNAU DYSGU

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

- Creu arteffact sy'n adlewyrchu'r meddwl ac arfer cyfoes o fewn y diwydiant ffilm a theledu.

- Paratoi a chyflwyno adfyfyrio beirniadol a chyfiawnhad trwyadl am ei arteffact terfynol.

CYNNWYS DANGOSOL

- Ymchwil sydd ar flaen y ddisgyblaeth.

- Defnydd parhaus ac addasol o gynllunio prosiectau'n gynhwysfawr.

- Tystiolaeth o sgiliau creadigol a phroffesiynol

- Dylunio, gwireddu ac amddiffyn yr arteffact.

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	96	24%
Dysgu annibynnol	304	76%
Dysgu drwy leoliadau	0	0
CYFANSWM	**400**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☐ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	Maint	Pwysiad
Cyflwyniad	20 munud	30%

Elfen Asesu 2

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Arteffact	15 munud	70%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0
Gwaith cwrs	30%
Ymarferol	70%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**ADFM6005C**	
Teitl y Modwl	**Prosiect Graddedig**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Wales, L. M. (2017) The Complete Guide to Film And Digital Production: The People And The Process (3rd edition). New York: Focal Press.	☐
Pellach	Rooney, B. and Belli, M. L. (2016) Directors Tell the Story: Master The Craft Of Television And Film Directing (2nd Edition). New York: Routledge.	☐
Pellach	Cleve, B (2017) Film Production Management: How to Budget, Organize and Successfully Shoot Your Film (4th Edition). New York: Focal Press	☐
Pellach	Rizzo, M. (2014) The Art Direction Handbook for Film And Television (2nd Edition). Oxford: Focal Press	☐
Pellach	Ryan, M. A. (2017) Producer to Producer: A Step-By-Step Guide To Low-Budget Independent Film Producing (2nd Edition). Los Angeles: Michael Wiese.	☐
Pellach	Dancyger, K (2010) The Technique of Film And Video Editing (5th Edition). Oxford: Focal Press.	☐

Module Code	**ADFM6009**
Title	**Music Video Production**
Date	**14/09/2020**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To advance the wide ranging skills established in the production stages of digital audio visual design and construction To develop a portfolio of recorded works, demonstrating practical and theoretical knowledge of software and hardware tools.
- To develop a greater awareness of creative experimentation within the union of sound and vision in the production of a cohesive innovative product

LEARNING OUTCOMES

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

- Demonstrate a highly developed competence in the planning and management of an audio visual production required in the assembly of a creative, contemporary experimental sequence or production.
- Originate a range of appropriate creative digital audio visual elements that combine as a solution to an identified student led experiential challenge.

INDICATIVE CONTENT

- Project and production planning.
- Edit planning.
- Advanced digital audio visual image gathering technology and practice for still and moving image.
- Advanced creative experimental photography and its application to a combined sound and image production.
- Visual components, line, shape, tone, colour, movement and rhythm.
- Compositing techniques in the still and moving image.
- Lighting for effects.
- Advanced lighting for still and moving image, theory and practice.
- Application of audio to the moving image.
- Advanced computer-controlled post-production techniques, non-linear editing techniques, narrative, continuity.
- Compression and destination of the final edit.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume/ word count or equivalent	Weighting
Coursework	Audio Visual Production: Music Video (minimum 3 minutes) The student is required to deliver a Music Video piece demonstrating their independent management and organisation of the production pipeline. Design and develop from concept through production, edit and output experimental sound and vision artefact that defines the originator's intention and objective.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADFM6009**	
Module Title	**Music Video Production**	
Classification	**Reading List entry**	**Electronic***
Essential	De Man Brecht (2019) *Intelligent Music Production* Focal Press	
Essential	Burns L. (2019) *The Bloomsbury Handbook of Popular Music Video Analysis* Bloomsbury	
Essential	Arnold G. & Cookney D (2017) *Music, Video, History Aesthetics in media* Bloomsbury publishing	
Essential	Owsinski, B (2010) *The Musician's video handbook*. Hal Leonard Corp.	☐
Essential	Camara, C (2014) *Music Video Ideas*. Acachi Press	☒
Essential	Honthaner, E. L. (2010) *The Complete Film Production Handbook*. Focal	☒
Essential	Owens, J. & Millerson, G. (2012) *Television Production*. Focal Press.	
Further	Parks, S. (2012) *The Insider's Guide to Independent Film Distribution*. Focal Press.	☐
Further	Edwards, R. & Skerbelis, M. (2012) *The Complete Filmmaker's Guide to Film Festivals*. Michael Wiese.	☐
Further	Thurlow, C. & Thurlow, M. (2013) *Making Short Films: the Complete Guide From Script to Screen*. Bloomsbury Academic.	☐
Further	Kleiler, D & Moses, R. (1998) *You Stand There.* Three Rivers Press.	☐
Further	**Journals** American Cinematographer (The ASC, monthly) Screen International (EMAP, weekly) Broadcast (EMAP, weekly) **Websites** www.screendaily.com www.broadcastnow.com www.theasc.com	☒

Module Code	**ADFM6011**
Title	**Final Portfolio and Showreel**
Date	**14/09/2020**
Level	**6**
Credits	**40**
Pre-Requisites	**None**

AIM(S)

- Employ a theoretical and creatively-applied understanding of the key technical production elements of the chosen specialism.
- Produce a professional Industry-ready portfolio demonstrating expertise and a high level of specialism.

LEARNING OUTCOMES

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

- Conceive and apply a relevant suite of project- and self-management skills.
- Evidence the process-management and pipeline of an individual programme of self-directed learning.
- Critically appraise their own learning and contextualise their methodologies and aesthetic stance with current Industry trends and practices.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	96	24%
Independent learning	304	76%
Placement learning	0	0
TOTAL	**400**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume/ word count or equivalent	Weighting
Coursework	Development portfolio, all project assets (equivalent 3000 words)	20%

Assessment Component 2

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

Mode of assessment	Volume/ word count or equivalent	Weighting
Coursework	Final Viva presentation. 20 minutes plus questions	20%

Assessment Component 3

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

Mode of assessment	Volume / word count or equivalent	Weighting
Coursework	Professional showreel portfolio	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADFM6011**	
Module Title	**Final Portfolio and Showreel**	
Classification	**Reading List entry**	**Electronic***
Essential	Hepworth-Sawyer R. (2019) *Producing Music: Perspectives on Music Production*	
Essential	De Man B. (2019) *Intelligent Music Production* Focal Press	
Essential	Miller S. (2017) *Paved: The Complete Navigated guide to succeed in the Music Industry* Rocket Press	
Essential	Bull B. (2016) *Take the Bull by the Horns: Seize the moment* Finite publishing	
Essential	Wikstrom, P. (2013) *The Music Industry: Music in the Cloud,* 2nd Edition. Polity Press.	☒
Essential	Passman, D. (2014) *All You Need To Know About The Music Industry:* 8th Edition. Rosetta Books, LLC.	☒

Essential	Fisher, J. P. (2011) *Ruthless Self Promotion for the Music Industry,* 2nd Edition	☐
Essential	King, M. (2009) *Music Marketing: Press, Promotion, Distribution and Retail.* Berklee Press.	☐
Essential	Rogers, J. (2013) *The Death and Life of the Music Industry in the Digital Age.* Bloomsbury Publishing.	☐
Essential	http://www.ipo.gov.uk/ http://www.aandronline.com/ http://www.thebuzzfactor.com/ http://www.knowthemusicbiz.com/ http://www.prsformusic.com http://www.musicweek.com/ http://www.musiciansunion.org.uk/ http://www.welshmusicfoundation.com/ http://www.own-it.org/ http://www.bized.co.uk http://www.bytestart.co.uk	☒

Cod y Modwl	**ADFM6011C**
Teitl	**Portffolio Terfynol a Thâp Arddangos**
Dyddiad	**14/09/2020**
Lefel	**6**
Credydau	**40**
Rhagofynion	**Dim**

AMCAN(ION)

- Defnyddio dealltwriaeth ddamcaniaethol a gymhwysir yn greadigol o brif elfennau cynhyrchu technegol y maes arbenigedd a ddewiswyd.
- Llunio portffolio proffesiynol sy'n barod i'r diwydiant sy'n dangos medrusrwydd a lefel uchel o arbenigedd.

DEILLIANNAU DYSGU

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

- Llunio a chymhwyso cyfres berthnasol o sgiliau rheoli prosiect a hunanreoli.
- Dangos tystiolaeth o reoli proses a llif rhaglen unigol o ddysgu hunangyfeiriol.
- Arfarnu eu dysgu eu hunain yn feirniadol a chyd-destunoli eu methodolegau a'u safbwynt esthetig gyda thueddiadau ac arferion cyfredol y Diwydiant.

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	96	24%
Dysgu'n annibynnol	304	76%
Dysgu drwy leoliadau	0	0
CYFANSWM	**400**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint/cyfrif geiriau neu gyfwerth**	**Pwysiad**
Gwaith cwrs	Portffolio datblygu, holl asedau'r prosiect (cyfwerth â 3000 o eiriau)	20%

Elfen Asesu 2

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint/cyfrif geiriau neu gyfwerth	Pwysiad
Gwaith cwrs	Cyflwyniad Viva terfynol. 20 munud ynghyd â chwestiynau	20%

Elfen Asesu 3

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint/cyfrif geiriau neu gyfwerth	Pwysiad
Gwaith cwrs	Portffolio tâp arddangos proffesiynol	60%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**ADFM6011C**	
Teitl y Modwl	**Portffolio Terfynol a Thâp Arddangos**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Hepworth-Sawyer R. (2019) *Producing Music: Perspectives on Music Production*	
Hanfodol	De Man B. (2019) *Intelligent Music Production* Focal Press	
Hanfodol	Miller S. (2017) *Paved: The Complete Navigated guide to succeed in the Music Industry* Rocket Press	
Hanfodol	Bull B. (2016) *Take the Bull by the Horns: Seize the moment* Finite publishing	
Hanfodol	Wikstrom, P. (2013) *The Music Industry: Music in the Cloud,* 2nd Edition. Polity Press.	☒
Hanfodol	Passman, D. (2014) *All You Need To Know About The Music Industry:* 8th Edition. Rosetta Books, LLC.	☒
Hanfodol	Fisher, J. P. (2011) *Ruthless Self Promotion for the Music Industry,* 2nd Edition	☐

Hanfodol	King, M. (2009) *Music Marketing: Press, Promotion, Distribution and Retail.* Berklee Press.	☐
Hanfodol	Rogers, J. (2013) *The Death and Life of the Music Industry in the Digital Age.* Bloomsbury Publishing.	☐
Hanfodol	http://www.ipo.gov.uk/ http://www.aandronline.com/ http://www.thebuzzfactor.com/ http://www.knowthemusicbiz.com/ http://www.prsformusic.com http://www.musicweek.com/ http://www.musiciansunion.org.uk/ http://www.welshmusicfoundation.com/ http://www.own-it.org/ http://www.bized.co.uk http://www.bytestart.co.uk	☒
Pellach	Barker, S.; Cole, R. (2009) Brilliant Project Management (Revised Edition): What The Best Project Managers Know, Do And Say, London: Prentice Hall.	☐

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) *Skills for Success Personal Development and Employability, 3rd edition*, Palgrave. London.	☒
Essential	ASET, 2013 *Good Practice Guide for Workbased Learning and Placement Learning in Higher Education*	☒
Essential	Gray, D.E. (2018) *Doing Real World Research,* London: SAGE.	☐
Further	Gallagher K, (2016) *Essential Study and Employment Skills For Business and Management Students*, Oxford	☐
Further	Gottschall, Jonathan (2013), *The Storytelling Animal: How Stories Make Us Human,* Houghton Mifflin	☐

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

Cod y Modwl	**ADMA6000C**
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 entrepreneuraidd.

- 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	**ADMA6000C**	
Teitl y Modwl	Prosiect Annibynnol	
Categori	**Eitemau’r Rhestr Ddarllen**	**Electronig***
Hanfodol	Cottrell S, (2015) *Skills for Success Personal Development and Employability, 3rd edition*, Palgrave. London.	☒
Hanfodol	ASET, 2013 *Good Practice Guide for Workbased Learning and Placement Learning in Higher Education*	☒
Hanfodol	Gray, D.E. (2018) *Doing Real World Research,* London: SAGE.	☐
Pellach	Gallagher K, (2016) *Essential Study and Employment Skills For Business and Management Students*, Oxford	☐
Pellach	Gottschall, Jonathan (2013), *The Storytelling Animal: How Stories Make Us Human,* Houghton Mifflin	☐
Pellach	Storr, Will (2020), *The Science of Storytelling,* William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) *Research Methods in Education, 8th edition* London: Routledge.	☒
Pellach	Flick, U. (2014) *An Introduction to Qualitative Research*, London: SAGE.	☐

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

Module Code	**ADMA6007**
Title	**Client Project**
Date	**08/12/2021**
Level	**6**
Credits	**20**
Pre-Requisites	

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.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 4,800 words	80%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Report	To the equivalent of 1,200 words	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADMA6007**	
Module Title	**Client Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Kingsnoth, S. (2022) *The Digital Marketing Handbook: Deliver Powerful Digital Campaigns*. London: Kogan Page.	☐
Essential	Read, S., Sarasvathy, S., Dew, N., Wiltbank, R. and Ohlsson, A-V. (2016) *Effectual Entrepreneurship* (2nd ed.). Oxon: Routledge.	☐
Essential	Schwartz, R. (2019) *The Marketing Edge for Filmmakers: Developing a Marketing Mindset from Concept to Release*London: Routledge.	☐
Further	Batty, C. and Kerrigan, S. (eds.) (2018) *Screen Production Research: Creative Practice as a Mode of Enquiry*. Basingstoke: Palgrave Macmillan.	☐
Further	Collins, H. (2010) *Creative Research: The Theory and Practice of Research in the Creative Industries.* London: AVA Publishing.	☐

Further	Hain, C. (2019) *Business and Entrepreneurship for Filmmakers: Making a Living as a Creative Artist in the Film Industry* (3rd ed.). Oxon: Routledge.	☐
Further	Lawes, R. (2020) *Using Semiotics in Marketing: How to Achieve Consumer Insight for Brand Growth and Profits*. London: Kogan Page.	☐
Further	Newton, R. (2021) *The Freelance Consultant: Your comprehensive guide to starting an independent business*. Harlow: Pearson.	☐
Further	Willaerts, C. (2021) *Video Marketing Like a PRO*. Amsterdam: LannooCampus.	☐

Module Code	ADMA6008
Title	Creative Industries Review
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to develop their career aspirations into a route map.
- To enable students to gain insight into the creative industry disciplines and practices.

LEARNING OUTCOMES

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

- Critically evaluate the requirements of the creative industries through a specific role/area;
- Demonstrate the ability to conduct individual and independent research into their chosen field of work;
- Engage with the creative industries in a professional manner.

INDICATIVE CONTENT

- Researching a specific aspect of the contemporary creative industries;
- Reflect on career aspirations and route map to attainment;
- Explore the roles within the creative industries;
- Engage with practitioners and companies to gain first-hand experience;
- Consideration of aspects of the creative industries such as roles, company structure, finances, working practices, and networking.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	12%
Independent learning	152	76%
Placement learning	24	12%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	Report on a specified area of the creative industries informed by industry engagement Equivalent to 5,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADMA6008**	
Module Title	**Creative Industries Review**	
Classification	**Reading List entry**	**Electronic***
Essential	Brown, A. (2019) *Delivering Digital Transformation: A Manager's Guide to the Digital Revolution*. London: Unities Press.	☐
Essential	Ess, C. (2020) *Digital Media Ethics*. Cambridge: Polity.	☐
Essential	Jones, C.; Lorenzen, M.; Sapsed, J. (2017) *The Oxford Handbook of Creative Industries.* Oxford: Oxford University Press.	☐
Further	Basin, K. (2018) *The Business of Television*. Abingdon: Routledge.	☐
Further	Brown, L. and Duthie, L. (2019) *The TV Studio Production Handbook*. London: Bloomsbury.	☐
Further	Chaffey, D. and Ellis-Chadwick, F. (2019) *Digital Marketing.* Harlow: Pearson.	☐
Further	Coleman, J. (2021) *Digital Innovations and the Production of Local Content in Community Radio: Changing Practices in the UK*. Abingdon: Routledge.	☐
Further	Collins, H. (2018) *Creative Research: The Theory and Practice of Research for the Creative Industries.* London: Bloomsbury.	☐
Further	Drucker, P. (2014) *Innovation and Entrepreneurship*. Abingdon: Routledge.	☐
Further	Todorovic, M. (2020) *Rethinking Strategy for Creative Industries: Innovation and Interaction.* Abingdon: Routledge.	☐
Further	McRobbie, A. (2014) *Be Creative: Making a Living in the New Culture Industries*. Oxford: Polity.	☐
Further	Stewart, P. and Alexander, R. (2016) *Broadcast Journalism: Techniques of Radio and Television News*. Abingdon: Routledge.	☐

Cod y Modwl	**ADMA6008C**
Teitl	**Adolygu'r Diwydiannau Creadigol**
Dyddiad	**08/12/2021**
Lefel	**6**
Credydau	**20**
Rhagofynion	**Dim**

AMCAN(ION)

- Galluogi myfyrwyr i ddatblygu eu dyheadau o ran gyrfa yn drywydd pwrpasol.
- Galluogi myfyrwyr i gael cipolwg ar ddisgyblaethau ac arferion y diwydiannau creadigol.

DEILLIANNAU DYSGU

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

- Gwerthuso'n feirniadol ofynion y diwydiannau creadigol drwy rôl/maes penodol;
- Arddangos y gallu i gynnal ymchwil unigol ac annibynnol i'r maes gwaith o'i ddewis;
- Ymwneud â'r diwydiannau creadigol mewn modd proffesiynol.

CYNNWYS DANGOSOL

- Ymchwilio i agwedd benodol ar y diwydiannau creadigol cyfoes;
- Adfyfyrio ar ddyheadau o ran gyrfa a thrywydd i'w cyflawni;
- Archwilio'r rolau o fewn y diwydiannau creadigol;
- Ymwneud ag ymarferwyr a chwmnïau er mwyn cael profiadau uniongyrchol;
- Ystyried agweddau ar y diwydiannau creadigol megis rolau, strwythurau cwmnïau, arian, arferion gwaith, a rhwydweithio.

Dyraniad Amser Astudio

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

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	24	12%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau	24	12%
CYFANSWM	**200**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Portffolio	Adrodd ar faes penodol o'r diwydiannau creadigol ar sail gwybodaeth drwy ymwneud â'r diwydiant Cyfwerth â 5,000 o eiriau	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**ADMA6008C**	
Teitl y Modwl	**Adolygu'r Diwydiannau Creadigol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Brown, A. (2019) *Delivering Digital Transformation: A Manager's Guide to the Digital Revolution*. London: Unities Press.	☐
Hanfodol	Ess, C. (2020) *Digital Media Ethics*. Cambridge: Polity.	☐
Hanfodol	Jones, C.; Lorenzen, M.; Sapsed, J. (2017) *The Oxford Handbook of Creative Industries.* Oxford: Oxford University Press.	☐
Pellach	Basin, K. (2018) *The Business of Television*. Abingdon: Routledge.	☐
Pellach	Brown, L. and Duthie, L. (2019) *The TV Studio Production Handbook*. London: Bloomsbury.	☐
Pellach	Chaffey, D. and Ellis-Chadwick, F. (2019) *Digital Marketing.* Harlow: Pearson.	☐
Pellach	Coleman, J. (2021) *Digital Innovations and the Production of Local Content in Community Radio: Changing Practices in the UK*. Abingdon: Routledge.	☐
Pellach	Collins, H. (2018) *Creative Research: The Theory and Practice of Research for the Creative Industries.* London: Bloomsbury.	☐
Pellach	Drucker, P. (2014) *Innovation and Entrepreneurship*. Abingdon: Routledge.	☐
Pellach	Todorovic, M. (2020) *Rethinking Strategy for Creative Industries: Innovation and Interaction.* Abingdon: Routledge.	☐
Pellach	McRobbie, A. (2014) *Be Creative: Making a Living in the New Culture Industries*. Oxford: Polity.	☐
Pellach	Stewart, P. and Alexander, R. (2016) *Broadcast Journalism: Techniques of Radio and Television News*. Abingdon: Routledge.	☐

Module Code	ADMA6009
Title	Multiplatform Content
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

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 the key aspects required to produce a coherent work through the skilful integration of narrative and interactive forms..

- 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.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	Work to the equivalent of 4,800 words	80%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Report	Work to the equivalent of 1,200 words	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADMA6009**	
Module Title	**Multiplatform Content**	
Classification	**Reading List entry**	**Electronic***
Essential	Gitner, S. (2010) *Multimedia Storytelling for Digital Communicators in a Multiplatform World*. London: Routledge.	
Essential	Miller, C. M. (2017) *Digital Storytelling: A Creator's Guide to Interactive Entertainment*. Oxon: Focal Press.	
Essential	Wohl, M. (2017) *The 360° Video Handbook: A Step-by-Step Guide To Creating Video for Virtual Reality (VR).* Los Angeles: Michael Whol.	
Further	Hussar, J. J. (2016) *360 Degree Spherical Video: The Complete Guide to 360-Degree Video*. New York: Grey Goose Graphics.	
Further	Jenkins, H., Ford, S. and Green, J. (2018) *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York: NYU Press.	
Further	McErlean, K. (2018) *Interactive Narratives and Transmedia Storytelling: Creating Immersive Stories Across New Media Platforms*. London: Routledge.	
Further	Murray, J.H. (2012) *Inventing the Medium: Principles of Interaction Design as a Cultural Practice*. Massachusetts: MIT Press.	
Further	Phillips, A. (2012) *A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences across Multiple Platforms*. London: McGraw-Hill.	
Further	Ryan, M. (2016) *Narrating Space / Spatializing Narrative: Where Narrative Theory and Geography Meet.* Ohio: Ohio State University Press.	

Module Code	ADMA6010
Title	Mastering and Production
Date	14/09/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- Investigate current industry practices in the dissemination of recorded music through exploring production tools, formats and distribution channels to enable the creation of contemporary produced content.

- Create professional finalised content in collaboration with external parties, e.g. presenters, actors or musicians.

LEARNING OUTCOMES

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

- Critically engage with current standards, practices and technologies.

- Demonstrate creative skills and expertise through analysis of current media and the planning and generation of original content.

INDICATIVE CONTENT

- Analysis of popular and current production and streaming techniques

- Studio Production

- Final Chain Mastering

- Aggregation and distribution

- Sound and Recoding Production - recording audio for a range of productions, e.g. music performance, music recordings, radio play or interviews, vox pop, on location, podcasts, live stream, etc.

- Broadcast

- Streaming and Production

- Mixing and mastering using industry standard protocols

- Production services for clients

- Project and Production Planning

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume/ word count or equivalent	Weighting
Coursework	Production of 30-minute audio content.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADMA6010**	
Module Title	**Mastering and Production**	
Classification	**Reading List Entry**	**Electronic***
Essential	Braddock, J., (2020) *Mastering in Music: Perspectives on Music Production*	☐
Essential	Rogers, J. (2021) *Audio Mastering Secrets: The Pros Don't Want You To Know!: 1 (Music Production Secrets - Audio Engineering, Home Recording Studio, Song Mixing, and Music Business Advice)*	☐
Essential	Game Changers: Radio: Insights and lessons from the world's best radio broadcasters and programmers, Craig Bruce Bad Producer Productions (10 Oct. 2019)	☐
Essential	Radio Production: A Manual for Broadcasters by Robert McLeish and Jeff Link, Focal Press; 4 edition (17 Aug. 1999)	☒

Essential	Essential Radio Skills: How to Present and Produce a Radio Show (Professional Media Practice), Peter Stewart, Bloomsbury 3PL (26 Oct. 2006)	☒
Essential	Radio Secrets: An insider's guide to presenting and producing powerful content for broadcast and podcast, David Lloyd Rethink Press (11 July 2019)	☐

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

Further	Aubrey, K. & Riley, A. (2017) *Understanding and Using Challenging Education Theories*, London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) *Doing Interviews (Qualitative Research Kit)*. Sage	☐
Further	Gibbs, G. (2018) *Analysing Qualitative Data (Qualitative Research Kit).* Sage	☒
Further	Creswell, J. W. (2012*). Qualitative inquiry and research design: Choosing among five approaches*. 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. *Small Bus Econ* **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 entrepreneuraidd.

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

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

Module Code	**ADPA6004**
Title	**Creative Industries**
Date	**23/07/2020**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- To enable students to initiate exploration of the creative industries
- To provide students with the opportunity to refine their specific skills as performers

LEARNING OUTCOMES

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

- Exhibit the necessary variety of skills outlined in each of the other modules to industry standard;
- Produce a portfolio of material suitable for entry to the profession
- Critically appraise their strengths and weaknesses;

INDICATIVE CONTENT

- This module offers students the opportunity to prepare themselves for the wide variety of opportunities and challenges that face the graduating student. At the core of the module will be the students' work to build a repertoire of material suitable for entry to the profession. In consultation with tutors, students will investigate and prepare an appropriate range of materials/portfolio to display their abilities as developing practitioners.
- Students will undertake critical and creative investigation of their materials/portfolio, exploring its potential for prospective employers. At appropriate points, students will receive one-to-one practical guidance in order for the tutor to assist students in extending the quality of their work.
- A range of associated lectures and workshops run by specialist practitioners will concentrate on activities such as monologues and audition technique, advance vocal work, stage combat, and recording practises, creating show reels.
- A workshop approach will be adopted with students to assist them in identifying audition material as well as developing and presenting that material for professional scrutiny. A series of workshops, tasks and performance opportunities will be led by a variety of staff.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	36%
Independent learning	128	64%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Coursework	Practical Projects Could include live performance showcase, show reel, voice reel, online showcase and written components to include self-evaluation, CV and supporting documents	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6004**	
Module Title	**Creative Industries**	
Classification	**Reading List entry**	**Electronic***
Essential	Stone. D & Heen S: Thanks for the feedback, the science and art of receiving feedback well. Penguin 2016	☐
Essential	Davies, R & Sigthorsson, G. *Introducing the Creative Industries: From Theory to Practice.* Sage Publications 2013	☒
Essential	Caves R. E. *Creative Industries, Contracts between Art & Commerce*. Harvard University Press. 2002	☐
Further	Rutherford.N : Musical Theatre Auditions and Castings. Methuen Drama 2012	☐

Further	Powell.H : The Audition Bible. Secrets every actor needs. Tavin Press 2014	☐
Further	Stein, T & Tracy, B. *Believe It to Achieve It, overcome your doubts.* Teacher Perigee. New York 2017	☒
Further	Patel, M. L. *Start Where You Are, Journal of Self-Exploration*. Penguin Publishing Group. 2015	☒

Cod y Modwl	**ADPA6004C**
Teitl	**Y Diwydianau Creadigol**
Dyddiad	**23/07/2020**
Lefel	**6**
Credydau	**20**
Rhagofynion	

AMCAN(ION)

- Galluogi i fyfyrwyr ddechrau archwilio'r diwydiannau creadigol
- Darparu myfyrwyr gyda'r cyfle i fireinio eu sgiliau penodol fel perfformwyr

DEILLIANNAU DYSGU

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

- Dangos yr amrywiaeth angenrheidiol o sgiliau a amlinellir ym mhob un o'r modylau eraill i safon y diwydiant;
- Cynhyrchu portffolio o ddeunydd addas i fynd i mewn i'r proffesiwn
- Gwerthuso'n feirniadol eu cryfderau a'u gwendidau;

CYNNWYS DANGOSOL

- Mae'r modwl hwn yn cynnig cyfle i fyfyrwyr baratoi eu hunain ar gyfer yr amrywiaeth eang o gyfleoedd a heriau sy'n wynebu myfyrwyr sy'n graddio. Gwaith y myfyriwr i adeiladu repertoire o ddeunydd sy'n addas i fynd i mewn i'r proffesiwn fydd wrth wraidd y modwl. Mewn ymgynghoriad â thiwtoriaid, bydd myfyrwyr yn ymchwilio a pharatoi ystod briodol o ddeunyddiau/portffolio i ddangos eu galluoedd fel ymarferwyr sy'n datblygu.
- Bydd myfyrwyr yn ymgymryd ag ymchwiliad beirniadol a chreadigol o'u deunyddiau/portffolio, gan archwilio ei botensial ar gyfer darpar gyflogwyr. Ar adegau priodol, bydd myfyrwyr yn cael canllaw ymarferol un i un er mwyn i'r tiwtor helpu myfyrwyr i ehangu ansawdd eu gwaith.
- Bydd ystod o ddarlithoedd a gweithdai cysylltiedig a redir gan ymarferwyr arbenigol yn canolbwyntio ar weithgareddau fel monologau a thechneg clyweld, uwch waith lleisiol, brwydro ar lwyfan, ac arferion recordio, creu tapiau arddangos.
- Bydd ymagwedd gweithdy'n cael ei fabwysiadu gyda myfyrwyr i'w helpu i adnabod deunydd clyweld yn ogystal â datblygu a chyflwyno'r deunydd hwnnw i'w graffu'n broffesiynol. Caiff cyfres o weithdai, tasgau a chyfleoedd i berfformio eu harwain gan amrywiaeth o staff.

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	72	36%
Dysgu'n annibynnol	128	64%
Dysgu drwy leoliadau		
CYFANSWM	**200**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Gwaith cwrs	Prosiectau Ymarferol Gallai gynnwys arddangosfa sioe fyw, tâp arddangos, tâp llais, sioe ar-lein ac elfennau ysgrifenedig i gynnwys hunan-werthusiad, CV a dogfennau ategol	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**ADPA6004C**	
Teitl y Modwl	**Diwydiannau Creadigol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Stone. D & Heen S: Thanks for the feedback, the science and art of receiving feedback well. Penguin 2016	☐
Hanfodol	Davies, R & Sigthorsson, G. *Introducing the Creative Industries: From Theory to Practice.* Sage Publications 2013	☒
Hanfodol	Caves R. E. *Creative Industries, Contracts between Art & Commerce*. Harvard University Press. 2002	☐
Pellach	Rutherford.N : Musical Theatre Auditions and Castings. Methuen Drama 2012	☐
Pellach	Powell. H: The Audition Bible. Secrets every actor needs. Tavin Press 2014	☐
Pellach	Stein, T & Tracy, B. *Believe It to Achieve It, overcome your doubts.* Teacher Perigee. Efrog Newydd, 2017	☒
Pellach	Patel, M. L. *Start Where You Are, Journal of Self-Exploration*. Penguin Publishing Group. 2015	☒

Module Code	ADPA6007
Title	Final Performance (Vocal Technique 3)
Date	14/09/2020
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To exhibit fluency in vocal technique.
- To consolidate the constituent elements of vocal technique including self-critical analysis and practice regime.
- To prepare students to perform in public at a professional level.

LEARNING OUTCOMES

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

- Demonstrate a systematic understanding of applied vocal technique and performance practices within the area of study.
- Demonstrate confidence in the planning and management of a rehearsal schedule to select and prepare appropriate advanced repertoire for a professional performance context.
- Critically evaluate performance demonstrating a comprehensive understanding of vocal technique, interpretation, stage presentation and communication.

INDICATIVE CONTENT

- Students will receive 20hrs individual singing lessons and 20hrs vocal coaching sessions which will enable them to refine their chosen repertoire.
- Bespoke technical exercises will be changed and adapted according to personal development.
- Masterclasses will enable students to discuss and develop a comprehensive understanding of the vocal method.
- Masterclasses with visiting experts will develop a deeper awareness of acting for singers on the performance platform.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27%
Independent learning	220	73%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)
☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Performance	30-40 minutes	80%

Assessment Component 2
(Tick one)
☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Academic Interview	Approximately 10 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6007**	
Module Title	**Final Performance**	
Classification	**Reading List entry**	**Electronic***
Essential	Davies, G.D. & Jahn, A.F. (2004). *Care of the Professional Voice: A guide to Voice Management for Singers, Actors and Professional Voice Users.* London: A&C Black Publishers Ltd.	☐
Essential	Herbert-Caesari, E. (2007). *Vocal Truths – Some of the things I teach.* London: Travis & Emery Bookshop Ltd.	☐
Essential	Lehmann, L *How to Sing* Revised edition. (1914). London: Macmillan & Co.	☐
Essential	Tetrazzini, L. (1923). *How to Sing* London: C. Arthur Pearson, Ltd.	☐
Essential	Toft, R. (2013) *Bel Canto. A Performers Guide.* Oxford:	☐

	Oxford University Press.	
Further	Marafioti, P. (1927). *Caruso's Method of Voice Production: The Scientific Culture of the Voice.* London: D. Appleton and Company.	☐
Further	Herbert-Caesari, E. (1951). *Voice of the Mind* London: Robert Hale Ltd.	☐
Further	Hemsley, T. (1998). *Singing and Imagination: A human approach to a great musical tradition.* Oxford: Oxford University.	☐

Module Code	**ADPA6008**
Title	**Professional Practice for Performance**
Date	**14/09/2020**
Level	**6**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To explore a possible career path in depth, undertaking an appropriate experiential learning activity in order to develop understanding of the professional expectations of the chosen practice.
- To develop an increased sense of self confidence, maturity, and sense of purpose.
- To analyse and evaluate their experience and present this information in a professional context.

LEARNING OUTCOMES

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

- Demonstrate an informed awareness of and ability to adapt to different professional contexts
- Demonstrate awareness of the critical debates arising from the placing of performance in wider contexts
- Demonstrate advanced teamwork, negotiation, organisation and decision making skills
- Critically analyse and evaluate learning undertaken and place it within the context of theoretical ideas and/or professional standards

INDICATIVE CONTENT

- The student will have an opportunity to engage in a project or placement within a professional context.
- Lectures, seminars and tutorial support will be provided in working towards the realisation of the professional practice outcome.
- A portfolio of materials and/or documentation will be collated as part of the project or placement.
- Projects or placements may take the form of performance, community projects, arts administration, teaching, workshops in schools and colleges, working alongside practicing arts practitioners etc.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	16	5.3%
Independent learning	236	78.7%
Placement learning	48	16%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	Maximum of 3 negotiated elements (4500 word equivalent)	75%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Essay	1500 words	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6008**	
Module Title	**Professional Practice for Performance**	
Classification	**Reading List entry**	**Electronic***
Essential	Britten, A. and McGee, A. (2009). *Working in the music industry: How to find an exciting and varied career in the world of music*. 3rd edn. Oxford: How To Books.	☐
Essential	Peacock, S. (2013). *Careers in Music*. London: Rhinegold.	☐
Essential	Cottrell, S. (2015). *Skills for success: Personal development and Employability*. United Kingdom: Palgrave Macmillan.	☒
Further	Barker, C. (2010) *Careers with an Arts and Humanities Degree Student Help Book Series.* [no place]: Lifetime.	☐

Module Code	**ADPA6011**
Title	**Major Project**
Date	**08/12/2021**
Level	**6**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To provide students with the opportunity to undertake appropriately challenging work on a large-scale project that extends the students' skills of creative practice and critical analysis.

LEARNING OUTCOMES

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

- Deploy a high degree of skill and conceptual understanding in the practical realisation of their allotted project role.

- Demonstrate a high degree of initiative and personal responsibility to work independently, with a director and in collaboration with their peers.

- Critically evaluate and reflect on the creative process and their contribution to it.

INDICATIVE CONTENT

- The module will be structured around a large-scale collaborative process which may have a singular focus or be a multifaceted interdisciplinary project. The project will be performed, presented or shared in either a theatre or studio venue or at an alternative venue which poses similar production and performance challenges. The project will be directed by either a permanent member of staff or by a guest director(s) of appropriate professional standing.
- Students will, after consultation with staff be assigned an appropriate role(s) within the production company. The module tutor(s) 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.
- Students will have specific reading/research tasks which will reflect the nature of the piece they will be contributing to and working towards.
- The module will reflect the current working methodologies and expectations of the professional creative industries
- Students will evaluate their own contribution to the project in a reflective presentation at the end of the process.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	180	60%
Independent learning	120	40%
Placement learning	0	0
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Production Work and Reflective Presentation	Practical Production Work and 10 Minute Reflective Presentation	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6011**	
Module Title	**Major Project**	
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	**ADPA6013**
Title	**Site-Specific Theatre**
Date	**08/12/2021**
Level	**6**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To enable students to explore alternative applications for performance, design and production skills than those within conventional theatrical contexts 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:

- Deploy a high degree of practical skills in their allotted production role in response to the conceptual, artistic and practical challenges of the particular project;

- Demonstrate a sustained high degree of initiative and personal responsibility to work independently, with a director and in collaboration with their peers.

- Critically appraise and reflect upon the strengths and limitations of their work, as an individual and as a group member.

INDICATIVE CONTENT

- The module will be structured around a creative exploration and production process within alternative performance spaces. This may include, for example, outdoor venues, studio spaces, community halls, school spaces, promenade performance or immersive processes. The project will be directed by either a permanent member of staff or by a guest director(s) of appropriate professional standing.
- Students will consider and explore notions of what the alternative production or performance sites offer by way of dramatic exploration. They may consider, for example, influences such as geographical location, historical or political context or emotive response to the space.
- The project will be directed/facilitated by either a permanent member of staff or by a guest director(s) or creative facilitator of appropriate professional standing. The module tutor(s) 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.
- The students will explore, develop, rehearse and perform a piece of Site-Specific Theatre.
- The students will apply their skills to a project that replicates the current working methods of a professional creative process.
- The students will consider and critically appraise their own contribution to the project, their creative process and evaluate the collective endeavour in a reflective presentation.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Production Work and Reflective Presentation	Practical Production Work and a 10-minute Reflective Presentation.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6013**	
Module Title	**Site-Specific 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	**ADPB6001**
Title	**Production 1**
Date	**20/08/2021**
Level	**6**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To provide an opportunity for students to experience and take ownership of an individual role within an ensemble performance. Within a professional working environment, the student will draw upon and build upon rehearsal and performance knowledge skills and etiquette acquired at levels 4 and 5.

LEARNING OUTCOMES

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

- Demonstrate a sophisticated understanding of various concepts and methods regarding the process and specific requirements of a professional theatre production.

- Demonstrate a sophisticated understanding and awareness of the practical development and application of their 'theatrical role', in order to develop a performance which is accurate both stylistically and within the Director's vision.

- Deploy high level organisational and decision making skills with regard to character development and rehearsal methods.

- Demonstrate the ability to work fully and independently with a director and in cooperation with other company members, and to evaluate both the creative process and their contribution to it.

INDICATIVE CONTENT

- This module will be structured around the processes of a professional theatre production.

- The production will be directed by a professional guest director while the module coordinator will act as a general supervisor.

- An auditions process will be held in order to allocate appropriate role/roles to students.

- The structure of the rehearsal process will reflect current professional practice. Some flexibility will be ensured in order that each student has a commensurate challenge and the assessment criteria will reflect this.

- An appropriate emphasis will be placed on developing the students' evaluation/critical thinking skills and ensuring that they have the appropriate tools to evaluate their contribution to the final work as a whole.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	150	50%
Independent learning	150	50%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Deliver a role within a series of public performances, supported by journal-based submissions	7,500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPB6001**	
Module Title	**Production 1**	
Classification	**Reading List entry**	**Electronic***
Essential	When a decision is taken on the detailed content of the module in any specific semester, a full bibliography will be given to the students at the start of the module if appropriate.	☐

Cod y Modwl	**ADPB6001C**
Teitl	**Cynhyrchiad 1**
Dyddiad	**20/08/2021**
Lefel	**6**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Darparu cyfle i fyfyrwyr brofi a chymryd perchenogaeth dros rôl unigol o fewn perfformiad ensemble. Mewn amgylchedd gwaith proffesiynol, bydd y myfyriwr yn tynnu ar ac adeiladu ar sgiliau a moeseg ymarfer a gwybodaeth perfformio a gafwyd yn lefel 4 a 5.

DEILLIANNAU DYSGU

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

- Dangos dealltwriaeth soffistigedig o wahanol gysyniadau a dulliau ynghylch gofynion proses a phenodol cynhyrchiad theatr proffesiynol.

- Dangos dealltwriaeth soffistigedig ac ymwybyddiaeth o ddatblygiad a chymhwysiad ymarferol o'u 'rôl theatraidd', er mwyn datblygu perfformiad sy'n gywir o rad arddull ac o fewn gweledigaeth y Cyfarwyddwr.

- Defnyddio sgiliau trefnu a gwneud penderfyniadau lefel uchel o ran datblygu cymeriad a dulliau ymarfer.

- Dangos y gallu i weithio'n llawn ac annibynnol gyda chyfarwyddwr mewn cydweithrediad ag aelodau eraill y cwmni, ac i werthuso'r broses greadigol a'u cyfraniad ato.

CYNNWYS DANGOSOL

- Bydd y modwl hwn yn cael ei strwythuro o gwmpas prosesau cynhyrchiad theatr proffesiynol.

- Bydd y cynhyrchiad yn cael ei gyfarwyddo gan gyfarwyddwr gwadd proffesiynol a bydd cydlynydd y modwl yn gweithredu fel goruchwylydd cyffredinol.

- Bydd proses clyweld yn cael ei gynnal er mwyn dyrannu rôl/rolau priodol i fyfyrwyr.

- Bydd strwythur y broses ymarfer yn adlewyrchu arfer proffesiynol cyfredol. Bydd peth hyblygrwydd yn cael ei sicrhau lefel bod pob myfyriwr yn cael her gymesur a bydd y meini prawf asesu yn adlewyrchu hyn.

- Rhoddir pwyslais priodol ar ddatblygu sgiliau gwerthuso/meddwl beirniadol y myfyrwyr a sicrhau bod ganddynt yr arfau addas i werthuso eu cyfraniad i'r gwaith terfynol yn ei gyfanrwydd.

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	150	50%
Dysgu'n annibynnol	150	50%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Cyflwyno rôl o fewn cyfres o berfformiadau cyhoeddus, wedi'i gefnogi gan gyflwyniadau seiliedig ar ddyddlyfr	Cyfwerth â 7,500 gair	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**ADPB6001C**	
Teitl y Modwl	**Cynhyrchiad 1**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Wrth wneud penderfyniad ar gynnwys manwl y modwl mewn unrhyw semester, rhoddir llyfryddiaeth lawn i'r myfyrwyr ar ddechrau'r modwl os yn briodol.	☐

Module Code	ADPB6003
Title	Final Production
Date	20/08/2021
Level	6
Credits	30
Prerequisites	None

AIM(S)

- To provide experience that corresponds to a professional experience, of working on a production with practitioners from the industry.
- An opportunity for the students to combine the acting, singing and dance skills that they have developed during Levels 4 and 5

LEARNING OUTCOMES

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

- Exhibit a high level of conceptual understanding regarding developing a theatre production;
- Exhibit a high level of skill regarding practical development and realisation of the role/roles allotted to them in the production(s);
- Exhibit a high level of ability to work independently, with a director and in cooperation with their peers;
- Present their research and evaluation work in an intelligent way

INDICATIVE CONTENT

- Students will work on a theatre production.
- A professional production team will work with the students to create the production while the module coordinator will act as a general supervisor.
- The structure of the rehearsal process will reflect current professional practice. Some flexibility will be ensured in order to ensure that each student has a commensurate challenge and the assessment criteria will reflect this.
- Appropriate emphasis will be put on developing research and evaluation skills for character development within a production

Study Time Allocation

The study time for the module is shared as follows:

Activity type	Hours	Percentage
Timetabled learning	150	50%
Independent learning	150	50%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1:

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

Assessment Methods	Volume	Weighting
Deliver a role within a series of public performances Supported by journal-based submissions.	7,500 words equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Course Work	100%
Practical	0%
TOTAL	**100%**

INDICATIVE READING LIST

Module code	**ADPB6003**	
Module Title	**Final Production**	
Classification	**Reading List entry**	**Electronic***
Essential	Merlin, B. (2007) *The Complete Stanislavsky Toolkit.* London, Nick Hern Books	☒
Essential	Alfreds, M. (2007) *Different Every Night*. London, Nick Hern Books	☒
Further	Meisner, S. & Longwell, D. (1987) *Sanford Meisner on Acting*. London, Penguin Vintage.	☒
Further	Petit, L. (2009) *The Michael Chekhov Handbook.* London, Routledge.	☒
Further	Schreiber, T. (2005) *Acting: Advanced Techniques*. New York, Allworth Press. (e-book)	☒

Module Code	ADPB6006
Title	Professional Practice
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to explore current working methodologies and practices of the professional creative industries.

LEARNING OUTCOMES

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

- Determine, refine, and deploy accurately established techniques, appropriate methods and vocational skills in a practical and workshop environment.
- Work collaboratively with your director/facilitator to initiate, develop and demonstrate an appropriate level of creative teamwork through a practical process.
- Critically evaluate, justify and summarise your contribution to the given project brief as a professional practitioner.

INDICATIVE CONTENT

- This module offers students the opportunity to expand and extend their current skill base and understand their role as a professional creative as well as solidify and apply existing skills and knowledge of professional practice within the chosen area of the creative industries.
- Through facilitator led practical workshops and/or tutorials or seminars students will explore a chosen area of the creative industries in order to introduce the students to new ways of working creatively and collaboratively. There might be additional outputs in the form of workshops, performance, new writing, community events and collaborative interdisciplinary practice dependent on the focus of the project.
- The project will be directed/facilitated by either a permanent member of staff or by a guest director(s) or creative facilitator of appropriate professional standing. The module tutor(s) 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.
- Students will be encouraged strongly to explore and adopt a realistic perception of contemporary employment opportunities and professional working methods in the industry and maintain the broadest possible definition of ‘creative industries’.
- Students will be encouraged to understand and reflect on how their skills can be transferred to many areas of the creative industries as well as wider employment opportunities.
- Students will be encouraged to demonstrate a high degree of initiative, broad autonomy and personal responsibility in their time management and creative endeavours through this process.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

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

Mode of assessment	Volume	Weighting
Practical Project and Reflective Presentation	Individual Contribution to a Practical Project approx 5-15 mins (dependent on role) and 5-minute Reflective Presentation	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPB6006**	
Module Title	**Professional Practice**	
Classification	**Reading List entry**	**Electronic***
Essential	Once the practice area has been agreed, a detailed bibliography, including specific texts, articles and selected critical studies, will be developed by the students concerned, in consultation with their tutor.	☐

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.