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

MODULE DIRECTORY

LEVEL 6

ACADEMIC DISCIPLINE OF ART AND MEDIA

WALES INSTITUTE OF SCIENCE AND ART

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the discipline of Art and Media in the academic year 2023-2024.

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

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

MODULES

Module Code	ADAA6000
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 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 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	**ADAA6000**	
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	Bessant, J. Et al (2011) Innovation and Entrepreneurship (2nd Edition).Wiley	
Further	Bowstead, J, M. (2011) A Guide to Preparing your Portfolio: Contemporary Solutions. A&C Black Ltd	
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	Wood, M. (2010) The Marketing Plan Handbook (4 Edition), Prentice Hall	
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

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

Cod y Modwl	**ADAA6000C**
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	ADAA6000C	
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	**ADAA6001**
Title	**Advanced Creative Enquiry**
Date	**05/05/2021**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Coursework Portfolio	(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%**

INDICATIVE READING LIST

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

Module Code	**ADAA6001**	
Module Title	**Advanced Creative Enquiry**	
Classification	**Reading List entry**	**Electronic***
	A bibliography of primary and secondary texts is to be developed, under direction from an academic supervisor, by the student. Since the module comprises mostly 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.	

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

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	☒

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

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.

- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.

- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.

- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.

- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.

- Pryderon moesegol a'r broses ymchwil.

- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.

- Cyflwyno a darlunio data a gwybodaeth.

- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.

- Datrys problemau, a meddwl a dulliau creadigol ac 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	**ADDA6006C**	
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	ADDA6007
Title	Major Project
Date	05/05/2021
Level	6
Credits	60
Pre-Requisites	None

AIM(S)

- To fine tune the diverse skill set required by the creative industries through the management of a challenging body of work, balancing the self-directed, innovative academic focus with an enhanced understanding of the current nature of contemporary creative practices.

- To encourage the student's enthusiasm for self-directed enquiry into their discipline through self-motivation, proficiency in investigation and enquiry, visualisation and making, relevant to the forefront of their discipline.

LEARNING OUTCOMES

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

- Identify, critically evaluate, articulate, synthesise and generate an intellectually challenging idea (set of ideas) that would be appropriate for Major investigation utilising specialist skills in effective ways within the contexts of the individual's chosen creative practice.

- Articulate research areas and present creative solutions to audiences through appropriate forms evidencing an understanding of the issues which arise from the relationship with audiences, clients, markets, users, consumers, and/or participants.

INDICATIVE CONTENT

- Project definition, ideation and development

- Preparing briefs and proposals for discussion

- Consolidating communication skills for collaborative projects

- Negotiating with external organisations/clients

- Designing and making a substantial body of work pitched to a specialist pathway

- Research opportunities, material testing and innovation

- Advanced application of materials and processes

- Project synthesis and cross discipline applications

- Design thinking

- Project planning, management and application

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Component 2
(Tick one)

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

Cod y Modwl	**ADDA6007C**
Teitl	**Prosiect Mawr**
Dyddiad	**05/05/2021**
Lefel	**6**
Credydau	**60**
Rhagofynion	**Dim**

AMCAN(ION)

- Mireinio'r set sgiliau amrywiol sy'n ofynnol gan y diwydiannau creadigol drwy reoli corff heriol o waith gan gydbwyso'r ffocws academaidd, arloesol, hunangyfeiriedig â dealltwriaeth ddatblygedig o natur gyfredol arferion creadigol cyfoes.

- Annog brwdfrydedd y myfyriwr am ymholi hunangyfeiriedig i'w ddisgyblaeth drwy hunan-gymell, hyfedredd o ran ymchwilio ac ymholi, delweddu a gwneuthur, sy'n berthnasol i reng flaen ei ddisgyblaeth.

DEILLIANNAU DYSGU

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

- Dynodi, mynegi, cyfuno, creu a gwerthuso'n feirniadol syniad (set o syniadau) sy'n ddeallusol heriol a fyddai'n addas ar gyfer ymchwiliad Mawr, gan ddefnyddio sgiliau arbenigol mewn ffyrdd effeithiol o fewn cyd-destunau dewis arfer creadigol yr unigolyn.

- Mynegi meysydd ymchwil a chyflwyno atebion creadigol i gynulleidfaoedd drwy ffurfiau priodol gan roi tystiolaeth o ddealltwriaeth o'r materion sy'n codi o'r berthynas â chynulleidfaoedd, cleientiaid, marchnadoedd, defnyddwyr a/neu gyfranogwyr.

CYNNWYS DANGOSOL

- Diffinio, creu syniadau a datblygu'r prosiect
- Paratoi briffiau a chynigion i'w trafod
- Atgyfnerthu sgiliau cyfathrebu ar gyfer prosiectau cydweithredol
- Trafod gyda sefydliadau/cleientiaid allanol
- Dylunio a gwneud corff sylweddol o waith sy'n addas ar gyfer llwybr arbenigol
- Cyfleoedd ymchwil, profi deunyddiau ac arloesi
- Cymhwysiad uwch o ddeunyddiau a phrosesau
- Synthesis y prosiect a chymwysiadau traws-ddisgyblaethol
- Ystyried dylunio
- Cynllunio, rheoli a chymhwyso prosiectau
- Ystyried materion a chanlyniadau moesegol, cynaliadwy a chyfreithiol

- Cyflwyno a gwerthuso prosiectau
- Datblygiad a chyflwyniad portffolio

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	144	24%
Dysgu annibynnol	456	76%
Dysgu drwy leoliadau		
CYFANSWM	**600**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)
☐ **Arholiad ysgrifenedig** x **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Gwaith cwrs	Cyfwerth â 11,250 o eiriau	75%

Elfen Asesu 2
(Ticiwch un)
☐ **Arholiad ysgrifenedig** x **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Gwaith cwrs	Cyfwerth â 3,750 o eiriau	25%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**ADDA6007C**	
Teitl y Modwl	**Prosiect Mawr**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
	Mae llyfryddiaeth o destunau gwreiddiol ac eilaidd i'w datblygu gan y myfyriwr, dan gyfarwyddyd goruchwylydd academaidd. Gan fod y modwl yn cwmpasu astudiaeth lle caiff y cynnwys a'r cyfeiriad eu llywio'n 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.	☐

*Rhestrir llyfrau arbenigol ychwanegol yn y llawlyfrau modwl a ddarperir gan diwtoriaid.

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** x **Coursework** ☐ **Practical**

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

Module Code	**ADGD6001**
Title	**Graduate Portfolio**
Date	**05/05/2021**
Level	**6**
Credits	**60**
Pre-Requisites	**None**

AIM(S)

- To develop the innovative, creative and communication skills of the student culminating in a substantial portfolio of work, which balances the academic focus of the individual self-directed visual development, as well as reflecting the interdisciplinary nature of contemporary art, design and media practices

- To encourage the student's self-motivation, development and investigative ability, enabling them to be at the forefront of their discipline. Evidenced by investigation, speculative enquiry in personal projects, and collaborative interaction between client/external liaison and the student.

LEARNING OUTCOMES

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

- identify and critically evaluate an intellectually challenging idea (ideas) that would be appropriate for Major investigation.

- communicate effectively the research areas, design solutions technical requirements and overall specification relevant to their Major Project idea (Ideas) using contemporary methods and techniques

- project manage an extended research, production and evaluation process in as effective a manner as possible

INDICATIVE CONTENT

- Project definition and development

- Preparing proposals for discussion

- Consolidating communication skills for collaborative projects

- Negotiating with external organisations/clients

- Research opportunities and data collection methods

- Project synthesis and cross discipline applications

- Project planning and application

- Consideration of ethical, sustainable and legal issues and outcomes

- Project presentation and evaluation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Coursework	15,000 equivalent	100%

INDICATIVE READING LIST.

Module Code	**ADGD6001**	
Module Title	**Graduate Portfolio**	
Classification	**Reading List entry**	**Electronic***
Essential	Brazell D, (2017). *Becoming a Successful Illustrator*, London, Bloomsbury Publishing	☐
Essential	D&AD (2020). *2020 Annual.* Available at: https://www.dandad.org/annual/2020/home/professional/	☒
Essential	Glaser, Jessica Knight, Carolyn (2010) *The Graphic Design Exercise Book: Creative Briefs to Enhance Your Skills and Develop Your Portfolio*. Frances Lincoln	☐
Essential	Kelley, Tom & Kelley, David (2013) *Creative Confidence: Unleashing the Creative Potential Within Us All*. New York: Crown Publishing	☐
Essential	Male, Alan (2014) *Illustration: meeting the brief*. Bloomsbury Visual Arts	☐
Essential	Spencer, W.B. (2014). Breaking In: Over 130 Advertising Insiders Reveal How to Build a Portfolio That Will Get You Hired, New York: Tuk Tuk Press.	☐
Essential	Taylor, Fig (2013) *How to create a portfolio & get hired a guide for graphic designers and illustrators*: Rotovision	☐
Further	Berger, J. (2016). *Why Things Catch On,* London: Simon and Schuster.	☒
Further	D&AD (2020). *The Copy Book (Bibliotheca Universalis).* Cologne: Taschen Gmbh.	☒
Further	D&AD (2020). *The Copy Book (Bibliotheca Universalis).* Cologne: Taschen Gmbh.	☒
Further	Hegarty, J (2017) *Hegarty on Advertising: Turning Intelligence into Magic,* London: Thames and Hudson Ltd	☒
Further	Hegarty, J. (2014) *Hegarty on Creativity: There are No Rules*, London: Thames and Hudson Ltd.	☒

Further	Kelley, T & Kelley, D (2013). *Creative Confidence: Unleashing the Creative Potential Within Us All,* New York: Crown Publishing	☐
Further	Malinic, R. (2019) *Book of Branding - a guide to creating brand identity for startups and beyond,* London: Brand Nu Ltd.	☐
Further	McCandless, D. (2014) *Knowledge is Beautiful*. William Collins: London	☐
Further	McDevitt MK, (2018). *Illustration Workshop*: *Find Your Style, Practice Drawing Skills, and Build a Stellar Portfolio*, London, Chronicle Books	☐
Further	Neumeler, Marty (2006) Zag.*The #1 Strategy of High- Performance Brands*. New York: AIGA Design Press	☐
Further	Ogilvy, D. (2007) *Ogilvy on Advertising,* London: Welbeck Publishing Group	☐
Further	Rendgen, S, (2020) *Information Graphics*. Taschen	☐
Further	Rees D, (2017). *How to be an Illustrator*, 2nd edition, London: Laurence King Publishing	☐
Further	Shaughnessy, Adrian (2010) *How to be a Graphic Designer, Without Losing Your Soul* Lawrence King	☐
Further	Spencer, W.B. (2014). *Breaking In: Over 130 Advertising Insiders Reveal How to Build a Portfolio That Will Get You Hired,* New York: Tuk Tuk Press	☐

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

Côd y Modwl	**ADGD6001C**
Teitl	**Portffolio Graddio**
Dyddiad	**05/05/2021**
Lefel	**6**
Credydau	**60**
Rhagofynion	

AMCAN(ION)

- Datblygu sgiliau cyfathrebu a sgiliau arloesol a chreadigol y myfyrwyr, gan arwain at bortffolio sylweddol o waith sy'n cydbwyso ffocws academaidd y datblygiad gweledol hunangyfeiriedig unigol, a hefyd yn adlewyrchu natur ryngddisgyblaethol arferion celf, dylunio a chyfryngau cyfoes.

- Annog hunan-gymhelliad, datblygiad a gallu'r myfyrwyr i ymchwilio, gan eu galluogi i arwain eu disgyblaeth. Amlygir hyn drwy ymchwilio ac ymholi myfyrgar mewn prosiectau personol, a rhyngweithio cydweithredol rhwng y cleient/cyswllt allanol a'r myfyriwr.

DEILLIANNAU DYSGU

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

- adnabod a gwerthuso'n feirniadol syniad (syniadau) sy'n heriol yn ddeallusol ac a fyddai'n briodol ar gyfer ymchwiliad Mawr;

- cyfleu'n effeithiol y meysydd ymchwil, yr atebion dylunio, y gofynion technegol a'r fanyleb gyffredinol sy'n berthnasol i syniad (syniadau) y Prosiect Mawr, gan ddefnyddio dulliau a thechnegau cyfoes;

- rheoli proses ymchwil, cynhyrchu a gwerthuso estynedig mewn dull mor effeithiol â phosibl.

CYNNWYS DANGOSOL

- Diffinio a datblygu'r prosiect
- Paratoi cynigion i'w trafod
- Atgyfnerthu sgiliau cyfathrebu ar gyfer prosiectau cydweithredol
- Trafod gyda sefydliadau/cleientiaid allanol
- Cyfleoedd ymchwil a dulliau casglu data
- Synthesis y prosiect a chymwysiadau traws-ddisgyblaethol
- Cynllunio a chymhwyso'r prosiect
- Ystyried materion a chanlyniadau moesegol, cynaliadwy a chyfreithiol

- Cyflwyno a gwerthuso'r prosiect

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu ar yr amserlen	144	24%
Dysgu'n annibynnol	456	76%
Dysgu drwy leoliadau		
CYFANSWM	**600**	**100%**

ASESU
(*Ticiwch un*)

Elfen Asesu 1
☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Gwaith Cwrs	Cyfwerth â 15000 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	**ADGD6001C**	
Teitl Modwl	**Portffolio Graddio**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Brazell D, (2017). *Becoming a Successful Illustrator*, London, Bloomsbury Publishing	☐
Hanfodol	D&AD (2020). *2020 Annual.* Available at: https://www.dandad.org/annual/2020/home/professional/	☒
Hanfodol	Glaser, Jessica Knight, Carolyn (2010) *The Graphic Design Exercise Book: Creative Briefs to Enhance Your Skills and Develop Your Portfolio*. Frances Lincoln	☐
Hanfodol	Kelley, Tom & Kelley, David (2013) *Creative Confidence: Unleashing the Creative Potential Within Us All*. New York: Crown Publishing	☐
Hanfodol	Male, Alan (2014) *Illustration: meeting the brief*. Bloomsbury Visual Arts	☐
Hanfodol	Spencer, W.B. (2014). Breaking In: Over 130 Advertising Insiders Reveal How to Build a Portfolio That Will Get You Hired, New York: Tuk Tuk Press.	☐

Hanfodol	Taylor, Fig (2013) *How to create a portfolio & get hired a guide for graphic designers and illustrators*: Rotovision	☐
Pellach	Berger, J. (2016). *Why Things Catch On,* London: Simon and Schuster.	☒
Pellach	D&AD (2020). *The Copy Book (Bibliotheca Universalis).* Cologne: Taschen Gmbh.	☒
Pellach	D&AD (2020). *The Copy Book (Bibliotheca Universalis).* Cologne: Taschen Gmbh.	☒
Pellach	Hegarty, J (2017) *Hegarty on Advertising: Turning Intelligence into Magic,* London: Thames and Hudson Ltd	☒
Pellach	Hegarty, J. (2014) *Hegarty on Creativity: There are No Rules*, London: Thames and Hudson Ltd.	☒
Pellach	Kelley, T & Kelley, D (2013). *Creative Confidence: Unl eashing the Creative Potential Within Us All,* New York : Crown Publishing	☐
Pellach	Malinic, R. (2019) *Book of Branding - a guide to creating brand identity for startups and beyond,* London: Brand Nu Ltd.	☐
Pellach	McCandless, D. (2014) *Knowledge is Beautiful*. William Collins: London	☐
Pellach	McDevitt MK, (2018). *Illustration Workshop*: *Find Your Style, Practice Drawing Skills, and Build a Stellar Portfolio*, London, Chronicle Books	☐
Pellach	Neumeler, Marty (2006) Zag.*The #1 Strategy of High-Performance Brands*. New York: AIGA Design Press	☐
Pellach	Ogilvy, D. (2007) *Ogilvy on Advertising,* London: Welbeck Publishing Group	☐
Pellach	Rendgen, S, (2020) *Information Graphics*. Taschen	☐
Pellach	Rees D, (2017). *How to be an Illustrator*, 2nd edition, London: Laurence King Publishing	☐
Pellach	Shaughnessy, Adrian (2010) *How to be a Graphic Designer, Without Losing Your Soul* Lawrence King	☐
Pellach	Spencer, W.B. (2014). *Breaking In: Over 130 Advertising Insiders Reveal How to Build a Portfolio That Will Get You Hired,* New York: Tuk Tuk Press	☐

*Bydd llyfrau arbenigol ychwanegol yn cael eu rhestru mewn llawlyfrau modiwlau a ddarperir gan diwtoriaid

Module Code	**ADVA6000**
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	**ADVA6000**	
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	Bessant, J. Et al (2011) *Innovation and Entrepreneurship* (2nd Edition).Wiley	
Further	Bowstead, J, M. (2011) *A Guide to Preparing your Portfolio: Contemporary Solutions*. A&C Black Ltd	
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	Wood, M. (2010) *The Marketing Plan Handbook* (4 Edition), Prentice Hall	☐
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

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

Cod y Modwl	**ADVA6000C**
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	**ADVA6000C**	
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	**ADVA6001**
Title	**Advanced Creative Enquiry**
Date	**05/05/2021**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Coursework Portfolio	5,000-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%**

INDICATIVE READING LIST

Module Code	**ADVA6001**	
Module Title	**Advanced Creative Enquiry**	
Classification	**Reading List entry**	**Electronic***
	A bibliography of primary and secondary texts is to be developed, under direction from an academic supervisor, by the student. Since the module comprises mostly 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.	

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