

MODULE DIRECTORY

LEVEL 6

ACADEMIC DISCIPLINE OF ART & MEDIA

WALES INSTITUTE OF SCIENCE AND ART

2024-2025

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the Academic Discipline of Art & Media (WISA) in the academic year 2024-2025.

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) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Bessant, J. Et al (2011) <i>Innovation and Entrepreneurship</i> (2 nd Edition).Wiley	
Further	Bowstead, J, M. (2011) <i>A Guide to Preparing your Portfolio: Contemporary Solutions</i> . A&C Black Ltd	
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐

Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	Wood, M. (2010) <i>The Marketing Plan Handbook</i> (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 gynulleidfa oedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

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

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

Cod y Modwl	ADAA6000C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

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

Module Code	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: 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 academiaidd a'i ddichonoldeb technegol mewn perthynas â galluoedd y myfyriwr, yr adnoddau a ddarparar 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 goruchwyllo 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 goruchwyllo 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 Aseu 1

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

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

Elfen Aseu 2

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull aseu	Maint	Pwysiad
Adroddiad Ysgrifenedig	3000 o eiriau	25%

Crynodeb o'r Aseiad

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

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

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

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

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

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

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

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

Module Code	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 gydbwysu'r ffocws academiaidd, 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	Cyferwerth â 11,250 o eiriau	75%

Elfen Asesu 2

(Ticiwch un)

☐ Arholiad ysgrifenedig x Gwaith cwrs ☐ Ymarferol

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

Further	Kelley, T & Kelley, D (2013). <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i> , New York: Crown Publishing	☐
Further	Malinic, R. (2019) <i>Book of Branding - a guide to creating brand identity for startups and beyond</i> , London: Brand Nu Ltd.	☐
Further	McCandless, D. (2014) <i>Knowledge is Beautiful</i> . William Collins: London	☐
Further	McDevitt MK, (2018). <i>Illustration Workshop: Find Your Style, Practice Drawing Skills, and Build a Stellar Portfolio</i> , London, Chronicle Books	☐
Further	Neumeler, Marty (2006) <i>Zag. The #1 Strategy of High- Performance Brands</i> . New York: AIGA Design Press	☐
Further	Ogilvy, D. (2007) <i>Ogilvy on Advertising</i> , London: Welbeck Publishing Group	☐
Further	Rendgen, S, (2020) <i>Information Graphics</i> . Taschen	☐
Further	Rees D, (2017). <i>How to be an Illustrator</i> , 2nd edition, London: Laurence King Publishing	☐
Further	Shaughnessy, Adrian (2010) <i>How to be a Graphic Designer, Without Losing Your Soul</i> Lawrence King	☐
Further	Spencer, W.B. (2014). <i>Breaking In: Over 130 Advertising Insiders Reveal How to Build a Portfolio That Will Get You Hired</i> , 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 academiaidd 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	Cyferwerth 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). <i>Becoming a Successful Illustrator</i> , London, Bloomsbury Publishing	☐
Hanfodol	D&AD (2020). <i>2020 Annual</i> . Available at: https://www.dandad.org/annual/2020/home/professional/	☒
Hanfodol	Glaser, Jessica Knight, Carolyn (2010) <i>The Graphic Design Exercise Book: Creative Briefs to Enhance Your Skills and Develop Your Portfolio</i> . Frances Lincoln	☐
Hanfodol	Kelley, Tom & Kelley, David (2013) <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i> . New York: Crown Publishing	☐
Hanfodol	Male, Alan (2014) <i>Illustration: meeting the brief</i> . Bloomsbury Visual Arts	☐
Hanfodol	Spencer, W.B. (2014). <i>Breaking In: Over 130 Advertising Insiders Reveal How to Build a Portfolio That Will Get You Hired</i> , New York: Tuk Tuk Press.	☐

Hanfodol	Taylor, Fig (2013) <i>How to create a portfolio & get hired a guide for graphic designers and illustrators</i> : Rotovision	☐
Pellach	Berger, J. (2016). <i>Why Things Catch On</i> , London: Simon and Schuster.	☒
Pellach	D&AD (2020). <i>The Copy Book (Bibliotheca Universalis)</i> . Cologne: Taschen Gmbh.	☒
Pellach	D&AD (2020). <i>The Copy Book (Bibliotheca Universalis)</i> . Cologne: Taschen Gmbh.	☒
Pellach	Hegarty, J (2017) <i>Hegarty on Advertising: Turning Intelligence into Magic</i> , London: Thames and Hudson Ltd	☒
Pellach	Hegarty, J. (2014) <i>Hegarty on Creativity: There are No Rules</i> , London: Thames and Hudson Ltd.	☒
Pellach	Kelley, T & Kelley, D (2013). <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i> , New York : Crown Publishing	☐
Pellach	Malinic, R. (2019) <i>Book of Branding - a guide to creating brand identity for startups and beyond</i> , London: Brand Nu Ltd.	☐
Pellach	McCandless, D. (2014) <i>Knowledge is Beautiful</i> . William Collins: London	☐
Pellach	McDevitt MK, (2018). <i>Illustration Workshop: Find Your Style, Practice Drawing Skills, and Build a Stellar Portfolio</i> , London, Chronicle Books	☐
Pellach	Neumeler, Marty (2006) Zag. <i>The #1 Strategy of High-Performance Brands</i> . New York: AIGA Design Press	☐
Pellach	Ogilvy, D. (2007) <i>Ogilvy on Advertising</i> , London: Welbeck Publishing Group	☐
Pellach	Rendgen, S, (2020) <i>Information Graphics</i> . Taschen	☐
Pellach	Rees D, (2017). <i>How to be an Illustrator</i> , 2nd edition, London: Laurence King Publishing	☐
Pellach	Shaughnessy, Adrian (2010) <i>How to be a Graphic Designer, Without Losing Your Soul</i> Lawrence King	☐
Pellach	Spencer, W.B. (2014). <i>Breaking In: Over 130 Advertising Insiders Reveal How to Build a Portfolio That Will Get You Hired</i> , 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) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Bessant, J. Et al (2011) <i>Innovation and Entrepreneurship</i> (2 nd Edition).Wiley	
Further	Bowstead, J, M. (2011) <i>A Guide to Preparing your Portfolio: Contemporary Solutions</i> . A&C Black Ltd	
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	Wood, M. (2010) <i>The Marketing Plan Handbook</i> (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 entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

Cod y Modwl	ADVA6000C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐

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

Module Code	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