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

CYFEIRLYFR MODYLAU

LEFEL 6

DISGYBLAETH ACADEMAIDD DIWYDIANNAU DYLUNIO A PHERFFORMIO

ATHROFA GWYDDONIAETH A CHELF CYMRU

2025-2026

TUDALEN GYNNWYS

Rhif Tud

CYFLWYNIAD..... 1

MODYLAU 2

CYFLWYNIAD

Mae’r Cyfeiriadur Modylau hwn yn cynnwys yr holl fodylau ar gyfer Lefel 6 o fewn Disgyblaeth Academaidd Diwydiannau Dylunio a Pherfformio ym mlwyddyn academaidd 2025-2026.

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

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

MODYLAU

Module Code	ACHA6013
Title	Independent Project
Date	12/07/2024
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.

- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.

- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.

- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.

- Conducting and writing literature reviews.

- Ethical concerns and the research process.

- Resource, project, and skills management processes and techniques.

- Presenting and illustrating data and information.

- Communication of general, specialist, technical ideas and results.

- Problem solving, creative, entrepreneurial thinking and approaches.

- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

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

Assessment Summary

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

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

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

- Undertake extensive and varied research activity to locate, analyse and evaluate evidence from a range of primary and secondary sources to frame the major project proposal and identify conceptual directions for further investigation.

- Critically engage with a range of concepts, values and debates that inform study and practice in their area of design and, based on this discourse.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

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

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

INDICATIVE READING LIST

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

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

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

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

LEVEL: **6**
CREDITS: **60**

JACS CODE: **W200**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Component 2

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

Mode of assessment	**Volume**	**Weighting**
Written Report	3000 words	25%

Assessment Summary

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

READING LIST

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

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

LEFEL: **6**
CREDYDAU: 60

COD JACS: **W200**

AMCAN(ION)

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

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

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

CYNNWYS DANGOSOL

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

STRATEGAETH DYSGU AC ADDYSGU

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

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

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

ASESU

Elfen Asesu 1

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

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

Elfen Asesu 2

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

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN

Mae llyfryddiaeth o destunau gwreiddiol ac eilaidd i'w datblygu gan y myfyriwr, dan gyfarwyddyd goruchwylydd academaidd. Gan fod y modwl yn cynnwys astudiaeth annibynnol yn bennaf, y myfyriwr sy'n gyfrifol am fynd ati i geisio deunyddiau eilaidd neu archifol yn ystod ei ymchwil. Bydd goruchwylwyr yn arwain, ac yn annog y broses ymchwil yn gryf, a allai gynnwys cylchgronau ar-lein, deunydd clywedol, arteffactau o'r Casgliadau Arbennig ac ati.

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

AIM(S)

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

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.

- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.

- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.

- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.

- Conducting and writing literature reviews.

- Ethical concerns and the research process.

- Resource, project, and skills management processes and techniques.

- Presenting and illustrating data and information.

- Communication of general, specialist, technical ideas and results.

- Problem solving, creative, entrepreneurial thinking and approaches.

- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

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

Assessment Summary

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

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

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

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

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Component 2

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

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

Assessment Component 3

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.

- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.

- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.

- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.

- Conducting and writing literature reviews.

- Ethical concerns and the research process.

- Resource, project, and skills management processes and techniques.

- Presenting and illustrating data and information.

- Communication of general, specialist, technical ideas and results.

- Problem solving, creative, entrepreneurial thinking and approaches.

- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

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

AIM(S)

- To simulate a 'real world' scenario for engaging students in a client-led activity, involving the production of work for a business engaged in Adventure focused activities.

- To develop the business planning skills for working as a freelance filmmaker or photographer.

LEARNING OUTCOMES

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

- Follow a brief and produce work to a professional standard that has been set by an external client or organisation working in the field of Adventure activities, according to professional codes and practices.

- Critically reflect upon the experience of producing work in a "freelancing" context.

- Create a financial plan, including costings, budget and pricing, for a freelance production project.

INDICATIVE CONTENT

- Pitching to companies working in the field of Adventure based activities, and production of work to a chosen client company's brief.

- Project management of a production project from conception to delivery, with consideration of technical, legal and ethical requirements.

- Production of a financial plan for production projects, and implementation of pricing strategies.

- Introduction to the pros and cons of freelancing within the field of Adventure filmmaking, with students being asked to engage critically with their experience of working in this context.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Component 2

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

- Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within an interactive media portfolio.

INDICATIVE CONTENT

- Development of media production skills to produce content which utilises contemporary capture and publishing techniques.

- Reflection upon the issues surrounding the conveyance of narratives through interactive technology.

- Engagement with the opportunities provided by interactive technologies, by designing and publishing a portfolio of transmedia work which demonstrates the benefits to the user experience in understanding the narrative.

- Engagement with the theory and practice of the content, through a detailed project report, which will include records of developments, experiments, and reflection on the student's prototype.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Component 2

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

AIM(S)

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

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

LEARNING OUTCOMES

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

- Critically engage with current standards, practices and technologies.

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

INDICATIVE CONTENT

- Analysis of popular and current production and streaming techniques

- Studio Production

- Final Chain Mastering

- Aggregation and distribution

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

- Broadcast

- Streaming and Production

- Mixing and mastering using industry standard protocols

- Production services for clients

- Project and Production Planning

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.

- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.

- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.

- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.

- Conducting and writing literature reviews.

- Ethical concerns and the research process.

- Resource, project, and skills management processes and techniques.

- Presenting and illustrating data and information.

- Communication of general, specialist, technical ideas and results.

- Problem solving, creative, entrepreneurial thinking and approaches.

- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

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

Assessment Summary

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

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

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

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

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

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

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

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

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

CYNNWYS DANGOSOL

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

- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.

- Pryderon moesegol a'r broses ymchwil.

- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.

- Cyflwyno a darlunio data a gwybodaeth.

- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.

- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuraidd.

- Cydweithio, addasu a myfyrio.

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1
(Ticiwch un)

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

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

Crynodeb o'r Asesiad

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

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

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

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

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

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

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

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Essay	1500 words	25%

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ADPA6009
Title	Individual Project
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To assist students to pursue an individual study topic.

LEARNING OUTCOMES

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

- Undertake a critical investigation of a chosen aspect of the creative industries.
- Critically evaluate upon, organise and present their knowledge and understanding in an appropriate format

INDICATIVE CONTENT

- Students will undertake a critical investigation of a chosen aspect of the creative industries. The area of focus will be defined through consultation with the module tutor.
- Through research and exploration, students will analyse complex ideas and concepts encountered in their study area and reflect upon their findings.
- Students will refine, organise and present their knowledge and understanding through an appropriate format such as portfolio, presentation, short film or Spark pages.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	5%
Independent learning	190	95%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Assignment or Equivalent Practical Project	Written Assignment or Practical Project Equivalent 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6009**	
Module Title	**Individual Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Guidance will be given to students on an individual basis once each student's research area has been established.	☒

Module Code	ADPA6010
Title	International Independent Study Abroad
Date	08/12/2021
Level	6
Credits	60
Pre-Requisites	None

AIM(S)

- To offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

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

- Engage critically, conceptually and practically with all aspects of the chosen courses whilst abroad on an approved student exchange;
- Independently explore and evaluate alternative approaches to their subject area as evidenced abroad;
- Evaluate and critically reflect upon their study abroad experience

INDICATIVE CONTENT

- This International Independent Study module is the formal Student Learning Agreement within this Programme of Study for students wishing to Study Abroad on one of the approved exchange programmes.
- Students undertaking this module will have completed the formal Study Abroad regulations as identified in the Academic Quality Handbook which include approval by Programme Director or equivalent and engagement with External Examiners.
- Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the Programme Director or equivalent and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate University of Wales Trinity Saint David Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning	285	95%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Coursework – as per the Individual Learning Agreement	Tasks as defined in Study Abroad Learning Agreement. These will include the associated assessments for each course studied at the host institution but could include additional assessments tasks (e.g., Study Abroad Journal) as per the agreed Learning Agreement.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ADPA6010	
Module Title	International Independent Study Abroad	
Classification	Reading List entry	Electronic*
Essential	Full details to be agreed and signed off by Head of School via international course outlines and approved additional assignments and activities.	☐

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

AIM(S)

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

LEARNING OUTCOMES

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

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

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6011**	
Module Title	**Major Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Once the detailed content of the module has been decided in any given semester, a full bibliography will, if appropriate, be presented to students at the outset of the module.	☐

Module Code	**ADPA6012**
Title	**Personal Project**
Date	**08/12/2021**
Level	**6**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To assist students to pursue an individual study topic.

LEARNING OUTCOMES

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

- Develop a critical investigation of an aspect of drama or theatre;
- Analyse complex ideas and concepts encountered in their study area;
- Organise their knowledge through library and other information resources.

INDICATIVE CONTENT

- Develop a critical investigation of an aspect of drama or theatre;
- Analyse complex ideas and concepts encountered in their study area;
- Organise their knowledge through library and other information resources.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning	285	95%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Assignment or Equivalent Practical Project	Practical Project 10-20 mins or written equivalent 5,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6012**	
Module Title	**Personal Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Guidance will be given to students on an individual basis once each student's research area has been established.	☐

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

AIM(S)

- To enable students to explore alternative applications for performance, design and production skills than those within conventional theatrical contexts to apply and enhance performance, design and production skills acquired at previous levels of the programme.

LEARNING OUTCOMES

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

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

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6013**	
Module Title	**Site-Specific Theatre**	
Classification	**Reading List entry**	**Electronic***
Essential	Once the detailed content of the module has been decided in any given semester, a full bibliography will, if appropriate, be presented to students at the outset of the module.	☐

Module Code	ADPA6014
Title	Work Placement
Date	08/12/2021
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To provide selected students with the opportunity to apply and develop practical skills and methodology learned during the degree scheme within the context of a professional production.

LEARNING OUTCOMES

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

- Participate to a high level in the decision-making process of a company, both as an individual and as part of a team;
- Display ability to perform a range of assigned tasks to an appropriate standard during the progression of a production/project;
- Synthesise theoretical knowledge with the practical challenges of a workplace context;
- Critically appraise the work of the host company and their contribution to the workplace activity;

INDICATIVE CONTENT

- Students will independently arrange and participate in a work placement with a host company for a period of four to six weeks. This placement will be for the duration of a project and in most cases will include the technical rehearsals and dress rehearsals. The exact duration will be determined by the company, the supervising tutor and the student. It is anticipated that students will work primarily in areas such as performing, lighting, sound, and stage management. This module will only be offered to those students identified by the module coordinator as having the necessary skills and self-confidence to benefit from a work placement and are able to independently arrange an appropriate placement. Similarly, only those companies able to demonstrate the ability to support and develop the students' learning will be considered as potential hosts. Great care will be taken in matching the needs of the student and the host company.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning		
Placement learning	285	95%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Practical Placement and Retrospective Report and Appraisal	Practical Work Placement and Reflective Placement Portfolio equivalent 2,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6014**	
Module Title	**Work Placement**	
Classification	**Reading List entry**	**Classification**
Essential	An appropriate bibliography will be established between the various parties during the pre-placement phase. Such is the specificity of each student's placement that a personalised bibliography is necessary.	Essential

Module Code	**ADPA6015**
Title	**The Role of the Assistant**
Date	**16/05/2024**
Level	**6**
Credits	**10**
Pre-Requisites	**None**
DBS Check	**May be required ☐ Not required ☒**

AIM(S)

- To enable students to understand, practice and evaluate the pro-active role of the assistant in the context of their chosen specialism within the creative industries.

LEARNING OUTCOMES

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

- summarise, contrast and judge those personal attributes which benefit the collaborative production process;
- articulate findings against industry standard values.

INDICATIVE CONTENT

- Insights into the current creative industry practices of the Assistant.
- How to make relevant choices for the company and production.
- Strategies to develop a proactive outlook.
- How to command respect from company with patience and organisation.
- Communication, reliability and multitasking development.
- Communicating a direction from a screenplay.
- Predictive interventions and problem solving.
- Version control and naming conventions.
- Communication skills and strategies.
- Building up resilience and initiative.
- Mindfulness and developing agency in challenging situations.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPA6015**	
Module Title	**The Role of the Assistant**	
Classification	**Reading List entry**	**Electronic ***
Essential	Ramalingum B. (2023) Upshift: *Turning Pressure into Performance and Crisis into Creativity*. William Collins Publishing.	☐
Essential	Roth K. (2021) *Stage Management Basics: A Primer for Performing Arts Stage Managers.* Routledge; 2nd edition	☒
Further	Porter L. (2019) *Stage Management Theory as a Guide to Practice: Cultivating a Creative Approach* Routledge; 1st edition	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

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

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ADPB6010
Title	International Mobility Opportunity
Date	16/05/2024
Level	6
Credits	60
Pre-Requisites	1. Successful Application to International Mobility Programme 2. A Level 5 average of 60 or above
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

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

- engage critically, conceptually and practically with all aspects of the chosen courses whilst abroad on an approved student exchange;
- independently explore and evaluate alternative approaches to their subject area as evidenced abroad;
- evaluate and critically reflect upon their study abroad experience;
- communicate effectively to a range of audiences;

INDICATIVE CONTENT

The specific content of this module will be personalised for each student.

A Learning Agreement will be created by the appropriate Discipline representative and the International Mobility team to include (as appropriate):

- the specific details of the courses in the host institution which the student agrees to attend and complete assignments for whilst studying abroad;
- details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams etc.)
- details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of:
  - specific suitable assessments for additional areas of study;
  - the intended learning outcomes of the areas of study;
  - the process by which learning outcomes are to be achieved;
  - the proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved;
  - the proposed assessment criteria linked to the learning outcomes.
- In consultation with the Discipline representative the student will negotiate:

- a programme of reading and/or research
- arrangements for interaction with the tutor during the Study Abroad;
- a date for the final submission of work that allows appropriate progression to the next level of study.

During the Study Abroad phase, the student will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the University to monitor progress, including a named tutor or Discipline representative.

Upon return to the UK, the student must ensure that a full record of all work, including copies of all formal assessments undertaken in the host institution during the Study Abroad, is kept and brought back to the University following the Study Abroad. These must be presented to the Academic Director, or named Discipline representative.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	As per the individual learning agreement, taking into account the study units successfully abroad, and to include at least two components of additional work.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADPB6010**	
Module Title	**International Mobility Opportunity**	
Classification	**Reading List entry**	**Electronic***
Essential	Full details to be agreed and signed off by Head of School via international course outlines and approved additional assignments and activities.	☐

Module Code	BMOE6001
Title	Critical Incidents in Adventurous Activities
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	**BA Outdoor Adventure Education students:** BMOE4001 Adventure, a risk worth taking BMOE4002 Ecology of Adventure (or NGB equivalence)

AIM(S)

- To critically review and evaluate a range of critical incidents in adventurous activities.

LEARNING OUTCOMES

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

- Critically reflect on the antecedents and prevailing conditions relevant to the cases being studied
- Suggest a range of pragmatic preventative and remedial measures relevant to the cases being studied;
- Demonstrate the ability to critically assess and respond positively to critical incident scenarios in a range of complex and/or unpredictable contexts

INDICATIVE CONTENT

- Defining and exploring key terms related to critical incidents in outdoor adventurous activities
- Critically reviewing case studies of significant critical incidents in adventurous activities and other relevant fields of practice, e.g., flood response, missing persons, etc.
- Isomorphic learning, to develop an awareness of common factors that appear to contribute to critical incidents in adventurous activities
- Critically reviewing the organisational systems, procedures and legislation relating to case studies of critical incidents in adventurous activities
- Critically evaluating the role and functionality of emergency services in adventurous activities
- Working effectively within a team and as a leader in the planning, execution and reviewing of responses to emergency scenarios
- Critically exploring a range of evacuation and rescue techniques and methods
- Critically reflecting on personal performance and understanding in relation to critical incidents in adventurous activities
- Advance emergency first aid including major bleeds and CPR
- Exploring emotional issues related to critical incidents, including post-traumatic stress

- Practical involvement in role play scenarios as both a responder and casualty in simulated critical incidents
- Developing competence and critical awareness in the choice and application of a range of relevant technical skills and equipment, e.g., searching, hoisting, towing, carrying etc.
- Adapting approaches and techniques to create effective improvised responses
- Field visits to a range relevant of sites and organisations

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Written assignment	2500 words	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	4 elements	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMOE6001**	
Module Title	**Critical Incidents in Adventurous Activities**	
Classification	**Reading List entry**	**Electronic***
Essential	Attarian, A., (2012) *Risk Management in Outdoor Adventure Programs* Leeds: Human Kinetics	☐
Essential	Barton, B., (2007) *Safety, Risk & Adventure In Outdoor Activities*. London: Sage Publications Ltd.	☐
Essential	Beames, S; MacKie, C; Atencio, M (2018) *Adventure and Society*. Springer	☐
Essential	Brookes, A., (2018) *Preventing Fatal Incidents in School and Youth Group Camps and Excursions: Understanding the Unthinkable*. Springer.	☒
Essential	Dickson, T. J. and Gray, T. L., (2012) *Risk Management In The Outdoors, A Whole-Of-Organisation Approach For Education, Sport And Recreation*. Port Melbourne: Cambridge University Press.	☒
Essential	Gill, T., (2010) *Nothing Ventured: Balancing Risks and Benefits in the Outdoors*, English Outdoor Council, (online: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf)	☒
Essential	Hodgson, C. and Bailie, M., (2011) 'Risk Management, Philosophy And Practice' in M. Berry and C. Hodgson (Eds) *Adventure Education, An Introduction.* Oxon: Routledge.	☐
Further	Beames, S., Higgins, P. and Nicol, R. (2012) *Learning Outside The Classroom, Theory And Guidelines For Practice*. Oxon: Routledge.	☐
Further	Ewert, A. W. and Sibthorp, J. (2014) *Outdoor Adventure Education, Foundations, Theory and Research*. Leeds: Human Kinetics.	☐
Further	Gill, T. (2007) *No fear: growing up in a risk adverse society*, London: Calouste Gulbenkian Foundation	☒

Module Code	**ADFM6002**
Title	**Graduate Project Pitch**
Date	**23/04/2020**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

To offer the student an opportunity to thoroughly research and communicate an appropriate project idea in a manner that reflects practices and standards found in the subject area.

LEARNING OUTCOMES

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

- Identify and critically evaluate an appropriate area of study for their proposed project.
- Communicate effectively a critical synthesis of the research relevant to their project idea, using contemporary methods and techniques.

INDICATIVE CONTENT

- Project definition
- Research opportunities, methods and techniques
- Project synopsis
- Project Planning
- Target audience identification and user expectation
- Further development in project design or definition such as test recordings, proof of concept demos, screenplays, real or virtual models, storyboards etc.
- Audio-visual communication techniques
- Specific to the student's research needs, with advice and support from specialist academic staff.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

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

Mode of assessment	Volume	Weighting
Oral presentation	10 minutes	70%

Assessment Component 2

(Tick one)

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

Mode of assessment	Volume	Weighting
Pitch Document	1,500 words	30%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	30%
Practical	70%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**ADFM6002**	
Module Title	**Graduate Project Pitch**	
Classification	**Reading List entry**	**Electronic***
Essential	Reynolds, G. (2012) Presentation Zen: Simple Ideas On Presentation Design and Delivery (2nd Edition). Berkeley: New Riders	☐
Further	Ryan, M. A. (2017) Producer to Producer: A Step-ByStep Guide To Low-Budget Independent Film Producing (2nd Edition). Los Angeles: Michael Wiese	☐
Further	Harris, C (2016) Jaws in Space: Powerful Pitching For Film And TV Screenwriters. Harpenden: Creative Essentials	☐

Further	Bernard, S. C. (2016) Documentary Storytelling: Creative Non-Fiction On Screen (4th Edition). New York: Routledge	☐
Further	Rabiger, M. (2016) Developing Story Ideas (3rd Edition). New York: Routledge.	☐

Module Code	**ADFM6005**
Title	**Graduate Project**
Date	**23/04/2020**
Level	**6**
Credits	**40**
Pre-Requisites	

AIM(S)

To offer the student the opportunity to develop and realise their Major Project idea with continual one-to-one tutorial support and supervision, developing the innovative, creative and communicative skills of the student before typically leading to a public showing of the work.

LEARNING OUTCOMES

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

- Produce an artefact that reflects contemporary thinking and practice within the film and TV industry
- Prepare and present a critical reflection and rigorous justification of their final artefact.

INDICATIVE CONTENT

- Research at the forefront of the discipline.
- Ongoing and adaptive use of comprehensive project planning.
- Evidence of creative professional and creative skills
- Design, realisation and defence of the artefact.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

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

Mode of assessment	Volume	Weighting
Presentation	20 minutes	30%

Assessment Component 2

(Tick one)

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

Mode of assessment	Volume	Weighting
Artefact	15 minutes	70%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	30%
Practical	70%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**ADFM6005**	
Module Title	**Graduate Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Wales, L. M. (2017) The Complete Guide to Film And Digital Production: The People And The Process (3rd edition). New York: Focal Press.	☐
Further	Rooney, B. and Belli, M. L. (2016) Directors Tell the Story: Master The Craft Of Television And Film Directing (2nd Edition). New York: Routledge.	☐
Further	Cleve, B (2017) Film Production Management: How to Budget, Organize and Successfully Shoot Your Film (4th Edition). New York: Focal Press	☐
Further	Rizzo, M. (2014) The Art Direction Handbook for Film And Television (2nd Edition). Oxford: Focal Press	☐
Further	Ryan, M. A. (2017) Producer to Producer: A Step-ByStep Guide To Low-Budget Independent Film Producing (2nd Edition). Los Angeles: Michael Wiese.	☐
Further	Dancyger, K (2010) The Technique of Film And Video Editing (5th Edition). Oxford: Focal Press.	☐

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

AIM(S)

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

LEARNING OUTCOMES

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

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

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume/word count or equivalent	Weighting
Coursework	Development portfolio, all project assets (equivalent 300 words)	20%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Coursework	Professional showreel portfolio	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ADFM6011**	
Module Title	**Final Portfolio and Showreel**	
Classification	**Reading List entry**	**Electronic***
Essential	Hepworth-Sawyer R. (2019) Producing Music: Perspectives on Music Production	☐
Essential	De Man B. (2019) Intelligent Music Production Focal Press	☐
Essential	Miller S. (2017) Paved: The Complete Navigated guide to succeed in the Music Industry Rocket Press	☐
Essential	Bull B. (2016) Take the Bull by the Horns: Seize the moment Finite publishing	☐
Essential	Wikstrom, P. (2013) The Music Industry: Music in the Cloud, 2nd Edition. Polity Press.	☒
Essential	Passman, D. (2014) All You Need To Know About The Music Industry: 8th Edition. Rosetta Books, LLC.	☒
Essential	Fisher, J. P. (2011) Ruthless Self Promotion for the Music Industry, 2nd Edition	☐
Essential	King, M. (2009) Music Marketing: Press, Promotion, Distribution and Retail. Berklee Press.	☐
Essential	Rogers, J. (2013) The Death and Life of the Music Industry in the Digital Age. Bloomsbury Publishing.	☐
Essential	http://www.ipo.gov.uk/ http://www.aandronline.com/ http://www.thebuzzfactor.com/ http://www.knowthemusicbiz.com/ http://www.prsformusic.com http://www.musicweek.com/ http://www.musiciansunion.org.uk/ http://www.welshmusicfoundation.com/ http://www.own-it.org/ http://www.bized.co.uk http://www.bytestart.co.uk	☒
Further	Barker, S.; Cole, R. (2009) Brilliant Project Management (Revised Edition): What The Best Project Managers Know, Do And Say, London: Prentice Hall	☐