

## Partner Module specification

<b>Module Code:</b>	ARA717
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<b>Module Title:</b>	Dissertation
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<b>Level:</b>	7	<b>Credit Value:</b>	60
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<b>Cost Centre(s):</b>	GAAA	<b>JACS3 CODE:</b>	K110 AID	K340 GD
		<b>HECoS code:</b>	100583 AID	100590 GD

<b>Faculty</b>	Faculty of Arts, Science and Technology	<b>Module Leader:</b>	Alan Hughes
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Scheduled learning and teaching hours	17 hrs
Guided independent study	583 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	600 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MA Architectural Interior Design	✓	<input type="checkbox"/>
MA Garden Design	✓	<input type="checkbox"/>
<b>Pre-requisites</b>		
Completion of taught modules		

### Office use only

Initial approval: 03/09/2019

Version no:1

With effect from: 03/09/2019

Date and details of revision:

Version no:

## Module Aims

The aim of this module is to enable students to expand knowledge and theoretical awareness through the investigation of a specific or specialised area of interior design, garden design or a cognate subject. The student will manage a significant research project in the self-directed development and analysis of a chosen question of design theory or practice. The student will conduct and extensive critical review of current relevant literature using a range of professional and academic sources.

Students will apply practical research skills and/or design methods to demonstrate their ability to conduct research ethically and thoroughly. In so doing they will produce a written or design dissertation through a conceptual and analytical approach to reach a creative and informed conclusion.

## Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Develop a critically argued and coherent proposal for a Master's level dissertation on a negotiated subject demonstrating a clear programme of methodology and research.	3	
		9	
2	Demonstrate advanced knowledge of relevant published research and/or design and the management of additional sources of information.	6	
		9	
3	Critically reflect upon the identification and evaluation of researched material from current and emerging knowledge presenting a clear and informed argument and justifiable conclusion.	6	
4	Continue to advance their knowledge through the critical exploration of research to develop and express an original view on their chosen topic, creative work and/or design understanding.	9	
		1	
		5	

## Transferable skills and other attributes

Research  
Communication across written and visual presentation  
Critical analysis  
Professional practice  
Time and learning management  
Self directed study  
Leadership skills

## Derogations

None

## Assessment:

### Indicative Assessment Tasks:

Students are required to negotiate and agree a topic for research and analysis and to provide a written submission or a written submission with a related body of practical work.

The written submission (dissertation) may be up to be 15,000 words on a subject agreed in advance with dedicated tutors and the Course Director and will be described as submission by dissertation.

A student negotiating a body of related practical work will be permitted to submit a smaller word count dissertation of minimum 5000 words with a notional learning time given to practice of 400 hours – this will be described as submission by project.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1, 2, 3, 4	Dissertation	100%	15000

## Learning and Teaching Strategies:

This module allows students to develop their own in depth project based on an individual research theme.

Regular tutorial and seminar support is given throughout the module by the supervising tutors. Students are required to pursue their research largely as self-directed study and independent learning, with supervisors identified in relation to their specialist subjects and specific interests.

The integration of theoretical knowledge with practical application of skills will require the student to negotiate and agree a question/topic for research and analysis and whether the learning outcomes are to be achieved through a written submission or a written submission with a related body of practical work.

Both submission by dissertation and project will be assessed against the same learning outcomes as theory and practice are fused. This proposal and negotiation stage will come under the control of the Course Committee for final approval and ratification.

In depth knowledge and the ability to critical analysis, gained from previous modules, will contribute to the development of the question the dissertation may approach.

Students may amend, vary and change the subject area of their submission whilst in the initial stages of research. They are advised to consult one or more of the MA tutors in relation to any proposed change which must be recorded in a written tutorial record. It is made clear to students that the research undertaken in any given area may lead to a refinement of further investigation that can re-direct the thrust of the investigation.

### **Syllabus outline and timetable:**

The dissertation may be up to 15,000 words on a subject agreed in advance with dedicated tutors and the Course Director and will be described as submission by dissertation. A student negotiating a body of related practical work will be permitted to submit a smaller word count dissertation of minimum 5000 words with a notional learning time given to practice of 400 hours – this will be described as submission by project.

- Stage 1: Preparation of Dissertation synopsis, identifying and evaluating a suitable subject area, research methodology, question and an ethical research strategy. (September following completion of the PG Dip Stage).
- Stage 2: Academic Committee consideration.
- Stage 3: Research phase with tutorial support.
- Stage 4: Tutorial period programmes to be defined on individual basis, M level independent study. Engagement with tutor/supervisor, individual arrangement for draft chapters to be considered. (Final Submission; December 15<sup>th</sup>).
- Stage 5: Marking through January.
- Stage 6: Exam Board February.

### **Indicative Bibliography:**

#### **Essential reading**

Bryman, A: *Social Research Methods*, 4th Edn Oxford University Press, Oxford.

Borden, I: (2006) *The Dissertation, An Architects Student Handbook* Architectural Press, London.

Eco, U: (2015) *How to Write a Thesis* 23<sup>rd</sup> Edn MIT Press, Cambridge, MA.

#### **Recommended reading**

Groat, L: (2013) *Architectural Research Methods* 2nd Edn. John Wiley & Sons, Oxford.

Wisker, G: (2007) *The Postgraduate Research Handbook*, 2<sup>nd</sup> Edn. (Palgrave, Macmillan. London.

Potter, S: (2001) *Doing Postgraduate Research* Sage-Open University, London.

### **Other reading**

Bachelard, G. (2014) *The Poetics of Space*. Penguin, London.

Berrizbeita, Anita, and Linda Pollak, (1999) *Inside/Outside: Between Architecture and Landscape*. Rockport, Beverley MA.

Cosgrove, Denis and Stephen Daniels (eds.) (1984) *The Iconography of Landscape*. Cambridge University Press, Cambridge, England.

Evernden, Neil: (1992) *The Social Creation of Nature*. Johns Hopkins Press, Baltimore, MD.

Hollis, E, Fleming, J, et al. (2011) *Interior Tools / Interior Tactics: Debates in interiors theory and practice*. Libri Publishing, Faringdon, Oxfordshire.

Hunt, John Dixon. (2000) *Greater Perfections: The Practice of Garden Theory*. University of Pennsylvania Press, Philadelphia PA.

Kaplan, Rachel, Stephen Kaplan and Robert Ryan. (1998). *With People in Mind*. Washington D.C.: Island Press.

Sparke, P. Brown, P. et al (Eds) (2018) *Flow: Interior, Landscape and Architecture in the Era of Liquid Modernity*. London, Bloomsbury.

Swaffield, S. R. (2002). *Theory in landscape architecture: a Reader*. Philadelphia, PA, University of Pennsylvania Press.

Turner, Tom. (2014) *Landscape Design History and Theory*. Gardenvisit.com. (amazon digital)

Zumthor, P. (2010) *Thinking Architecture*. 3<sup>rd</sup> Edn. Birkhauser, Basel.