

MA Interior Architecture

2013 | 2014

PROGRAMME SPECIFICATION & MODULE NARRATIVES

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PROGRAMME SPECIFICATION

1 PROGRAMME TITLE: Interior Architecture

2 AWARDING INSTITUTION: Middlesex University

3 TEACHING INSTITUTION: Middlesex University

4 PROGRAMME ACCREDITED BY: N/A

5 FINAL QUALIFICATIONS: MA Interior Architecture

6 ACADEMIC YEAR: 2013 | 2014

7 LANGUAGE OF STUDY: English

8 MODE OF STUDY: FT / PT

9 CRITERIA FOR ADMISSION TO THE PROGRAMME:

- Appropriate qualifications or experience
- 1 A good honours degree (1st or 2.1) – or recognized equivalent professional qualification
- 2 Applicants with a good honours degree in a non-art & design subject and substantial experience working within the field or a proven aptitude for working in an appropriate art and design discipline may be considered
- 3 Applicants without the normal qualifications but who have appropriate, extensive and substantial work experience in appropriate areas may be considered by Credit Scheme or acceptance of that experience as equivalent to the normal entry requirements.

- Evidence of subject-related skills
- Supportive academic/professional references
- Capacity to sustain in-depth exploration
- An independent approach to study
- Appropriate analytical and critical skills
- An interest in culture and issues
- Sufficient command of the English language – those applicants for whom English is not the first language must demonstrate evidence of attainment with an IELTS overall score of 6.5 or higher, or equivalent

10 AIMS OF THE PROGRAMME:

The programme aims to:

- Provide practising designers, mid-career professionals and graduates with an advanced academic environment aimed at encouraging a reflective approach to the design process;
- Establish research thinking as an investigative approach to design problems and methodologies, and to explore the critical interrelationship between theory and practice;
- Examine and develop the language(s) we use to think about design;
- Explore the cultural and social context within which design takes place;
- Make metacognitive practices the foundation of research, design and professional activities.

11 PROGRAMME LEARNING OUTCOMES:

KNOWLEDGE & UNDERSTANDING: *On completion of the programme students will have knowledge and understanding of:*

- 1 Key concepts in research thinking;
- 2 Design work as the process of investigating the validity of a hypothesis;
- 3 The principles which influence the development of a research/design project;
- 4 The social role of the designer;
- 5 The development of a project from several interrelated perspectives;
- 6 The interrelationship between theory and practice.

COGNITIVE SKILLS: *On completion of this programme the student will be able to:*

- 1 Apply principles and conventions of communication in research and design, including the use of appropriate rhetorical structures;
- 2 Identify the basic design problem and follow it through from inception to implementation;
- 3 Understand the process by which decisions – deliberate or intuitive – are arrived at, together with an evaluation of their appropriateness;
- 4 Bring together complex and wide-ranging materials and test theoretical models for research;
- 5 Undertake a research project;
- 6 Demonstrate a capacity for critical reflection, identifying appropriate research/design needs and considering the means and methodologies to meet them.

TEACHING & LEARNING METHODS:

Students learn practical skills through workshops, technical workshops, weekly seminars, coursework and self-directed study.

ASSESSMENT METHODS:

Students' practical skills are assessed by coursework, including participation in weekly seminars, project work, essays and reports, presentations and dissertation.

TEACHING & LEARNING METHODS:

Students acquire transferable postgraduate skills through workshops, weekly seminars, coursework and self-directed study.

ASSESSMENT METHODS:

Students' graduate skills are assessed by coursework, including participation in weekly seminars, project work, essays and reports, presentations and dissertation.

PRACTICAL SKILLS: *On completion of this programme the student will be able to:*

- 1 Consider and construct a project proposal;
- 2 Consider critically the development of a project by submitting it to rigorous analysis (content, methodology, outcomes);
- 3 Make use of a group as a creative resource;
- 4 Plan and organize the stages of a project;
- 5 Apply logical disputation and discussion to determine the validity of a design proposition;
- 6 Apply discipline-specific technical skills.

GRADUATE SKILLS: *On completion of this programme the student will be able to:*

- 1 Apply reflective practice towards self-managed learning;
- 2 Organize, monitor, progress and complete a major design project;
- 3 Argue the outcome of a project, making use of a variety of research methods as necessary and sufficient evidence;
- 4 Make use of effective oral and written skills;
- 5 Plan effectively for career development.

TEACHING & LEARNING METHODS:

Students gain knowledge and understanding through workshops, lectures, weekly seminars and self-directed study.

ASSESSMENT METHODS:

Students' knowledge and understanding is assessed by coursework, including participation in weekly seminars, project work, essays and reports, presentations and dissertation.

TEACHING & LEARNING METHODS:

Students learn cognitive skills through workshops, weekly seminars, coursework and self-directed study.

ASSESSMENT METHODS:

Students' cognitive skills are assessed by coursework, including participation in weekly seminars, project work, essays and reports, presentations and dissertation.

12 PROGRAMME STRUCTURE:

12.1 STRUCTURE OF THE PROGRAMME:

The programme is undertaken full-time in one calendar year of three consecutive stages (September to September) and part-time in five stages (2 in Year One + 3 in Year Two) over two years. Only one entry point at present in Stage One (September).

All modules are allocated credits under the Middlesex Academic Credit Scheme (MACS). Each 30 credit module requires a total of 18 hours of study per week (contact time plus independent study). Full-time students undertaking 60 credits per stage should expect to commit 36 hours per week to their studies, while the study time of part-time students is pro-rata to the amount of credits taken each stage.

Students take the equivalent of three 60 credit Level 4 modules. There is an exit award at after 60 credits (PG Cert) and after 120 credits (PG Dip). On completion of the PG Dip stage, students then take one 60 credit module, to a total of 180 credits for the MA award.

The outcome of the programme is an artefact – as a proposal (eg an architectural space) or a fully realized model or prototype (eg of a book, web site, a piece of furniture), or a template for performance in the form of guidelines and/or specifications (eg a learning curriculum, a policy, a strategy for design practice). Any of these approaches must be

discussed by means of a critical report. The Project Proposal module (30 credits) along with the Foundations of PG Research module, inducts students into the skills necessary for the initiation and development of a self directed design project. These modules consist of regular subject specific seminars, specialist tutorials, as well as generic multidisciplinary discussions. Students are expected to attend a series of talks and video presentations by visiting professionals which take place throughout stages 1 and 2. Contact teaching is front loaded progressing towards an increasingly self-directed mode of study. The latter part of stage three is given over to a period where students prepare artwork, presentations and write up their final submissions.

A range of workshops and technical staff and facilities provide the technical input for the realization of the studio-based projects.

Students are encouraged to make use of the expertise in all areas across the School and the University as necessary for the broad development of their personal projects.

12.2 LEVELS & MODULES:

COMPULSORY:

Students must take the following modules:

LEVEL 7

- | | | | | |
|-----------|---|------------|----|------------|
| • DES4101 | <i>Project Proposal</i> | compulsory | T1 | 30 credits |
| • DES4102 | <i>Foundations of Postgraduate Research</i> | compulsory | T1 | 30 credits |
| • DES4201 | <i>Project Development</i> | compulsory | T2 | 60 credits |
| • DES4301 | <i>Project Completion</i> | compulsory | T3 | 60 credits |

OPTIONAL:

Students must choose from these modules:

LEVEL 7

NONE

PROGRESSION REQUIREMENTS:

LEVEL 7

PG Cert exit award on completion of 60 credits

PG Dip exit award on completion of 120 credits

A minimum of 120 credits as prerequisite to undertake DES4301

12.3 NON-COMPENSATABLE MODULES:**LEVEL 7**

- **DES4101** *Project Proposal*
- **DES4102** *Foundations of Postgraduate Research*
- **DES4201** *Project Development*
- **DES4301** *Project Completion*

13 CURRICULUM MAP: *see below***14 INFORMATION ABOUT ASSESSMENT REGULATIONS:**

MA DES modules are graded on Pass/Fail, with the exception of the final module **DES4301** *Project Completion*, which is graded on the University 1–20 marking scale. For complete assessment regulation details, please refer to the University Guide and Regulations. Self-deferral is not allowed on any of the modules – students seeking to defer must consult the assessment administrator.

15 PLACEMENT OPPORTUNITIES, REQUIREMENTS & SUPPORT: N/A**16 FUTURE CAREERS:**

The programme provides experiential insight into the benefits of reflective practice, aiding postgraduates to develop as autonomous learners. The nature of the programme, by its emphasis on metacognitive strategies, offers a fundamental skill for reflective professional practice and progression to higher academic qualification such as doctoral research.

17 PARTICULAR SUPPORT FOR LEARNING:

- Induction to the School
- Orientation to LRS and special induction sessions provided by the LRC
- Subject-dedicated librarian
- ILRS facilities and resources, including specialist books, journals, videos, DVDs, slides, special collections, and computer programmes
- ILRS Catalogue
- Dedicated studio (with access for disabled students)
- Technical staff and extensive workshops
- Student email and internet access, and AV and IT resources
- E-mail access to the Programme Leader and module tutors
- Detailed Programme Handbook and Module Outlines
- Language Support Services – specialist support is offered for English second language students through the campus ILRS.
- On-site counselling, careers advice and disability support service offered by the Campus Student Office
- Specialist staff and collections at the Museum of Domestic Design and Architecture (MoDA)
- The School hosts academic conferences and symposia

18 JACS CODE: N/A**19 QAA SUBJECT BENCHMARKS:** Art & Design; Architecture

20 REFERENCE POINTS:

- Middlesex University Guide & Regulations
- Middlesex University Learning, Teaching & Assessment Strategy 2002–2005
- Middlesex University Corporate Plan 2002–2006
- QAA National Qualifications Framework – January 2001
- Subject Benchmark Statement AR 055 3/2002 – Art & Design
- QAA Subject Review Report 9Q231/99 (Art & Design)
- QAA Subject Overview Report Q013/2000 (Art & Design)
- Student Charter
- Student, Staff, External Examiners and Graduates feedback and comments

21 OTHER INFORMATION:

The programme runs in parallel with the MA Graphic Design, MA Sustainable Design and MA Design Research programmes.

NOTE: Programme Specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. Further information about the programme can be found in the Programme Handbook and in greater detail in the Module Descriptions.

LEARNING OUTCOMES

KNOWLEDGE & UNDERSTANDING:

- A1 Key concepts in research thinking;
- A2 Design work as the process of investigating the validity of a hypothesis;
- A3 The principles which influence the development of a research/design project;
- A4 The social role of the designer;
- A5 The development of a project from several interrelated perspectives;
- A6 The interrelationship between theory and practice.

COGNITIVE SKILLS:

- B1 Apply principles and conventions of communication in research and design, including the use of appropriate rhetorical structures;
- B2 Identify the basic design problem and follow it through from inception to implementation;
- B3 Understand the process by which decisions – deliberate or intuitive – are arrived at, together with an evaluation of their appropriateness;
- B4 Bring together complex and wide-ranging materials and test theoretical models for research;
- B5 Undertake a research project;
- B6 Demonstrate a capacity for critical reflection, identifying appropriate research/design needs and considering the means and methodologies to meet them.

PRACTICAL SKILLS:

- C1 Consider and construct a project proposal;
- C2 Consider critically the development of a project by submitting it to rigorous analysis (content, methodology, outcomes);
- C3 Make use of a group as a creative resource;
- C4 Plan and organize the stages of a project;
- C5 Apply logical disputation and discussion to determine the validity of a design proposition;
- C6 Apply discipline-specific technical skills.

GRADUATE SKILLS:

- D1 Apply reflective practice towards self-managed learning;
- D2 Organize, monitor, progress and complete a major design project;
- D3 Argue the outcome of a project, making use of a variety of research methods as necessary and sufficient evidence;
- D4 Make use of effective oral and written skills;
- D5 Plan effectively for career development.

CURRICULUM MAP

LEARNING OUTCOMES:

	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
DES4101 <i>Project Proposal</i>		X	X	X	X	X		X	X		X	X	X		X	X	X		X	X	X	X	
DES4102 <i>Foundations of Postgraduate Research</i>	X	X	X		X		X	X		X	X	X			X			X	X	X	X	X	
DES4201 <i>Project Development</i>			X	X	X	X		X	X	X	X	X		X	X		X	X	X	X	X	X	X
DES4301 <i>Project Completion</i>						X		X									X		X	X	X	X	
HIGHEST LEVEL ACHIEVED:	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

DES4101 PROJECT PROPOSAL

1 SHORT CODE: DES4101

2 TITLE: Project Proposal

3 LEVEL: 7

4 CREDIT POINTS: 30

5 START TERM: Autumn

6 SUBJECT: DES (Design)

7 MODULE LEADER: Michael Bradley

8 ACCREDITED BY: N/A

9 MODULE RESTRICTIONS:

A PREREQUISITES: NONE

B PROGRAMME RESTRICTIONS: MA Interior Architecture; MA Graphic Design; MA Photography

C LEVEL RESTRICTIONS: Postgraduate

D OTHER RESTRICTIONS OR REQUIREMENTS: NONE

10 AUTOMATIC DEFERRAL: NO

11 AIMS:

The module aims to:

- To explore a variety of practical design working methods and approaches employed in the resolution of visual communication problems.
- To identify and initiate a practicable project brief (in parallel with the work on research in DES 4102, and to determine the most appropriate methods, materials and resources necessary for its successful completion.
- To compare and contrast ones own approach to design problems with that of current and past professional practice.
- To develop effective communication skills.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Understand, analyse and relate current knowledge and ideas to your design research proposal;
- 2 Understand the limitations within which a given design and research proposal can be achieved;
- 3 Demonstrate an awareness of the professional context within which designers operate.

SKILLS: *On completion of the module, successful students will be able to:*

- 4 Identify and propose solutions to set design and research problems;
- 5 Establish systematic methods, materials and resources necessary to effect their solution;
- 6 Initiate and establish a project proposal and working brief;
- 7 Work with colleagues to identify and achieve goals within specific time and resource constraints;
- 8 Identify and apply the organisation and planning skills required to proceed with a design research project;

- 9 Communicate ideas effectively;
- 10 Make critical contributions to group discussion.

13 SYLLABUS:

- Introductory studio based problem identification and resolution workshops
- Constructing and initiating a personal project proposal (in collaboration with DES 4102)
- Preparation of accompanying project brief
- Practical evaluation of proposal
- Comparison with professional exemplars (visiting professional talks and video presentations)

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive

evaluative feedback on project work and guidance on future progress;

- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

1 Introduction and Workshops (weeks 1 - 5)

Requirement: Minimum attendance 75% as the content of the module is developed through class activities.

2 Draft Project Proposal Presentation (week 6)

Description: Teaching staff from DES 4102 come together with staff from DES 4101 to evaluate and feedback on the initial proposal and the thinking behind it as a whole.

Requirement: A 10 minute (print or PowerPoint based) presentation

3 Seminars (weeks 7-12)

Requirement: Minimum attendance 75% as the content of the module is developed through class activities.

• Final presentation

Requirement: An 8 minute summary using appropriate presentation tools eg slides, flip charts, diagrams (as overhead slides or a PowerPoint presentation) and 3D models etc.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:**ESSENTIAL:**

Buchanan R 2001 *Design Research and the New Learning* in *Design Issues* 17(4) Autumn 2001, pp. 3-22

Friedman K 2000 *Creating design knowledge: from research into practice* IDATER 2000, Loughborough University, pp. 5-32

Friedman K 2002 *Theory construction in design research: Criteria, approaches, and methods* in **Durling D & Shackelton J (Eds.)** *Common Ground* London: Design Research Society International Conference 2002

Rust C 2003 *Design Enquiry: Tacit Knowledge and Invention in Science* Sheffield Hallam University, Art & Design Research Centre working paper

RECOMMENDED:

Jones J C 1992 (2nd Ed.) *Design Methods* New York: Van Nostrand Reinhold

Lawson B 1997 *How Designers Think* Oxford: Architectural Press

Walliman N 2001 *Your Research Project: A step-by-step guide for the first-time researcher* London: Sage

Wisker G 2001 *The Postgraduate Research Handbook* Basingstoke: Palgrave Macmillan

Other texts to be identified according to the needs of the personal project

DES4102 FOUNDATIONS OF POSTGRADUATE RESEARCH

1 SHORT CODE: DES4102

2 TITLE: Foundations of Postgraduate Research

3 LEVEL: 7

4 CREDIT POINTS: 30

5 START TERM: Autumn

6 SUBJECT: DES (Design)

7 MODULE LEADER: Damian Sutton

8 ACCREDITED BY: N/A

9 MODULE RESTRICTIONS:

A PREREQUISITES: NONE

B PROGRAMME RESTRICTIONS: MA Interior Architecture; MA Graphic Design; MA Photography

C LEVEL RESTRICTIONS: Postgraduate

D OTHER RESTRICTIONS OR REQUIREMENTS: NONE

10 AUTOMATIC DEFERRAL: NO

11 AIMS:

- To develop the knowledge and skills required to undertake research at postgraduate level (MPhil, MA Design Research and PhD) in a design discipline.
- To develop metacognitive strategies in a reflective approach to learning, research and design.
- To develop professional/academic composition and presentation skills to a postgraduate standard.
- To understand the context (historical, philosophical, cultural) of the topic and areas of study.
- To prepare a coherent and comprehensive project proposal in terms of scope, approach, research methodology, and standard of presentation.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will be able to demonstrate:*

- 1 Understanding of the disciplinary context of their research study;
- 2 Understanding of a reflective approach to practice and the use of metacognitive strategies in learning and research;
- 3 Understanding of the approaches, methods and standards of evidence appealed to in the field they are working in;
- 4 An informed appreciation of different research methodologies.

SKILLS: *On completion of the module, successful students will be able to:*

- 5 Apply appropriate research methods suitably related to the complex issues of their chosen specialism;
- 6 Use competently and confidently an appropriate range of search techniques and kinds of software relevant to research in their chosen subject area;

- 7 Demonstrate to an appropriate standard skills of presentation and argument suited to the discipline/profession in which they are studying;
- 8 Contextualise their own work in the light of current, related research and practice in the field;
- 9 Formulate to an appropriate standard a project proposal for a piece of postgraduate, level 4 research;
- 10 Show initiative, self-direction and independent learning ability.

13 SYLLABUS:

- Knowledge, research and reflective practice
- Language, discourse, and argument
- Research problems and questions
- Rhetorical strategies
- Effective presentations
- Drafting a Research/Project proposal
- Thinking critically and creatively
- Quantitative and qualitative research methods
- The notion of truth and evidence in research
- Case studies
- The use of representations

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

- **Lectures** – to introduce and provide an overview of key theoretical topics
- **Seminar Discussions** – to develop critical and evaluative attitude as well as communication skills
- **Workshops** – to provide experiential settings to explore theoretical issues and develop practical skills
- **Oral Presentations** – to develop argumentation, communication and presentation skills

- **Research Diary** – to develop a reflective practice by considering areas of personal strength, difficulty, interest and identifying possible further development
- **Reading** – to consider from the literature a wide range of theoretical and practical exemplars
- **Writing** – as a mean of conceptualizing, articulating and connecting ideas in the construction and transformation of knowledge
- **Peer- and Self-evaluation** – to develop critical skills and set personal goals.

ASSESSMENT:

1 Weekly seminars (weeks 1 to 12)

Requirements: minimum attendance 75% as the content of the module is developed through class activities.

2 Research Project Proposal

Requirements: It should consider in depth the stages of the project from initial research to actual proposal. Submitted electronically to the Module Leader

3 Research Diary

Requirements: a personal reflection on the learning done throughout the module, both within and outside contact hours. Submitted as an appendix to the Research Proposal.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:**ESSENTIAL:**

Andrews R 2003 *Research Questions* London: Continuum

Booth W, Colomb G. & Williams J 2003 2nd Ed. *The Craft of Research* Chicago: University of Chicago Press

Kumar R 2005 2nd Ed. *Research Methodology: A step-by-step guide for beginners* London: Sage

Schön D 1983 *The Reflective Practitioner: How professionals think in action* Aldershot: Ashgate

RECOMMENDED:

Blaxter L, Hughes C & Tight M 1997 *How to Research* Buckingham: Open University Press

Grayling A C 2001 *Wittgenstein: A Very Short Introduction* Oxford: Oxford University Press

Jones J C 1992 2nd Ed. *Design Methods* New York: Van Nostrand Reinhold

Lupton E & Miller A 1996 *Design Writing Research* London: Phaidon

Mills S 1997 *Discourse* London: Routledge

Sudman S & Bradburn N 1982 *Asking Questions: A Practical Guide to Questionnaire Design* San Francisco: Jossey-Bass Wiley

Steier F (Ed.) 1995 *Research and Reflexivity* London: Sage

Tufte E 1997 *Visual Explanations: images and quantities, evidence and narratives* Connecticut: Graphics Press

DES4201 PROJECT DEVELOPMENT

1 SHORT CODE: DES4201

2 TITLE: Project Development

3 LEVEL: 7

4 CREDIT POINTS: 60

5 START TERM: Spring

6 SUBJECT: DES (Design)

7 MODULE LEADER: Michael Bradley

8 ACCREDITED BY: N/A

9 MODULE RESTRICTIONS:

A PREREQUISITES: DES4101; DES4102

B PROGRAMME RESTRICTIONS: MA Interior Architecture; MA Graphic Design; MA Photography

C LEVEL RESTRICTIONS: Postgraduate

D OTHER RESTRICTIONS OR REQUIREMENTS: NONE

10 AUTOMATIC DEFERRAL: NO

11 AIMS:

To extend and develop the Project Proposal by:

- Critical reflection on the provenance and appropriateness of decisions, whether deliberate or intuitive - and the methodologies employed in their creation;
- Obtaining data;
- Refining the working brief and identifying appropriate criteria for evaluation, testing and modification of the project outcomes;
- The use of rhetorical structures in design thinking and presentation.

As part of this process the module will:

- Develop planning and organisational skills
- Consider design work as a constitutive part of the argument or process of Investigating the validity of the hypothesis;
- Use reflective practice in the development of self-managed learning.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On successful completion of the module, successful students will be able to:*

- 1 Consider critically the development of a project by submitting it to rigorous analysis (content, methodology, outcomes);
- 2 Understand practical design research work (literature search, review, and evidence base) as a part of the argument or process of investigating the validity of the hypothesis;
- 3 Understand the process by which decisions, whether deliberate or intuitive, are arrived at.

SKILLS: *On successful completion of the module, students will be able to:*

- 4 Apply appropriate rhetorical and dialectical devices to the construction and presentation of research solutions;
- 5 Engage in academic debate over ones own and others projects;
- 6 Make use of a group as a creative resource;

7 Formulate a design or research brief which indicates the work which needs to be done including specifications and scheduled stages of the project.

13 SYLLABUS:

- Obtaining data
- Refining the design/research brief
- Evaluation, testing, development
- Identification of, and comparison with, existing exemplary work in the subject domain
- Project management

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

- Seminar Discussion – to collaboratively explore ideas and approaches and to develop critical and evaluative attitudes;
- Specialist Subject Tutorials;
- Presentations – to develop argumentation, communication and presentation skills;
- Workshops – to develop specialist skills;
- Reading – to consider from the literature a wide range of theoretical and practical exemplars;
- Writing – as a means of conceptualising, articulating and connecting ideas and constructing and transforming knowledge;
- Making/Understanding making (2D, 3D, 4D) – as a means of investigating ideas, materials, processes and design methods;
- Exhibition – to develop presentation skills, including prioritising and organising visual material to express an argument;
- Peer- and Self-evaluation – to develop critical skills and set personal goals.

ASSESSMENT:

1 Seminars and tutorials (weeks 1 to 12)

Requirements: Minimum attendance 75% as the content of the module is developed

through class activities.

2 Project work

Requirements: To be included in the Progress Report

3 Progress report

Requirements: Submitted in triplicate, should consider in depth the stages of the design research project developed during the module.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:

ESSENTIAL:

Texts to be identified according to the needs of the individual project.

RECOMMENDED:

Henry J & Walker D 1991 *Managing Innovation* London: Sage

Lawson B 1997 *How designers think* Oxford: Architectural Press

Potter N 1976 *What is a designer?* London: Grafton Press

Schön D 1998 *The Reflective Practitioner* London: Ashgate

Tufte E 1998 *Visual explanations* Connecticut: Graphics Press

DES4301 PROJECT COMPLETION

1 SHORT CODE: DES4301

2 TITLE: Project Completion

3 LEVEL: 7

4 CREDIT POINTS: 60

5 START TERM: Summer

6 SUBJECT: DES (Design)

7 MODULE LEADER: Michael Bradley

8 ACCREDITED BY: N/A

9 MODULE RESTRICTIONS:

A PREREQUISITES: DES4201

B PROGRAMME RESTRICTIONS: MA Interior Architecture; MA Graphic Design; MA Photography

C LEVEL RESTRICTIONS: Postgraduate

D OTHER RESTRICTIONS OR REQUIREMENTS: NONE

10 AUTOMATIC DEFERRAL: NO

11 AIMS:

- 1 To articulate the principles determining the development of a design or research project;
- 2 To employ advanced skills to develop the project acknowledging interrelated perspectives;
- 3 To demonstrate systematic critical reflection, identifying appropriate design research methods and communicating these to peers;
- 4 To make explicit major assumptions or determinants uncovered;
- 5 To understand the interrelationship between theory and practice in the application of method;
- 6 To demonstrate mastery of a design or design research project.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On successful completion of the module, successful students will be able to:*

- 1 Articulate the principles which influence the development of their design / design research project;
- 2 Consider the development of a project from several interrelated perspectives;
- 3 Understand the interrelationship between theory and practice.

SKILLS: *On successful completion of the module, successful students will be able to:*

- 4 Demonstrate a capacity for critical reflection, identifying appropriate research /design needs and considering the means and methodologies for meeting them;
- 5 Use argumentation as a research and design tool and argue an evidence-based outcome, using appropriate research methods;
- 6 Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills;
- 7 Make use of an abstract to structure their writing;
- 8 Organize, monitor, progress and complete a major postgraduate research project;
- 9 Plan effectively for career development.

13 SYLLABUS:

- Drawing conclusions on the content, method and development of a design research project;
- The abstract as a tool;
- Justifying and arguing the probability and plausibility of the outcome.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

- Seminar Discussion – to develop critical and evaluative attitudes as well as communication and argumentation skills;
- Oral Presentations – to develop argumentation, and communication skills;
- Tutorials – to discuss their approach to self-managed learning;
- Specialist Subject Tutorials – to consider the project from a design perspective;
- Reading – to consider from the literature a wide range of theoretical and practical exemplars;
- Writing – as a mean of conceptualizing, articulating and connecting ideas; and constructing and transforming knowledge;
- Exhibition of Practical/Theoretical Work to develop presentation skills, including prioritizing and organizing visual material to formulate an argument;
- Peer- and Self-evaluation – to develop critical skills and set personal goals.

ASSESSMENT:**1 Weekly Seminars** (weeks 1 to 8)

Requirements: Minimum attendance 75% as the content of the module is developed through class activities.

2 Written Component

Requirements: A Report of 6,000 – 8,000 words, excluding footnotes, bibliography and appendixes, should include full documentation of the research and design work undertaken, to be submitted in triplicate (hard copy) to the Student Office on or before the deadline.

3 Final Presentation

Requirements: A 10 minute presentation to external/internal examiners and students which should make explicit the connections between research and design through your project and offer an evaluation of your methodology supported by evidence.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:**ESSENTIAL:**

Crème P & Lea M 1997 *Writing at University a guide for students* Maidenhead: Open University

Taylor G 1989 *The Students Writing Guide for the Arts and Social Sciences* Cambridge:

Cambridge University Press

RECOMMENDED:

Booth W, Colomb G & Williams J 2003 2nd Ed. *The Craft of Research* Chicago: University of

Chicago Press