

Unit Title	Dissertation
FHEQ Level	Level 6
Unit Code	C18301
Credit Value	30
Unit Type	Compulsory/Supervisory

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Supervision	5	Independent Study	221
Classes	1	Preparation for Assessment	20
Supervised Access to Resources	1	Specific Directed Study	12
		Unsupervised Access to Resources	40
Total	7		300

Unit Description

The dissertation is seen as the culmination of practice combined with theoretical underpinnings that demonstrates what a student can achieve. The dissertation represents the synthesis of the students creative practice with relevant transdisciplinary theoretical themes explored in previous units transcending individual disciplines and exploring that which is between and beyond disciplines, challenging students to create a critical fusion between these two.

With an emphasis on independence and autonomy, students will be expected to demonstrate ambition and engagement. Students should be able to demonstrate the ability to study independently, managing their own time and resources in order to analyse, articulate and consolidate their intellectual and self-management abilities and ambition.

The Five Principles that underpin the Mindsets and Skillsets Manifesto are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

The dissertation is intended to provide students with the opportunity to present evidence of their academic interests along with their academic skills in exploring, communicating and defending their own intellectual position within a wider theoretical, academic and industry context. Students should be able to demonstrate focus, confidence, refinement, autonomy and authority in defence of the critical position that is at the heart of their own work and where this work is situated in a wider context.

The unit is supervisory in nature and not taught. Beginning with two lecture sessions intended to clarify the process and nature of the study at L6, the unit continues with group and individual tutorials. The dissertation unit is delivered to all students in term 1, followed by the final submission early in term 2.

Unit Aims

Plan and write a coherent, convincing and credible dissertation that creates a critical fusion between research and creative practice

Read widely and critically reflect on available sources and positions

Engage in a rigorous and sustained body of appropriate, independent academic research

Develop a confident, authoritative voice in the defence of an intellectual and creative position

Unit Learning Outcomes

LO 1 Research & Inspiration - Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

LO 2 Concept & Ideation - Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

LO 5 Presentation & Storytelling - Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work.

LO 6 Critical and Creative Mindsets - Evaluate a range of critical approaches in order to form an independent position.

LO 7 Employability - Effectively employ professional transferrable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to

set goals, and communicate effectively.

Learning and Teaching Methods

This unit will be delivered through a variety of teaching strategies:

Lectures, Tutorials, Supervised access to Resources – 7 hours

Specific Directed Study – 12 hours

Online Study & Self-Directed Study – 281 hours

Assessment methods and tasks

The dissertation is summatively assessed at the end of the unit. There are a number of assessment options which will be chosen in negotiation with the supervisor at the end of L5. Students will undertake a Dissertation in a suitable format from one of the following options:

Assessment tasks	Weighting (%) (<i>one grade or multi-grade unit</i>)
Summative Assessment	
Appropriately structured rhetorical academic text of 6000 – 7000 words	100%
or	
Creative Enterprise Research Proposal of 6000 – 7000 words	100%
or	
Conference Paper of 3000 – 4000 words with accompanying 20 minute viva	100%
or	
Creative Enterprise Research Proposal of 3000 – 4000 words with accompanying 20 minute viva	100%
or	
Analytical, speculative or propositional text of 3000 – 4000 words in support of an accompanying artefact or performance	100%
or	
Analytical, speculative or propositional text of 3000 – 4000 in support of a live funding application	100%

Indicative Assessment Criteria

Skills – Through exploratory and dynamic research and evidence of initiative and critical reflection students will be expected to demonstrate skills in the selection, evaluation and organization of appropriate sources, clarity of purpose and an awareness and adoption of appropriate conventions.

Knowledge & Understanding – Students should be able to demonstrate an awareness of the connections between different disciplines, ideas, concepts and theories, along with the ability to focus, synthesise and situate these in an appropriate and relevant context.

Context – Students should be able to demonstrate the ability to generate new ideas through the analysis and application of concepts exercising judgement, responsibility and independence of thought.

Communication - Students will be expected to demonstrate initiative, confidence, autonomy and critical thinking alongside skills in the selected media to produce rigorous and compelling solutions that demonstrate risk, ambition and originality.

Essential Reading list

1. BARRETT, E. and BOLT, B. (2010) *Practice as Research: Approaches to Creative Arts Enquiry*. London: IB Tauris
2. BHATT, C. (2004) *Doing a Dissertation*, in C.Seale (ed.) *Researching Society and Culture*, London: Sage.
3. GREETHAM, B. (2014) *Palgrave Study Skills: How to Write an Undergraduate Dissertation*. 2nd Ed. Palgrave MacMillan: Basingstoke.
4. KEEN, A (2015) *The Internet is not the Answer*, Atlantic Books.
5. MOUNSLEY, C. (2002) *Essays and Dissertations*, Oxford, Oxford University Press.
6. MULVEY, Laura (2003) *Visual and Other Pleasures*, 2nd ed., London: Palgrave Macmillan
7. RANCIERE, Jacques (2009) *The Future of the Image*, New York: Verso Books
8. ROBERTS, C.M. 2004. *The Dissertation Journey*, Thousand Oaks, Corwin.

Note: Given the diversity of the student body it is not possible to include here the broad range of cross referenced thematic and course specific physical and online reading materials that will be suggested. The New Mindsets team works very closely with the library team in order to ensure that students are able to access all required resources both physically and/or online. The team also publishes relevant and current resources/sources to the Ravensbourne VLE Moodle throughout the teaching calendar.