



**1. General Information**

Award	Programme Title	Duration	Mode of Study
MA	Service Design	2 years	Full Time

<b>Awarding Institution</b>	Royal College of Art
<b>Teaching Institution</b>	Royal College of Art
<b>Professional Accreditation</b>	NA
<b>Qualifications Framework Level</b>	M
<b>Credit Value</b>	240 UK credits
<b>Date of most recent validation</b>	2015
<b>Programme Specification Date</b>	2016/17

**2. Philosophy of the Programme**

Service Design involves an integrated approach to the design of experiences and systems and requires the integration of multiple design disciplines in a systems-based solution. The course reflects upon and provides a deep understanding of the technological, commercial and organisational context in the conception and execution of innovative services as well as the tools, techniques and methods required in the practice of service design. Its overarching goal is to enable graduating students to engage at a strategic as well as an operations level in the design of services, potentially leading interdisciplinary design teams in the design and deployment of innovative services in the business, consumer and public sector. Building on Design London's collaboration between the RCA and Imperial College London, the core design-based courses at the RCA is complemented by faculty from Imperial College's Department of Computing and Business School, who will provide an introduction to – or enhance – students' technical skills in Information and



Communications Technology (ICT) as well as business skills such as strategy, organisational behaviour and innovation management.

In 2016 we introduced 3 platforms to reflect the development of Service Design as a discipline, the desire for specialisation within a growing community of students and increasing diversity in the way service design is being applied as a discipline in practice as well as the intellectual and professional development of the discipline. The three platforms are Service Innovation which addresses the use of service design to develop new or enhance existing service propositions offered by industry, and exploiting the very latest digital technologies to deliver those services. The second platform Public Service and Policy Innovation addresses the growing application of service design to not only transform public services delivered by government, central and local and third sector organisations and social enterprises, but also the use of service design to develop policy. The final platform is called Envision and its role is to explore the design of future services bringing together future forecasting methodologies, emerging technology platforms and service design techniques to envision radical new service experiences in areas such as health, education, transportation, financial services, and retail with a 5 to 10 year horizon. Each platform is led by a platform leader who develops and manages the specialist taught modules in the curriculum, develops project assignments and tutors students who decide to specialise in one of more of the platforms.

### 3. Educational Aims of the Programme

The MA Service Design Programme aims to:

- Advance the discipline of service, its methods, tools and techniques through project assignments, intellectual inquiry, and enable its students to gain mastery of these tools and techniques in the consumer, business and public service sectors
- Give its students a deep understanding of the importance of the societal, environmental and business context for experience design and service innovation, and the broader systems context
- Demonstrate how design creates user and business value in services and the importance of an architecture for service provision that ensures consistent delivery of user experience
- Examine critically the opportunities and threats posed by both technological as well as business model innovation in services and the impact on society and business
- Apply those techniques to the experience design and systems and service innovation in the context of tackling challenges of sustainability, societal issues, and governance.
- Engage at a strategic as well as operation level in the design of services, potentially leading interdisciplinary design teams in the design and deployment of innovative services.
- Envision the future of not only service experiences, enabled by new and emerging



digital technologies but also the development of the service design discipline itself through the Envision Platform

- Demonstrate the role of service design in the innovation of public services that deliver more effective service experiences for citizens and for the public sector, as well as develop the service design discipline to improve the design of policy



4. Intended Learning Outcomes of the Programme

Able to:	A. Intellectual Engagement
A1.	<ul style="list-style-type: none"><li>Develop innovative ideas that challenge the understanding of the current practice and shape the emerging discipline of service design.</li></ul>
A2.	<ul style="list-style-type: none"><li>Demonstrate an advanced understanding of historical and contemporary debate with regard to the design of artefacts, infrastructure, organisation and services and how these relate one to another and to their own practice.</li></ul>
A3.	<ul style="list-style-type: none"><li>Demonstrate an advanced understanding of the principles and methods of service design and apply them effectively to your own practice and the emergent discipline of service design.</li></ul>
A4.	<ul style="list-style-type: none"><li>Understand the underlying nature of services and systems and their influence on user experience, and the spaces for service innovation and design.</li></ul>
A5.	<ul style="list-style-type: none"><li>Translate abstract service proposition and user experience related issues into tangible design proposals.</li></ul>
A6.	<ul style="list-style-type: none"><li>Undertake intellectual and creative research to understand and contribute to the resolution of issues associated with the emergence of this new discipline and its interaction with other disciplines beyond that of design.</li></ul>

Able to:	B. Technical Skills
B1.	<ul style="list-style-type: none"><li>Demonstrate the application of service design techniques to public service provision, consumer and business service with a special focus on the fields of health and wellbeing, energy and the environment.</li></ul>
B2.	<ul style="list-style-type: none"><li>Apply the concept of value creation in services, and understand how to design quality into services, and the measurement and management of service experience.</li></ul>
B3.	<ul style="list-style-type: none"><li>Understand the role and importance of service architecture, and how this</li></ul>



Able to:	<b>B. Technical Skills</b>
	relates to the value of services to customers, and to the service provider.
B4.	<ul style="list-style-type: none"><li>Understand how factors such as organisational culture, skills, technological enablement, infrastructure and commercial constraints enable or inhibit service innovation, and know how to take these into account in the design and deployment of service propositions.</li></ul>
B5.	<ul style="list-style-type: none"><li>Understand the concepts and characteristics of business model innovation in the provision of services including the role of social enterprise, and develop appropriate and viable business models for the service propositions you create.</li></ul>

Able to:	<b>C. Professionalism</b>
C1.	<ul style="list-style-type: none"><li>Develop independence by taking responsibility for directing your own studies through setting goals and managing time and resources effectively.</li></ul>
C2.	<ul style="list-style-type: none"><li>Define your professional identity through self-reflection and an understanding of how service design practice and the profession create value for industry, the public sector, and the users and communities they serve</li></ul>
C3.	<ul style="list-style-type: none"><li>Develop collaborative skills by participating as an active, thoughtful and responsible member of a community of different disciplines, academic and business cultures.</li></ul>
C4.	<ul style="list-style-type: none"><li>Develop your commercial skills so that you can engage professionally with potential clients, are able to articulate the value of your services to their business needs in terms of your business proposals, and deliver effectively against them.</li></ul>
C5.	<ul style="list-style-type: none"><li>Understand the societal, ethical, environmental and business context for any service innovation and take these into account in your overall professional practice</li></ul>



## 5. Programme Structure and Curriculum

### Structure and Curriculum

The programme is a two-year full time programme leading to the award of MA in Service Design.

The programme combines an experiential component involving group and individual projects with a structured learning programme and short related project assignments that reinforce the learning. The lectures, master-classes and workshops develop the knowledge, skills and practices that students will apply in your final year projects. In addition to academics from the RCA, we invite prominent designers as well as our industry partners to present on professional practice of service design, exemplar projects and challenges associated with the emergent practice of service design.

The Structured learning programme and workshops comprise 3 or 6 –hour sessions spread throughout Terms 1 – 5 and all modules are delivered as half or full day session, the first year being more intensive. Classroom modules are made available electronically with tools for student self-study, project monitoring and self-assessment. The structured learning programme comprises of between 200 and 250 hours of lectures and seminar activity.

#### Core Modules

##### 1. Core Modules

2. Introduction to service and experience design principles and methods
3. Human centred design and observation techniques and practice
4. Experience mapping and service blueprinting
5. New Service Design Methods
6. Organisational context and stakeholders
7. Stakeholder engagement
8. Sustainability issues and service innovation
9. Human Computer Interface Design
10. Behavioural Economics and implications to Public Service Innovation
11. Data driven innovation – combining big data and small data to create value
12. Future forecasting and scenario planning in partnership with Arup Foresight
13. Architecting services and service platforms
14. Designing product-service systems
15. Business Model Innovation
16. Aligning brand, business and service design strategy
17. Systems Analysis and Design
18. Service provisioning and operations
19. Service quality management and metrics



- 20. Role of information technologies in service innovation
- 21. Introduction to computing, web design, systems design and object oriented architecture delivered by Imperial College
- 22. Strategy and change management: delivered in partnership with Imperial College
- 23. Organisational behaviour and human resource management: delivered with Imperial College

### Project Assignments

During the first year there are a series of short project activities to support structured teaching programme

In the second year students undertake a group project followed by an individual project. The final project assignment can be selected by the student but within a framework of one of the major themes - health and wellbeing, energy and environment, society and social enterprise, and address this from the standpoint of business to business, consumer or public services

The individual assignment are exhibited in the RCA Degree Show exploiting video, storyboarding, performance/simulation and related artefact design

### Year One

At the outset of the programme, students are introduced to the scope of the overall programme and co-design a personalised academic pathway reflecting their background, context for the learning and personal goals for undertaking the course.

Students are introduced to the resources and support available to help you achieve these goals both within the Programme as well as to the other resources elsewhere within the RCA.

Structured learning programme and workshops overview:

- **Term 1:** A common platform for the School of Design complemented by three half day seminars focusing on service innovation, value creation in the public sector, and envisioning future service experiences. These represent the three platforms offered by Service Design

The School of Design of which Service Design is part, offers a unique environment for interdisciplinary design led innovation. It attracts students from a highly diverse set of disciplines and work experience to give them the opportunity to not only reshape their own design practice, but to reshape the discipline of design itself.



Students from many different design disciplines are joined by students with backgrounds as diverse as science and engineering, medicine, social sciences, business and the fine arts. Together, over the next two years they will achieve extraordinary levels of creativity and innovation that have made the Royal College of Art the number one institution for Art and Design in the world. In the first term students from Design Products, Service Design, Vehicle Design and Global Innovation design participate together in a common platform of seminars and workshops and a joint project. The goal of the common programme is to provide a vibrant interdisciplinary environment to accelerate new ways of thinking, design practice and new skills. It is designed to reinforce existing best practice in design well as introduce those who are new to design to some of the key principles and practices for design led innovation.

This common platform introduces students to the principles, tools and techniques and practice of design in each of the disciplines, introduces them to design research methods, systems thinking, advanced ideation techniques, visualisation and prototyping in physical and digital environments and issues of design for sustainability, the circular economy and commercial viability. It is delivered through a combination of seminars, workshops and studio projects linked to each of these topics, and culminates with a group project where students from different programmes work together to deliver an exhibition of their work. Each of the individual programmes builds upon this platform, both during the first term and in subsequent terms, enabling students to develop their specialism in their respective disciplines of Design Products, Service Design, Vehicle Design and Global Innovation Design. Jay Mews

- **Term 2:** In this term we explore the fundamental principles of Service Design and the key tools and techniques starting with an introduction to the design research tools and methods used in both academia and professional practice. Workshops provide an opportunity for students to carry out specific skill drills applied to stand-alone briefs which can then be applied to the individual or group project that runs alongside the formal sessions. A series of 3 further Service Design Seminars also provides a thread of critical thinking and discourse, focusing on the design industry, social and public innovation as well as service, digital and the experience economy.

The second half of the term focuses on value creation through the development of ideas in a specific domain. Lectures, master-classes and workshops include themes of sustainability, social innovation, data driven innovation, the digital and physical environment within the service landscape. Students also embark on the Innovation, Entrepreneurship and Design course as part of the Imperial College Business School MBA programme, an opportunity for students to evolve their service design practice in a different context and demonstrate its value and use in an



entrepreneurial journey. The 3 Service Design Seminars look at Service & Value, Service Science and Introducing Service Ecosystems.

During Term 2 we will explore the 3 different platforms – Envision, Public Service and Policy Innovation, and Service Innovation and help students select which platforms they would like to specialise within for the remainder of the year of for their final year.

- **Term 3:** this focuses on the complexity of service design and hence examines Systems Design by addressing the deployment of services, understanding business and understanding organisations. The 3 Service Design Seminars focus on General System Theory, People in Services and Service Business and Strategy. Interim Exams take place in the middle of Term 3 after which students will focus on completing the IE&D project, help 2<sup>nd</sup> year students in the planning of ShowRCA as well as take part in organising a range of events to create an engaging platform for future employers, academics and and practitioners.

### **Project Assignments Tutorials and Peer Reviews**

During the first year students undertake project assignments that relate to the different areas of service design: business to consumer services, business to business and the public and 3<sup>rd</sup> Sector services and future services as part of the respective platforms, Service Innovation, Public Innovation and Envision.

Students receive a briefing on the service challenge for that cycle accompanied by lectures, readings or visits organised usually at the beginning of middle of the term. For example, in Term 1, after an initial ice-breaker project, students engage in a group project that will last until the end of the term. A further combination of individual and group projects take place over the rest of Terms 2 & 3. Fortnightly project tutorials take place with our Visiting Tutors as well as with the Platform leaders in order to help students assess their progress, their overall direction and enable them to take their own creative decisions based on the evidence that's been gathered. Feedback is verbal so students are advised to take responsibility of recording next steps.

A final project review takes place at the end of the assignment and presented to the rest of the class, visiting Tutors and the Service Design team. Students are required to share how they have developed the brief, the research and design methods applied to address that brief and the outputs of their individual or group work for discussion and analysis by the entire student group.

Brief feedback is recorded and includes the elements of the project that worked well and other areas that require further development. As well as the project presentation, a digital output is also required which can also be used by students to reflect their evolving practice



on personal websites and part of their increasing portfolio of work.

These projects are not assessed but a grade will be given to give a broad indication of the standard of method and outcomes. Students are only assessed at the interim and final exams.

### **Critical & Historical Studies (40 Credits)**

The RCA provides a unique environment for postgraduate art and design students to reflect upon their own practice, and to engage with students from their own and other disciplines. The role of Critical & Historical Studies (CHS) is to support the studio programmes in enabling these critical engagements to take place. The courses offered by CHS to first year studio-based MA students propose an intellectual framework within which they can begin to establish a coherent relationship between theory and practice.

In the autumn and spring terms there are a series of College-wide seminars and lectures. The autumn term series will relate to your particular discipline (though it is possible to elect to join a series being offered to students on other programmes) whereas the spring term series will be more broad-based and cross-disciplinary in nature.

In the spring and summer terms, a CHS tutor will give you individual tutorials to support the development of a dissertation which is submitted at the start of the second year. The dissertation should be between 6,000 – 10,000 words in length – this is a major piece of work and you will not be able to submit for the Final Examination until you have passed this assessment.

This dissertation is submitted at the end of Term 3 and the second half of Term 3 is dedicated to this as the primary activity of the students

### **Year Two**

#### **Collaborative and Final Projects**

Students will be asked at the start of Term 4 to select the primary platform they will be focusing on for their master's project as well as group project that's undertaken in Term 4. They may choose one or more platforms but their primary choice will relate to their personal tutor who will be the relevant platform leader.

Amongst the skills which the course seeks to develop in its students, are the abilities to manage large, long-term projects and to collaborate with others, including other professionals from different design disciplines, as well as those from different professional or industry backgrounds.

#### **Collaborative Project – Term 4**



During the Autumn term of the second year, students will undertake a collaborative service design project, culminating in the demonstration of a service prototype including the design of relevant physical artefacts and the environmental context in which the service takes place. This collaborative project can be in the field of public, consumer or business to business services as selected by the student or collaborating group. The projects may be sponsored by the programme's industry or public sector partners who in turn, will provide input to the examiners. Alternatively, the project brief may be generated by the students, subject to agreement with their Tutor.

The project will be judged as evidence of the students learning from the first 4 terms of the programme. Students will need to manage not only the design and prototyping of the service but demonstrate a potentially feasible business model and viable deployment strategy.

### **The Final Project (an independent project) – Term 5 and 6**

Students are required to demonstrate their personal capability and creativity by producing a major piece of individual work as the climax to their second year. This is a 5-month project that is executed from January through to the end of May and the final examination. Students may initiate the project earlier in the second year by researching the domain they are interested in, developing an outline brief, building networks and engaging project sponsors, even developing initial concepts. This may commence over the Summer following their first year and in parallel with the Term 4 Group project assignments.

Students are asked to consider an area of focus for the final project over the summer and then give a short presentation in week 1 of Term 4. They then have regular Tutorials in Term 4, to examine the research they've started, the networks they've reached out to in order to create a clearer pathway and specific design brief by the end of the term. After the Work in Progress show, regular tutorials will continue and students carry out an interim presentation to their peers before Easter (during Year 1 CHS reading week).

This project should demonstrate the students' ability to work not only to a 'brief', but also demonstrate their capacity to become the Author(s) of their own 'brief.' Working with the careful guidance of a Tutor, students should establish the parameters and challenges of this project, and its potential contribution in economic, social or environmental terms.

Students can also choose to work with students from other programmes to realise your final project. For instance, you might chose to work with designers from the School of Communications, Architecture and Interiors, IDE or Vehicle Design to develop and integrated service experience which combines different design disciplines. However, students are assessed on the service design and service system they have created and their integrative capability, not as a group or collaborative project. In such cases, the role and work undertaken by the Service Design MA student must be clear for the purposes of



assessment.

The final review will be the examination of the work as part of the overall MA assessment. In this way, each student's independence, personal learning achievement, and creativity are tested.

## 6. Learning and Teaching Methods

### Learning and Teaching Methods

The course makes use of many of the best teaching practices from schools of art and design, science and technology and social sciences. As outlined in the curriculum section, the course is based on:

- Structured learning programme: comprising of lectures and master-classes by practitioners and senior academics
- Workshops – a class based around a design task (a 'brief') as outlined in section covering year one and two;
- Seminars and Masterclasses – tutor-led classes or classes by leading practitioners where students will be asked to reflect on material that you have read or studied in advance;
- Peer Reviews– group discussion of student work at the end of each phase of the workshop programmes;
- Tutorials – one-to-one meetings with tutors to discuss their work.
- Internships – opportunities for students to work with our industry partners

The timetable of structured learning and formal workshops, seminars, peer reviews and tutorials will be organised on 2 days per week. These dates will be announced in advance and, when possible, will be consistent throughout the year. Attendance at classes is mandatory. You will also need to set aside sufficient time to undertake the independent study required to complete each assessed piece of work.

### Tutorials

Students are allocated a Personal Tutor from among the staff team at the commencement of each year and this should align with their platform preference. The personal tutor is available to discuss any academic concerns that students might have issues.

The personal is also be responsible for writing a termly progress report which reflects on students overall progress. Progress reports will be written for terms 1, 2, 4 and 5. In term 3



the report will summarise any issues which emerged in the interim examination. In term 6, the report will be produced in conjunction with a tutorial in preparation for the final exam. This will summarise staff views of the students performance in tutorial, class and in assessed pieces of work. These reports will also be used to alert students to any persistent issues relating to their performance.

### **Masterclasses and external seminars**

We invite prominent designers as well as our industry partners to present on professional practice of service design, exemplar projects, and challenges associated with the emergent practice of service design.

This experience is designed to raise the level of academic challenge by bringing into the course a professional designer and / or service design commissioner from a potential client. Full details of the first master-class will be issued at the start of the first year.

### **Internships**

We strongly recommend that students take an internship in the summer vacation. The experience of working professionally on some aspect of service design, whether in the commercial sector or elsewhere.

At the beginning of the spring term, the programme approaches its contacts in industry and elsewhere in order to enquire about internships. Some of our contacts are companies which are affiliated with the programme, or which have collaborated in some way with us, or in which RCA alumni now work.



## 7. Assessment

### General

#### Overall Assessment

The overall assessment will comprise of the interim assessment from year one, the CHS Dissertation, group assignments including the final presentation and short reports from year two, and the final Individual Assignment. The final presentation of the individual assignment and highlights from the overall portfolio will be to academic and practitioner panel. Presentation of this work will be at the degree show with a final report on the individual assignment (10k Words).

#### Monitoring Student Progress

Students will receive written feedback about their general progress as well written assessments of submitted work. Following the submission of a project outputs, the lead tutor will supply a short written response to each students work. Larger projects in the first year and the major group and individual project in the second year will be the subject of a more detailed assessment using a standard assessment pro-forma which are provided in advance.

Student performance in seminars, student presentations will be considered at the Interim Examination, as well as their ability to keep up with the structured learning programme. Consistent attendance throughout the course is also considered essential. If student performance – in any aspect of the programme – seems to be falling below the required standard, students will be required to meet their personal tutor. If the problems persist without adequate cause, the student will be given either a verbal or written warning. It will state clearly the reasons for concern and the case will be discussed at the Interim Examination or, in exceptional circumstances, at a special meeting of the staff team.

The same criteria apply in the second year, when the students are required to be more self-directed. Students are expected to attend all tutorials and keep up with the work required by the tutors. Tutors keep notes after tutorial sessions and, if students are not working to required standard, they are given a verbal, and, in some cases, a written warning.

#### Assessment Criteria

The following broad set of criteria will be applied. These criteria will not be applied in a rigid or numerical fashion and marks will not be awarded. Each piece of assessed work will be assessed according to the research, specification, design, integration, simulation and deployment emphasis relevant to the project assignment.

However all work submitted for assessment should:



- Offer a clear and well-structured response to the brief set, or, the brief that has been developed as part of the project
- Demonstrate the exploitation of the learning relevant to either the overall programme learning or the structured learning associated with the assignments in year one
- Display considered integration and analysis of relevant source material and learning within the context of the project;
- Show independence and originality in a variety of aspects including the selection of research methods, problem framing and design approach
- Demonstrate sophisticated understanding of the importance as well as the exploitation of theory as well as be conversant with current best practice in the field of service design;
- Consider the impact on environmental, social and economic sustainability of the service proposed
- Produce outputs to the projects that show an appropriate and high standard of presentation.

Deadlines for 'independent' and 'collaborative' projects will be published at least one month in advance. All work should be completed not less than 24 hours before the deadline, and where appropriate uploaded on to the system to support the Peer Review process.

Service Design sets great store on meeting deadlines. Not only does this demonstrate professionalism on the part of students; it also allows for workshops to operate effectively. Extensions to deadlines will only be granted on the basis of illness (certificated by a doctor) or other serious circumstances.

### **Examinations**

During the 2 year MA programme there are two specific points when we will measure students progress. They are the Interim Examination and the Final Examination.

#### **Interim Examination**

By the end of May of the first year students will have completed three projects and have attended all classes. The teaching staff will have completed the MA Progress Reports and detailed reports on the major projects. These materials will form the basis of the Interim Examination, a meeting with the staff where all students' work will be discussed.

The Interim Examination is a formal examination of each student's work that evaluates progress part way through his or her studies. Each student will be asked to present and discuss work completed-to-date. Following completion of this examination, the Head of Programme drafts a brief report on the development of each students' work, attendance



record, and application to their subject including any other relevant observations. Using the General Level Descriptors – outlined on an assessment form used by all RCA courses – the staff will make a judgment about whether the students has successfully passed ‘part one’ of their studies and a report if written. This report goes to the Academic Board for Concessions & Discipline, with the recommendation that a student does or does not progress. If a student’s Personal Tutor is not present at the Interim Examination, their report contributes to the overall assessment.

If at Interim Examination a student’s work is considered to be a borderline fail, a programme of work may be set for further examination to enable progression. For more information, please see the RCA Regulations.

### **Final Examination**

By the time of the Final Examination in June of the second year, students will have completed two major projects, one major group project and their individual project. Students will have attended all classes / seminars. Teaching staff will have completed termly Progress Reports and will comment on their achievements.

The Final Examination is the culmination of a MA degree. Each student’s work is assessed by a panel of academics, and a sample of a cohort’s work is reviewed by an External Examiner. If your Personal Tutor is not present at the Final Examination, their report contributes to the overall assessment.

The value of final assessment by portfolio is that it puts a positive responsibility on the student to determine the nature and the balance of the kind of work to be assessed within broad parameters established by the Programme, Department and the College. In the case of work which has been produced collaboratively, the students will be required to make a statement which outlines the nature and extent of their unique authorship.

Students will present their ‘major project’ individual project. Students may also present a selection of their work from year one and two. This will constitute a ‘portfolio’ of work. The ‘portfolio’ should demonstrate a range of research, design, prototyping, simulation and production skills.

The Final Examination is in two parts:

- a) A Viva-Voce, which takes place in the final term of a programme of study
- b) A School Examination Board, chaired by the Dean of School, will be held to recommend results to the Academic Board for Concessions & Discipline for ratification.

At the viva-voce examination, a student’s performance is measured against the General



Level Descriptors, an assessment form used by all RCA courses. Following this examination, the board will recommend whether the student be awarded the MA or not.

If at Final Examination a student's work is considered to be a borderline fail, the student may be required to retrieve the work within an academic term, or at a referral examination within 12 months. For more information, please see the RCA Regulations.

## 8. Admissions

### Cross-College Requirements

Refer to the College Prospectus for details of cross-College entrance and portfolio requirements for the MA Entrance Examination

### Programme-Specific Requirements

The Service Design MA is designed for students with the following characteristics:

- Experienced designers, especially communications and product designers seeking to significantly expand their capabilities with services and service systems design and engage higher up the value chain in terms of strategic design and delivery. This may include the coordination and leadership of a project involving several other design disciplines.
- Recent high performing graduates from design disciplines as well as from computing and other technical disciplines, seeking to develop their design capabilities and create higher value added services for their clients. It is also designed for budding designer entrepreneurs interested in launching new service led business ventures through the multiple award winning RCA business incubator.
- Mid and senior professionals from industry and the public sector, with evidence of their creative talents as demonstrated by leadership of innovative projects, who are seeking to enhance their capabilities and apply a design led approach to the transformation of consumer, business to business, and public sector services e.g. health service or home office professionals, service designers from telecommunications and hospitality sector,

## 9. Quality Indicators

Refer to the RCA Quality Handbook for more details of the College's quality and standards procedures.

- All academic programmes at the Royal College of Art are revalidated on a six-yearly



cycle. Revalidations involve external subject experts and internal panel members appointed by the College's Academic Standards Committee (ASC).

- Programmes are required to submit an annual Review to ASC, the primary purpose of which is to evaluate the experience of students enrolled on both its MA and MPhil / PhD courses.
- External Examiners are appointed for a maximum of three years to ensure that:
  - the academic standard for each award is set and maintained at an appropriate level and that student performance is properly judged against this;
  - the standards of awards are comparable with those of other UK higher education institutions;
  - the process of assessment and examination is fair and has been fairly conducted.
- An Internal Moderator is appointed by the Senate on the recommendation of ASC to ensure that there are appropriate mechanisms in place for the objective assessment of student work and to ensure comparability of examination practices between programmes within the College.
- Students have the opportunity to provide feedback through regular programme-level meetings (at least one each year considers the delivery of the MA programme and the External Examiner report); and through an annual College-wide MA student survey. A Student Representative Council brings forward issues from Course Forums and programme-level meetings to the President and Vice-President of the Students' Union who then, where appropriate, present these issues at College committees or to the Senior Management of the College.