



Royal College of Art

Postgraduate Art and Design

**Sculpture MA
Specification 2018–19**

1. General Information

Award	Programme Title	Duration	Mode of Study
MA (RCA)	Sculpture	2 Years	Full-time

Awarding Institution	Royal College of Art
Teaching Institution	Royal College of Art
Professional Accreditation	N/A
Qualifications Framework Level	M
Credit Value	240 UK credits
Date of most recent validation	March 2007

Programme Specification Date	2018/9
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2. Philosophy of the Programme

The Sculpture Programme supports a diverse approach to the making of artworks. Students are required to adopt a critical and reflexive approach to their practice.

Students are encouraged to situate their practice within the social, political and economic conditions of the contemporary world; identifying what sculpture can contribute to ongoing material, critical, technological, and philosophical debates. Research and experimentation through the production of concepts and arrangements for new types of space, technological advances in production techniques and the impact of social change on the way we live, are some of the ways in which students will develop their practice and enquiry in Sculpture at the RCA.

Our approach to teaching is premised on an understanding that artists, makers, writers, curators, critics and historians today are neither constrained by their discipline, the medium they use nor by a sense of what content their work should address. Practitioners in the Arts & Humanities are valued for their contribution to culture and the broader economy because they test and reflect upon the way in which we try to engage with our rapidly changing world; exploit the possibilities of new technologies while also engaging with the value of traditional approaches; they enact new philosophical positions as well as reflecting upon how our thinking has led us to where we are. And they often adopt stances informed significantly by the past to antagonise our assumptions about society.

We also conceive of the Arts & Humanities as a range of subjects that are accessible to collaboration with other fields and disciplines; subjects that celebrate the deployment of diverse methods of research and production that are invented, borrowed and even stolen. At the Royal College of Art we enjoy an environment that is supportive of the varied research enquiries that the Arts & Humanities can enable. We support customary methods and processes whilst enabling others that we cannot even anticipate. We are committed to examining and researching both the means by which enquiries in the Arts & Humanities emerge – the rich array of positions, techniques, methods and materials used by practitioners to develop their research – as well as the subjects, ideas and issues that are successfully articulated, with a view to understanding a broader cultural, societal and economic impact.

Teaching in the school is organised around programmes that provide specific material and historical coordinates as points of reference from which students are encouraged to consider the development of their own work. Regardless of their programme of study, students interact across the broad area of the Arts & Humanities and are also encouraged to engage with other areas of the College.

Research in the School of Arts & Humanities often leads staff and students to less immediately cognate fields of the Arts & Humanities as well as the sciences, and the school works with a range of significant partners such as the V&A and Imperial College to further its ambitions in this regard.

We therefore view all our programmes in the School of Arts & Humanities as useful pedagogical structures, in that they focus specific areas of activity within an ever expanding field. The programmes enable directed study within an environment that is ambitious not to proliferate and perpetuate what we know but to generate new practices and insights.

3. Educational Aims of the Programme

The programme aims to support the production of artworks that demonstrate the ability to develop a creative, imaginative and innovative practice.

To provide an environment for experimentation in the use of materials, processes and contexts in order to translate ideas into practice. To facilitate the skills and abilities necessary to articulate clearly the intentions of the work produced and the approaches, knowledge, skills and reasoning employed in its production.

To aid the understanding of historical and contemporary contexts and how they relate to the development of a students practice

To encourage an advanced understanding of the principles and methods of research and apply them effectively to individual and collaborative practice.

Support and encourage self-reflection and a critical understanding of professional contexts.

4. Intended Learning Outcomes of the Programme

Able to:	A. Intellectual Engagement
A1.	INNOVATION: Develop innovative ideas that challenge the understanding of their practice and discipline
A2.	CONTEXT: Demonstrate an advanced understanding of historical and contemporary debate and how it relates to their practice
A3.	RESEARCH: Demonstrate an advanced understanding of the principles and methods of research and apply them effectively to their own practice
A4.	COMMUNICATION: Effectively articulate and debate the intellectual and technical processes involved in the production of their work

Able to:	B. Technical Skills
B1.	PRODUCTION: Produce work at an advanced level that integrates thought, creativity and technique
B2.	EXPERIMENTATION: Experiment in their use of materials, processes and environments in order to translate ideas into practice
B3.	SKILLS: Display a mastery of the technical skills required in the creation, display and documentation of their work

Able to:	C. Professionalism
C1.	INDEPENDENCE: Take responsibility for directing their studies through setting goals and managing time and resources effectively
C2.	COLLABORATION: Participate as an active, thoughtful and responsible member of a community
C3.	IDENTITY: Define their professional identity through self-reflection and an understanding of the creative economy

5. Programme Structure and Curriculum

First Year

In their first year of study students undertake three units of study: Unit 1a, Unit 1b and CHS. These Units are each worth 40 credits and assessed through a combination of continuous and summative assessment methods.

To support each students progress through Unit 1a and Unit 1b they are assigned a Personal Tutors who supervise academic progress throughout their year in consultation with the wider tutoring team. Each student will receive five one-to-one tutorials with their personal tutor throughout the year. In addition to this each term the students will have the opportunity to join crit groups and have the ability to request tutorials with the wider programme team and with tutors across the college.

The first term focuses on engendering social cohesiveness, respect and collaboration among the year group, and a sharing of expertise and experience. Within the first few weeks of the course you will have been given a studio space, become acquainted with the programme staff. At the beginning of the second term first year students take part in the Work in Progress show. It is not expected for the work to be resolved however the student should see this as an opportunity to take risks how they engage in a public environment. Following this the students are encouraged to take part in Seminars, talks, walks, gallery/museum visits reinforcing the teaching from the first term.

Each Unit is assessed in full at its conclusion as per the following:

<p>Unit 1A: 40 Credits</p> <ul style="list-style-type: none">• Self assessment then progress feedback from programme unit assessment meeting (staff double marking meeting)	<p>Unit 1B: 40 Credits</p> <ul style="list-style-type: none">• Self assessment (Continuous assessment) and Exam feedback (Final Examination) from 1B exam panel.• Assessment: May.	<p>CHS: 40 Credits</p> <ul style="list-style-type: none">• Delivered to the 7 Studios-based SoAH MAs, as before.
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<p>(continuous assessment)</p> <ul style="list-style-type: none"> • Assessment: December • Learning Outcomes: A1. A2. A4. B2. B3. C1. C2. 	<ul style="list-style-type: none"> • Learning Outcomes: A1. A2. A4. B2. B3. C1. C2. 	
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Critical & Historical Studies

The RCA provides a unique environment for postgraduate art and design students to reflect upon and develop 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.

There are a series of College-wide seminars and lectures. The first 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 second series will be more broad-based and cross- disciplinary in nature.

A CHS tutor will give you individual tutorials to support the development of a dissertation which is submitted following a dedicated writing period. The dissertation should be between 6,000 – 10,000 words in length – this is a major piece of work and you will be not be able to submit for the Final Examination until you have passed this assessment.

Second Year

During the second year of the programme students undertake three units of study: Unit 2A (40 credits), Unit 2B (60 Credits) and SoAH School Unit (20 Credits). These Units are assessed through a combination of continuous and summative assessment methods.

In the first term Students will continue to work with a personal tutor who helps direct their progress through Unit 2a. participating in the first term activities (Seminars, Panel discussions, tutorials), with an eye towards pushing the development of their studio practice. This is supported by tutorials and crits from Programme staff and visiting Lecturers.

In the second and third terms, while experimentation continues to be encouraged, work also becomes much more concentrated on production for the final show as part of the assessment of Unit 2B - the Independent Research Project. This consists of the undertaking of a major project that should demonstrate how the student is able to research, develop and realise an artwork to a Masters level. The Student works should have a clear direction and resolution, which is thoroughly researched through the students own initiative.

Alongside their participation in Programme based Unites, students will also participate in the SoAH School unit, which, through study groups, lectures, symposia, crits and tutorials will support students in discussing and evolving their work against a broader frame of reference.

Each Unit is assessed in full at its conclusion as per the following table:

<p>Unit 2A: 40 Credits</p> <ul style="list-style-type: none"> • Self assessment then progress feedback from programme unit assessment meeting (staff double marking meeting) 	<p>Unit 2B: 60 Credits</p> <ul style="list-style-type: none"> • Self assessment (continuous assessment) and Exam feedback (Final Examination) from 2B/School Unit Joint Panel. 	<p>SoAH School Unit: 20 Credits</p> <ul style="list-style-type: none"> • Assessed Portfolio at 2B/School Unit Joint Panel. (Final Examination). • Assessment: May • School Exam Board then reviews
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<p>(continuous assessment)</p> <ul style="list-style-type: none"> • Assessment: December • Learning Outcomes: A1. A2. A4. B1. B2. B3. C1. C2. 	<ul style="list-style-type: none"> • Assessment: June. • Learning Outcomes: A2. A3. A4. B1. B2. B3. C1. C2. C3. 	<p>marks from all units and recommends pass or fail.</p> <ul style="list-style-type: none"> • Learning Outcomes: B2. C2. C3. • This is delivered to all 10 SoAH MA programmes.
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6. Learning and Teaching Methods

<p>General</p>
<p>Teaching consists of individual tutorials and group crits, reading groups, seminars and lectures by leading artists and theorists.</p>
<p>Tutorials</p>
<p>Students are allocated a Personal tutor who will meet with them a 5 times during the year for a 45 minute tutorial. These tutorials will be scheduled by the programme administrator.</p> <p>In addition students will be provided with 3 sign up tutorials during the year where the students are able to elect which tutors they which to meet with from the existing Visiting Lecturer list.</p>
<p>Seminars and Discussions</p>

Group discussion is a vital part of the programme. This takes various forms including crits in both studio conditions and exhibition conditions; seminars for which students have to prepare material for discussion; cross programme discussions.

7. **Assessment**

General

Regulations for assessment and progression can be found in the College Regulations.

Continuous Assessment

Continuous assessment enables the student's performance and progress to be understood and accounted for through a wide variety of academic contact points, recognising that students are able to perform in different ways and through different means and aspects of the curriculum while still achieving the requisite performance standards. This assessment is validated through a structure that ensures that student performance is evaluated from a range of perspectives and by a range of different tutors who are able to triangulate their experience of the student and enable parity of assessment across the cohort.

All Studio based Units (1A, 1B, 2A & 2B) are assessed wholly or in part through a process of continuous assessment. This relies on staff who have had experience of the student coming together at the end of the unit in a Unit Assessment Meeting, chaired by the Head of Programme or a Senior Tutor, to review the student's self evaluation and to share their experience of the student in relation to the relevant learning outcomes.

Final Examination

Final Examination examines the students' ability to synthesise their learning and to express it in a formal exam context, either through their performance in a live event, such as the viva voce examinations (previously interim and final exams) at the conclusion of Units 1B and 2B, or through the submission of a formal assessed element such as a dissertation or portfolio at the conclusion of the SoAH School Unit and CHS.

Unit 1B

The Final Examination for Unit 1B is held at the beginning of the third term as a Viva Voce. A Unit Assessment Meeting chaired by the Head of Programme or a Senior Tutor reviews the work produced by the student on the Unit. Students will be asked to demonstrate that their practice is evolving and that they are able to position your work within the context of contemporary art practice and theory, as per the relevant Learning Outcomes. The students' self evaluation report will be read and considered in relation to their performance in the viva and the Unit Assessment Meeting will recommend one of the following outcomes to the School Exam Board for further reference to ABCD: Pass, Referral, Fail.

A pass entitles students to be awarded the credits pertaining to the relevant unit. If the board concludes that their work is not developed enough, they will be referred and

will be asked to submit new work by a set date. A fail indicates that work and studentship do not meet the required criteria for the continuation of your studies.

Unit 2 B

The Final Examination for Unit 2B is held at the beginning of the third term as a Viva Voce. A Unit Assessment Meeting chaired by the Head of Programme or a Senior Tutor reviews the work produced by the student on the Unit. Students will be asked to demonstrate that their practice is evolving and that they are able to position their work within the context of contemporary art practice and theory, as per the relevant Learning Outcomes. The students' self evaluation report will be read and considered in relation to their performance in the viva and the Unit Assessment Meeting will recommend one of the following outcomes to the School Exam Board for further reference to ABCD: Pass, Referral, Fail.

A pass entitles students to be awarded the credits pertaining to the relevant unit. If the Unit Assessment Meeting concludes that their work is not developed enough, they will be referred and be asked to submit new work by a set date. A fail indicates that work and studentship do not meet the required criteria for the continuation of studies.

SoAH School Unit

Students will be required to produce a pre-formatted digital professional practice portfolio, documenting selected work and practice, and articulating it in relation to some of the key concerns raised in the unit. This should encompass a 1500-2000 word statement, to include:

- a record of participation in school crits (500 words per crit), with images of work presented, reflection on conversations that took place and key references.
- an additional 500-1000 words on contextualised practice in economic and social context, referencing work in MA school group and what's next series.

This will be submitted to the joint assessment panel for the Joint Unit 2B / School Unit Exam, taking place toward the end of academic year.

CHS

Students will receive individual tutorials to support the development of a dissertation which is submitted at the end of their first year, and which will be the element on which this unit is assessed. The dissertation should be between 6,000 – 10,000 words in length.

8. Admissions

Cross-College Requirements

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

Candidates for all MA courses are assessed on their existing qualities as demonstrated in their work and in their interview, as well as on their potential to benefit from the programme and to achieve MA standards overall. The assessment will consider: creativity, imagination and innovation evident in the work; ability to articulate the intentions of the work; intellectual engagement in relevant areas; appropriate technical skills; overall interview performance, including oral use of English.

Programme-Specific Requirements

Candidates for all MA courses are assessed on their existing qualities as demonstrated in their work and in their interview, as well as on their potential to benefit from the programme and to achieve MA standards overall. The assessment will consider: creativity, imagination and innovation evident in the work; ability to articulate the intentions of the work; intellectual engagement in relevant areas; appropriate technical skills; overall interview performance, including oral use of English.

Candidates should:

- Have a good first degree in sculpture or a relevant subject and display a facility with materials and techniques.

- Be knowledgeable about the history and cultural relevance of the disciplines pertinent to the Arts and Humanities as well as be able to hold and articulate a view of their own work in relationship to that.
- Be able to critically reflect on their work, to question received modes of production and frameworks, and metabolise academic, social and philosophical encounters.

Portfolio

- Candidates should submit an online portfolio showing a range of work completed within the past three years, clearly marked with dimensions and dates
- If invited for interview, applicants are not permitted to bring physical work.

Candidates who do not speak English as their first language are required to produce evidence that within the previous two years they have achieved at least 93 in the TOEFL internet test with an additional writing test score of TWE 24 or an IELTS exam score of 6.5 with 6 in writing.

9. Quality Indicators

Refer to the Academic Development 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, 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.