

**ROYAL COLLEGE OF ART
PROGRAMME SPECIFICATION - INTELLIGENT MOBILITY**

1. General Information

Award	Programme Title	Duration	Mode of Study
MA(RCA)	Intelligent Mobility	15 Months	Full-time

Awarding Institution	Royal College of Art
Teaching Institution	Royal College of Art
Professional Accreditation	N/A
Qualifications Framework Level	M
Date of most recent validation	05/2017
Programme Specification Date	2017/18

2. Philosophy of the Programme

The current 2-year Vehicle Design MA programme is evolving into a new intensive 15-month academic Intelligent Mobility MA Programme (IMMA) within the Intelligent Mobility Design Centre (IMDC) – a design and research centre dedicated to autonomous and vehicle design with a broader remit focused on urbanism, future mobility and user experience.

Intelligent Mobility defines and describes a paradigm shift which brings together existing fields with a design-led approach that addresses both physical and virtual aspects of the mobility space as an integrated whole. The philosophy of the IMMA is therefore to equip students to deliver critical solutions to holistic mobility needs and issues. The core approach is translating techno-cultural challenge via intense creativity and research - building mature design and innovation propositions to meet new mobility opportunities.

The aim is to place the RCA in the vanguard of the 'third age' of automotive and mobility design and to form a new generation of designers who are skilled but with a broader range of abilities and a greater awareness of broader issues. IM graduates are trained to produce design leadership as a key learning outcome of the whole programme.

3. Educational Aims of the Programme

A disruptive paradigm. The IMMA aims to place students at the forefront of the 'third age' of automotive and mobility design. Through its original teaching timetable expert staff and collaboration with industry and users – the programme educates designers to be strategic and visionary. The programme is unique in that it advances traditional transport design into a richer space of user and techno-cultural opportunity – which demands students be knowledgeable and provocative in their approach.

Criticality. The IMMA will equip students to critically respond to the wider concerns of urbanism, social and technology change. Students will be required to be informed and contribute to the discourse and debate about transportation – engaging with policy and the political agenda and the evolution of: Smart cities; Smart transport; Smart business, and new user experiences.

Research. Students will explore transportation in complex and changing worlds using an innovative multidisciplinary and research-informed approach. The IMMA will bring together social scientists, technologist, policy makers, and users within a creative design framework to produce innovative design solutions that challenge and provoke the status quo to disrupt convention.

Creativity. IMMA is global in its ambitions – acknowledging a need to explore solutions for the 80 per cent of people in developing or emerging economies who do not have access to transport and will engage with global issues of sustainability, consumption and energy. Principally the IMMA will augment creative leadership in this emergent mobility space.

4. Intended Learning Outcomes of the Programme

Able to:	A. Intellectual Engagement
A1.	<ul style="list-style-type: none"> ● INNOVATION: Develop innovative ideas that challenge the understanding of their practice and discipline
A2.	<ul style="list-style-type: none"> ● CONTEXT: Demonstrate an advanced understanding of historical and contemporary debate and how it relates to their practice

A3.	<ul style="list-style-type: none"> ● RESEARCH: Demonstrate an advanced understanding of the principles and methods of research and apply them effectively to their own practice
A4.	<ul style="list-style-type: none"> ● 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. Professional Development
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

Programme Overview
<p>First and Second Term</p> <p>The initial two terms are designed to equip the students with a critical perspective, experience and knowledge base in which to understand and create new mobility solutions.</p> <p>Third Term</p> <p>This term features a long team project to challenge convention and demonstrate the student's ability to handle team work, develop a complete project and deliver a full package. The final proposal must identify and feature innovation through service, technology and design as a group experience.</p> <p>Fourth Term</p> <p>In the final term students lead their own major project (Independent Research Project) which is a well-researched and highly developed critical response to a clearly articulated mobility question.</p>

Programme Units and Credit Ratings

Unit 1: <i>Discover</i> :	Incite into the problem: intelligent mobility, society and the changing city 40 credits
Unit 2: <i>Define</i> :	Technological, business and cultural innovation 40 credits
Unit 3: <i>Develop</i> :	Team project, multidisciplinary innovation 40 credits
Unit 4 <i>Deliver</i> :	Independent Research Project (IRP) 60 credits
Cross-school:	Elective unit: Grand challenge 20 credits
Cross College:	Cultural and Historic Studies (CHS) Evening talks & seminars. 40 credits

Programme Curriculum Map

Autumn	Spring	Summer	Jul	Oct	Nov	Dec
UNIT 1	UNIT 2	UNIT 3	UNIT 4			
DISCOVER Incite into the problem: intelligent mobility, society and the changing city	DEFINE Technological, business and cultural innovation	DEVELOP Team project, multidisciplinary innovation	INDEPENDENT RESEARCH PROJECT (IRP)			
40 CREDITS	40 CREDITS	40 CREDITS	60 CREDITS			
ELECTIVE UNIT						
GRAND CHALLENGES Cross school						
20 CREDITS						
CRITICAL HISTORICAL STUDIES Evening talks and seminars Cross college						
40 CREDITS						

6. Learning and Teaching Methods

General

The range of teaching activity is designed for students to draw out what they find relevant or useful. Each student is expected to develop the ability to select and initiate activities which are appropriate.

It is expected that students learn from the range of teaching activity by:

- engaging in making and designing work in mobility design sector and disciplines;
- writing Tutorial Report records, which contribute to your own evaluation of your progress;
- progressing your work development and understanding based on weekly formative feedback provided in studio sessions and in formal Project Reviews;
- conducting research of a visual, academic and technical nature.

Tutorials

Each student will be supervised through regular personal tutorials with both your Personal and Pathway tutor. The purpose is to encourage and engage you in a debate about your work and ambitions, to challenge your thinking and preconceptions. The personal tutorial is the occasion to review progress, identify problems and devise strategies to overcome them. Its nature will be different at different times and may be wide-ranging or narrowly focused, totally practical or a discussion of ideas and concepts. It may review history and traditions or look forward to the future. At every level, it requires a close interaction that needs time to develop.

Students are expected to prepare work to present at scheduled personal tutorials, and a record of the discussion will be kept on your personal file (which can be accessed via the Administrator). The personal tutorial is augmented by additional tutorials requested by you with other members of the teaching staff, including tutorials with visiting lecturers and staff running particular projects. In the event of a student failing to attend a tutorial on time or miss it altogether the Tutor is under no obligation to reschedule such tutorial. This is the responsibility of the student.

The programme has a dedicated CHS/Mobility Design Tutor to supervise you throughout your dissertation via regular tutorials.

By the third term, students are expected to own their development process, as staff will act more as consultants than teachers. The supervisory role of staff at this stage of the programme is used to check that individual progress is timely and appropriate.

Group and Pathway Tutorials

Group tutorials are arranged where they support pathway or researcher studio projects. These consist of two or more students coming together with one or more tutors to discuss work and ideas and to engage in constructive criticism.

Seminars

Students will be asked to contribute to occasional group seminars and workshops, where students come together to discuss and share views on a predetermined theme. This will normally require some preliminary thought and research.

Lectures

Staff invite speakers to make formal presentations of ideas and information, normally to a pathway group or to the whole programme, either in our studio or in one of the College's lecture theatres. Lectures are given by specially invited speakers and by programme staff and Visiting Lecturers.

Demonstrations

Students will be introduced to new techniques and processes by demonstrations given by academic and technical staff. These might be on a one-to-one basis or in a group.

Visits

External visits to museums, galleries, automotive and transport industry facilities, and to areas of special interest, together with journeys on different forms of transport, are arranged to augment experience gained in the workshop and to place it in context. In addition, some students may have the opportunity to travel overseas.

7. Assessment

General

Regulations for assessment and progression can be found in the College Regulations, sections 2.7 – 2.10.

Interim Examination

The Interim Examination is a formal examination of each student's work that evaluates progress part way through his or her studies. The 30-minute examination is conducted in private, and 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. 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

The Final Examination is the culmination of a MA degree. The examination is concerned with assessment of the completed Project Work. This will be in the form of an exhibition and supporting work. 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 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.

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

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

You must have completed or be in the final year of a first degree in art and design or a related subject. You will need a proven commitment to the discipline, with a high level of self-motivation and evidence of independent study.

You should possess a high standard of illustrative skills and understanding of 3D form.

Portfolio:

- You should submit a portfolio (maximum size A3) which clearly communicates design ideas, demonstrates research methods and approaches and illustrates a broad range of design skills related to general design and automotive work.
- It is important that the portfolio clearly demonstrates an understanding of the various stages of the design process from research to conceptual development to final design presentation.
- Any multimedia presentations should be supported by hard copies as appropriate.

If selected for interview, you will be given a brief for a three-day design project that you will be expected to present at interview. 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 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, 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.