



Programme Specification

**subject to validation*

1. General Information

Programme title:	History of Design
Route:	Part Time
Award:	Masters
Qualification Framework level:	Level 7
School/Department or equivalent:	School of Arts and Humanities
Campus location(s):	Kensington
Total UK credits:	180
Date valid from/to:	2022-23

2. Programme Philosophy

The V&A/RCA MA History of Design draws on the exceptional resources and national and international networks of two world-leading centres of excellence for scholarship and creativity, the RCA and the Victoria and Albert Museum (V&A). With a base at the RCA and dedicated programme rooms and library at the V&A, since its foundation in 1983 this pioneering programme has earned a world-wide reputation as the leading MA programme in the field. Our research-led teaching and experiential methods inspire and train future leaders in the field. Alumni of the programme are today working successfully in a range of positions across universities, museums, cultural organisations, design firms and media outlets, as well as in independent practice.

We see the history of design as interdisciplinary and future-facing. We offer ground-breaking tools and approaches for studying the history and material culture of design in everyday life, across a global geography from c. 1400 to the present. Our research and teaching ranges from the early modern to the contemporary, with particular expertise in the UK/Europe, North America and Asia, and in transnational and global connections. Our programme is strongly committed to inclusivity, decoloniality and social and environmental engagement.

We combine scholarly excellence with risk-taking to forge histories of design and material culture that are public-facing, and experimental, as befits our location in the public museum and the art school. We use artefact analysis – of physical objects, digital matter, and spaces as well as services, interactions, policies, institutions and legal and technical systems – to reshape historical narratives and ask ambitious and relevant questions. We draw on our strong and distinctive track record of employing a global outlook, whether this means placing local histories in comparative

context or tracing global networks through material culture.

Our wide staff expertise and the rich resources at the RCA and V&A enable students to explore, for example: fashion and textile history; histories of architecture, building and urban space; digital materialities; material histories of medicine, science and technology; the material culture of everyday life; histories and practices of making, craft and embodied knowledge; environmental history, ecologies of design and the Anthropocene; history of theatre and performance; social and political history in relation to design; decoloniality and social justice through design history practice; and global history through material culture.

Our students develop advanced knowledge, skills and approaches from the perspective of design history. Teaching is organised to support students in fostering their own self-directed intellectual journey and professional development and identity. The syllabus incorporates unique opportunities for active interactions, learning experiences and tangible outcomes across the Arts & Humanities as taught and experienced at the RCA and the V&A. In addition to more conventional historical methods, our students produce innovative understandings of the cultural, societal and economic impacts of design through engagements and exchanges with emerging practitioners from across the RCA and leading museum professionals within the V&A.

3. Educational Aims and Outcomes of the Programme

Programme aims

V&A/RCA MA History of Design aims to provide students with advanced postgraduate knowledge, research methods and approaches in the history and material culture of design for application across a variety of professional challenges.

To this end, the programme aims:

- To develop your skills and confidence in historical research and interpretation from both primary and secondary evidence;
- To develop your ability to identify and employ relevant research methods for studying the history and material culture of design, with particular emphasis on artefact analysis;
- To enable you to identify, assess and engage critically with relevant existing research in the history and material culture of design and related areas;
- To develop your ability to identify and critically employ theoretical concepts and approaches for the analysis of practices and material cultures of design, past and present;
- To develop your skills for presenting and articulate, reasoned and compelling arguments in written and oral form, to academic and diverse audiences;
- To develop your ability to critically contribute to social equalities and environmental sustainability as a design historian.

What will I be expected to achieve?

Upon successful completion of the programme, you will be expected to meet the requirements of both the College-wide Learning Outcomes and your programme-specific Learning Outcomes.

College-Wide Learning Outcomes

You should be able to:

- Interrogate and articulate the intentions of your work in relation to the critical and conceptual context of your field(s) of study;
- Independently plan and produce work that is informed by developments at the forefront of your field(s) of study;
- Evaluate and critique the principles and methods of research in your field(s) of study, and apply these principles to your creative, professional and/or scholarly practice;
- Demonstrate originality in how you translate knowledge into practice;
- Communicate your creative, professional and/or scholarly practice to a non-specialist audience;
- Critically reflect on the likely public impact of your creative, professional and/or scholarly practice, and on your responsibilities as a practitioner;
- Define your professional ambitions and identify the challenges involved in meeting them.

Programme-Specific Learning Outcomes

On successful completion of the Programme you will be able to:

- Critically assess the relevance and rigour of current accounts, debates and bodies of research in the field of design history and material culture;
- Apply independent skills of locating, examining and evaluating different kinds of evidence for critical research into material and digital design cultures, processes and systems, using the approaches and ethics of the professional historian;
- Integrate original analysis of primary and secondary sources into a rigorous academic argument that contributes to histories of design and material culture;
- Present coherent arguments in written and oral forms, based on historical evidence, using the scholarly standards and conventions of the professional historian;
- Confidently employ the skills of interdisciplinary working and collaboration in public facing communication of history of design practices;
- Design, develop and deliver a self-directed research project, working with self-reflexivity and originality;
- Articulate your own professional identity in relation to the knowledge, skills and values of the practices of design history.

4. What will I learn?

Curriculum Map

Year 1

Term 1	Term 2	Term 3
Unit 1: Artefacts in Context: Block 1a (30 credits)	Unit 2: Research in the History of Design and Material Culture (30 credits)	Unit 3: Independent Research Project (Year 1) (30 credits)

Year 2

Term 4	Term 5	Term 6
Unit 1: Artefacts in Context: Block 1b (15 credits)	School Wide Unit (15 credits)	Unit 3: Independent Research Project (Year 2) (30 credits)
College Wide Unit (30 credits)		

Programme Structure

Unit Title	Term	Credit Value	Core or Elective?
Unit 1 <i>Artefacts in History (Block 1a 'Doing Object-led History')</i>	1	30	Core
Unit 2 <i>Research in the History of Design and Material Culture</i>	2	30	Core
Unit 3 <i>Independent Research Project (Dissertation Work-in-Progress Presentation)</i>	3	30	Core
Unit 1 <i>Artefacts in History (Block 1b 'Communities of Practice')</i>	4	15	Core
School Unit	5	15	Core
College-wide Provision	4&5	30	Core
Unit 3 <i>Independent Research Project (The</i>	6	30	Core

Artefacts in History

This unit develops your fundamental skills for undertaking historical research through artefact analysis, and your wider understanding of the purpose and significance of object-led research. In **term 1** block 1a explores analysis of different object types using core theoretical approaches and archival/primary resources. In **term 4** block 1b connects object analysis to current debates and institutional frames for object-led research.

Research in the History of Design and Material Culture

In this unit (**term 2**) you will learn about approaches and methods for writing design histories, conceive an original and viable research project and locate it in relation to existing fields. You will explore how histories are written, engage with current debates and new directions in design history and material culture research, and produce your own dissertation research proposal, ready to move on to unit 3.

Unit 3 - Independent Research Project

Unit 3 (IRP) develops and extends your independent research practice. In **term 3**, you conduct research and begin to draft a 12,000-word Dissertation, giving a work-in-progress oral presentation on one of your draft chapters. In **term 6**, you complete the Dissertation, participate in a Research Poster display and create a Statement of Practice.

College-wide unit

Across **terms 4 and 5**, you will participate in the **College-wide** unit. This unit aims to support students to meet the challenges of a complex, uncertain and changing world by bringing them together to work collaboratively on a series of themed projects informed by expertise within and beyond the College. These projects will challenge you to use your intellect and imagination to address key cultural, social, environmental and economic challenges. In doing so, you will develop and reflect on the abilities required to translate knowledge into action, and help demonstrate the contribution that the creative arts can make to our understanding and experience of the world.

School-wide unit

In **term 5** you will participate in the **Urgency of the Arts**, School-wide unit. Through this unit we ask: what does arts and humanities research and practice have to offer in our current socio-political climate? The unit introduces students to a diverse range of perspectives, approaches and practices relevant to contemporary practice and thought in the Arts & Humanities. The delivery is devised to help you identify and query your own practices and disciplinary assumptions through encounters with others and within the various practices undertaken by students in the School of Arts and Humanities, and to raise awareness around contemporary concerns. You will be supported in understanding the ramifications of your own work and practice within a broad cultural context, and to recognise its many potentially unintended readings and consequences.

5. How will I learn?

Seminars

Seminars consist of group discussion of particular historical themes, provocations, practices or issues based on set readings for each session. Seminars will often include small group projects and presentations, and are often conducted in V&A galleries and collections, or in other sites across London.

Workshops

Workshops offer an intensive learning experience focused on a particular topic or problem. They are concentrated in a short time, often but not exclusively in a one-week block, and will often involve experimental research and learning methods, working to a brief and group work.

Lectures

As conventionally understood. Lectures ordinarily include time for questions and discussion, either as a full group or in smaller discussion sections. Lectures may include screenings or performances and may be given online as well as in face-to-face settings.

Tutorials

Teaching on the MA is supported by 1:1 tutorials for solo independent work, and by group tutorials in the case of group projects. Tutorials take the form of a focussed discussion between a student or group of students and a tutor, on a topic agreed in advance. Tutorials are used predominantly for the following purposes:

- To discuss choices for essay, dissertation, project and other independent work; to suggest areas of research focus and reading material; to provide feedback on draft material; to discuss problems encountered with students' research and project work; to provide mentoring
- To present and discuss feedback on submitted work after assessment;
- To discuss more general issues with the programme material and coursework.

You are expected to prepare for each tutorial and take a proactive role in them. It is good practice to make a list of action points following each tutorial, and to check these with tutors.

Research Seminar Series

Speakers drawn from the staff team and wider community present talks relating to their current research. Some speakers work within the history and material culture of design; others represent cutting-edge, relevant research in related areas such as theatre and performance studies; fashion history; anthropology; history; geography; digital humanities; the history of art, architecture and photography; and the history of medicine, science and technology.

You are expected to participate fully in the research seminars, asking questions as well as attending. Participation is an important part of professional development, and allows students to meet other specialists and make contacts beyond the RCA and V&A.

Site Visits

Site visits ask you to apply methods and perspectives gained in taught sessions to the analysis of

performances, spaces, buildings, historical sites, exhibitions and environments in London and elsewhere in the UK. Some site visits are organised and led by students, others are organised by students, supported by tutors, as part of coursework. Site visits may have advance reading and often include an onsite discussion of issues generated by the reading.

Work-in-Progress Presentations

You will be asked to make an oral work-in-progress presentation as part of each unit. This gives you formative tutor and peer feedback on your research and thinking towards final assessments points, and enables you to gain experience in presenting your research to an audience.

6. Assessment and feedback

Regulations

Regulations for assessment and progression can be found [here](#). Please note that College regulations are subject to annual updates and amendments.

Unit assessment

Essay/Dissertation:

An essay or dissertation should be a piece of writing presenting a coherent and substantiated argument that adheres to the required word count and uses appropriate academic writing conventions. The dissertation in particular should be based on original primary and secondary research, employing relevant methods and theoretical frameworks to generate and substantiate an academically-sound argument employing skills and methods from the history of design and material culture, at postgraduate level. You will receive written feedback on essays within three weeks of submission, and on the dissertation within ten weeks of submission.

Oral presentation:

You will be asked to make assessed oral presentations as part of each unit, with oral tutor and peer feedback in the form of a Q&A. This enables you to gain experience in presenting your research process and findings to a live audience, as well as refining your research and thinking for the next assessment point (essay or dissertation).

Narrated Presentation:

As part of Unit 1, you will be asked to create a Powerpoint presentation with an accompanying 5-minute recorded narration. This will capture and share your developing understanding of the research communities connected to artefact-led research.

Research Proposal:

The written research proposal demonstrates your ability to design and articulate a well-structured and clearly articulated proposal for a piece of independent research in the history of design and

material culture. The proposal uses a pro forma that includes discussion of: aims and objectives; primary and secondary sources; research methods and questions; theoretical approach(es); key challenges; budget; timeline; ethics and other relevant aspects.

Annotated Bibliography

This is a critical evaluation of key secondary sources that will inform your intended dissertation research project.

Research Poster:

The research poster should distil and present the key arguments and original findings of the Dissertation for a non-specialist audience. Your research poster will be displayed in association with the end of year student symposium with oral feedback.

Statement of Practice:

The Statement of Practice accompanies the dissertation and is a short piece of writing on how the knowledge and independent research skills acquired during the MA relate to your evolving professional practice. You will receive written feedback alongside your dissertation feedback.

Information regarding individual assessments will be included in the Unit Descriptors, and will be available to students at the beginning of the academic year.

7. What award can I get?

To be awarded an RCA MA degree you need to gain 180 credits at level 7 of the Framework for Higher Education Qualifications (FHEQ). This will involve successfully completing all units. If you fail a unit at the first attempt, you will be offered an opportunity to resit the unit. If you are successful at resit you will be awarded the credits for that unit. If you are unsuccessful, you cannot progress further in your programme.

Exit awards:

If you have gained at least 120 credits at level 7 of the FHEQ, you may be eligible for the exit award of Postgraduate Diploma. An exit award is a final award from the College and cannot be rescinded.

For more detailed information about the College's assessment, progression and awards policies see the Regulations.

8. Admissions

Cross-College requirements

Academic Entry Requirements

Candidates must normally have obtained a good relevant undergraduate degree or an equivalent

qualification. The College recognises as an equivalent qualification any degree, diploma, certificate or other evidence of formal qualification awarded by a university or other higher education establishment where the award is made following the successful completion of a programme of at least three years' study, the programme of study being open, as a general rule, only to persons holding a certificate awarded on the successful completion of a full programme of upper secondary education.

Other qualifications may be approved, providing that the College's Academic Board for Concessions and Discipline (ABCD) is satisfied that the applicant has the ability to pursue the programme of study successfully. The ABCD is empowered to make judgements about the extent to which qualifications or experience gained elsewhere may be accepted in partial fulfilment of its requirements.

Portfolio

All applicants are required to submit a portfolio as part of the application process. A portfolio is a showcase of an applicant's work as an artist or designer and can be made up of images, videos or writing examples. The portfolio helps us to better understand the applicant and allows them to show evidence of their ability and motivation to undertake a given programme.

Each programme is looking for different things in a portfolio; each Head of Programme provides specific advice on portfolio requirements in the online application system. We advise prospective students to consider these requirements carefully before submitting their application.

Applicant Qualities

Generally, we are looking for applicants to demonstrate their:

- creativity, imagination and innovation;
- ability to articulate the intentions of the work;
- intellectual engagement in areas relevant to the work;
- technical skills appropriate to the work;
- potential to benefit from the programme and achieve MA standards overall.

English Language

Applicants who are not a national of a majority English-speaking country will need to demonstrate their English language proficiency. The College accepts a range of English language qualifications.

The full list can be seen at <https://www.rca.ac.uk/studying-at-the-rca/apply/entrance-requirements/english-language-requirements/>

Applicants are exempt from this requirement if they have received a 2.1 degree or above from a university in a majority English-speaking nation within the last two years.

If a student would need a Tier 4 visa to study at the RCA, they will also need to meet the Home Office's minimum requirements for entry clearance.

Admission Process

Applications must be made directly to the College through our online application portal:

<https://www.rca.ac.uk/studying-at-the-rca/apply/application-process/ma-application-process/>

Upon completion of that first stage of the application process, candidates will be invited to submit a portfolio of their work, a 300-word statement of intent and a video communicating clearly their motivations, personal interests and why they are pursuing a Masters degree at the Royal College of Art. These materials are reviewed by members of the programme team who will communicate an academic decision to the College Registry, who manage the process of offer-making in line with the College's recruitment targets. In some cases, where the programme team is not able to make an admission decision based solely upon the work submitted by the applicant, we may invite the candidate to undertake an interview with us.

Applications are considered chronologically by date and time of final portfolio submission. Whilst a programme still has vacancies, successful candidates will be made an offer of a place. Once a programme becomes full, subsequent successful applicants will be placed on a waiting list, and may be made a firm offer should a place become available for them.

Programme-Specific requirements

Specific advice on programme portfolio requirements is provided by the Head of Programme in the online application system. Please consult the College website for further information on programme-specific admission and portfolio requirements:

<https://www.rca.ac.uk/study/programme-finder/history-of-design-ma/#requirements>