



Programme Specification

Please note that this specification is subject to change, in line with the national guidance on the response to the Covid-19 pandemic.

1. General information

Awarding institution:	Royal College of Art
Programme title:	MA Intelligent Mobility
Award:	Masters
Qualification framework level:	Level 7
School/Department or equivalent:	Intelligent Mobility Design Centre (IMDC)
Programme duration:	15-months
Total UK credits:	240 credits
Mode of Study:	Full time
Date valid from/to:	2020-21

2. Programme Philosophy

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 programme 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 graduates 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. MA Intelligent Mobility graduates are trained to produce design leadership as a key learning outcome of the whole programme.

3. Educational Aims and Outcomes of the Programme

Programme Aims

A disruptive paradigm. MA Intelligent Mobility aims to place students at the forefront of the 'third age' of automotive and mobility design. Through its teaching, 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. MA Intelligent Mobility 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. MA Intelligent Mobility 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. MA Intelligent Mobility 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 MA Intelligent Mobility will augment creative leadership in this emergent mobility space.

What will I be expected to achieve?

The programme equips students to achieve a mastery of key skills and approaches necessary to be a leading practitioner within mobility design. This includes achieving a Master’s-level competency across the key attributes and learning outcomes set out by the MA Intelligent Mobility programme, as follows: creativity, articulation, intellectual engagement, technical skills and professionalism.

Programme-Specific Learning Outcomes

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. 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

4. What will I learn?

First and Second Term

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.

Third Term

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.

Fourth Term

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.

Programme Units and Credit Weightings

Unit 1: <i>Discover</i> :	Insight 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:	Critical and Historical Studies (CHS) 40 credits

Critical and Historical Studies

Critical & Historical Studies is the cross-College platform that delivers teaching and activities aimed at enabling critical engagement to take place within, and between, the different disciplines at the RCA.

All studio-based first year MA students have a CHS unit as a core part of their programme of study, designed to enable this critical dialogue and enhance each student's development. Led by a team of dedicated, highly skilled and deeply engaged staff, CHS delivers a programme of lectures, seminars, workshops and tutorials (both small group and one-to-one). Students will be encouraged to engage with vital and challenging ideas that relate to their practices. This both enriches and provides a broader intellectual framework within which to establish a coherent inter-relationship between theoretical and practice-based approaches to art and design.

As a team, our disciplinary interests span the fine and applied arts, architecture, design (including

fashion, graphics, interior and product design), craft, communication, film, humanities, photography, digital media, science and technology.

CHS provides:

- contemporary, thought-provoking lectures by CHS staff and visiting tutors
- the opportunity for students to explore the theoretical background of their chosen discipline through a taught dissertation process
- individual and group tutorial support from our Programme's team of expert tutors

The CHS Handbook sets out the broad principles of CHS at the RCA. It outlines what you can expect of us and what we require of you to engage and produce work to your best ability. On the Moodle pages you will find details of the scheduled programme and the broad areas to be covered in each term, details about the tuition and assessment of your CHS dissertation, and information on resources that will help you during your studies.

Your main points of contact for CHS will be your group tutor and your School Liaison Tutor for your School. You will be assigned your group tutor at start of the Autumn Term.

We hope that you will enjoy working with the CHS team and use all the opportunities offered to you as a student at the Royal College of Art.

Curriculum Map

Autumn	Spring	Summer	Jul	Oct	Nov	Dec
UNIT 1	UNIT 2	UNIT 3	UNIT 4			
DISCOVER Insight 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						

5. How will I learn?

Please note that these are subject to change, in line with the national guidance on the Covid-19 response.

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. 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.

Locations for external visits are not guaranteed, and are decided on an annual basis, depending on curriculum, availability, and in accordance with any College or Government travel guidance or restrictions.

You may get the opportunity to participate in an exhibition of your student work, either during or at the conclusion of your studies. Your Programme Handbook should provide more information on the nature of this participation.

6. Assessment and feedback

Unit assessment

The unit assessments will lead to a summative assessment for the whole MA and ensure students have the opportunity for feedback moving from one project to the next.

The assessment for the third unit will be done at the end of the third term with a viva voce presentation with the student and a staff exam board. In addition to evaluating the students work for the unit this assessment will also be used to provide feedback to the student on their general progress through the whole first year.

Assessment outcomes are submitted to the Academic Board for Concessions & Discipline, with the recommendation that a student does or does not progress.

Final Examination

The Final Examination is the culmination of a MA degree. The final major project (FMP), together with the body of work showing the progression of the student's work exemplifying the learning journey throughout the programme, will be assessed during the exam by a panel of academics. If a student's Personal Tutor is not present at the Exam, 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, will be held to recommend results to the Academic Board for Concessions & Discipline for ratification.

If at Final Examination a student's work from the exam or assessed work from earlier units is considered to be a borderline fail (under 30 units, or 30-40 units at exams board discretion), 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.

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 240 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 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 course 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 course 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/intelligent-mobility-ma/#requirements>