



**University of Brighton**

**Online Survey Report  
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Royal College of Art  
Postgraduate Art & Design

RIBA 

V&A

## **Forward**

This report presents the key findings of CETLD's online survey concerning the role of museums in contributing to learning about design for students at the Royal College of Art (RCA) and the University of Brighton (UoB). The survey was undertaken from October to December 2006.

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## Introduction

Two online surveys were developed by V&A CETLD staff for:

- i) Design-based<sup>1</sup> students; and
- ii) Design-based<sup>2</sup> tutors from the University of Brighton and the Royal College of Art (RCA)

The aim of both surveys was to identify the contribution museums make to learning about design for students in higher education. It also aimed to identify how often design students visit museums including the V&A as part of their course.

## Method

Self-selecting structured surveys were designed for both the student and tutor survey. Each survey consisted of eight closed questions and one open-ended question. The same issues were investigated with tutors and students to compare responses<sup>3</sup>.

The student and tutor surveys were hosted on two intranet sites at the University of Brighton<sup>4</sup>. The survey was featured on the University's main homepage. The Royal College of Art emailed the survey to its tutors and students. Several reminders were sent out between October to December 2006.

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<sup>1</sup> Including design practice, design theory and critical and historical studies.

<sup>2</sup> Ibid.

<sup>3</sup> Although questions were phrased differently for tutors and students.

<sup>4</sup> Namely 'StaffCentral' and 'StudentCentral'.

## Survey sample

The aim of the online survey was to attract a wide design-based audience from the University of Brighton and the RCA. This was to coincide with CETLD's key objective in creating 'a rich and fertile learning experience for students and scholars interested in the study of architecture and design'<sup>5</sup>. 'Design' was interpreted in its widest remit to include all design practice, design theory and critical and historical studies.

Based on the size of both institutions, a sample size of 100 design tutors and 100 design students was recommended. This projected sample, however, did not take into account the total number of students and tutors based at each institution. There are 1684 students enrolled on design-based students and 172 tutors that deliver courses across both institutions. The tutor survey attracted a 20% response rate and the student survey attracted a 5% response rate.

It is important to note that findings throughout the report are based on these small response rates.

The analysis of question 2 takes into account the total numbers of students and tutors enrolled on or delivering each subject.

## Implications

Self-selection is a term used to indicate any situation in which individuals select themselves into a group. Students and tutors that responded to the online survey are more likely to be highly motivated and have strong opinions. There are a number of implications with self-selecting sample groups including causation, where one might note positive responses to a question and credit the situation for the difference for example; the online survey attracted a high student response from the BA Hons Architecture course at the University of Brighton. Among other reasons, this is due to its large student cohort and may or may not be reflective of students' interest in museums.

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<sup>5</sup> Centre of Excellence in Teaching and Learning through Design (2004) A proposal submitted to the Higher Education Funding Council for England.

On average, self-completion surveys attract a lower response rate, 40 per cent is typical<sup>6</sup>. The tutor and students response rates were both significantly lower than this. Findings are therefore indicative rather than definitive of student and tutors' use of museums and collections as part of their course.

The implication of the low response rates for both surveys is that the V&A CETLD team may need to re-design the survey in order to attract a wider contingent of students and tutors. This would take the form of a more general survey about the range of visits students make outside their practice (which may potentially include museums).

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<sup>6</sup> Somekh, B. & Lewin, C. (2006) *Research Methods in the Social Science*, Sage, London, Thousand Oaks, New Delhi.

## Sample Findings

The online survey received **35 responses from design tutors and 77 responses from design students** from the University of Brighton (UoB) and the RCA.

### Tutors

- 35 tutors completed the survey
- 26% of responses<sup>7</sup> were from the RCA
- 74% of responses<sup>8</sup> were from the UoB
- The tutor survey attracted a 20% response rate based on the total number of tutors delivering design-based courses at UoB and the RCA<sup>9</sup>

### Subjects representing the majority of responses to the tutor survey are:

- Animation (RCA) – 67%
- BA and MA Fine Art Printmaking (UoB) – 50%
- Diploma in Architectural Studies (UoB) – 50%

### Subjects representing the minority of responses to the tutor survey are:

- BA Hons Performance and Visual Art (UoB) – 7%
- BA Hons Three-Dimensional Design (UoB) – 7%
- BA Hons Wood, Metal, Ceramics and Plastic (UoB) – 7%
- BA Hons Historical and Critical Studies (UoB) – 5%

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<sup>7</sup> 9 completed surveys

<sup>8</sup> 26 completed surveys

<sup>9</sup>There are 172 design tutors based at the University of Brighton and the RCA. This includes 66 tutors at the University of Brighton and 106 tutors at the RCA. This includes all subjects delivered at the RCA including Drawing, Conservation and Critical and Historical Studies.

## Students

- 77 students completed the online survey
- 39% of responses<sup>10</sup> were from the RCA
- 61% of responses<sup>11</sup> were from the UoB
- The student survey attracted a 5% response rate based on the total number of students enrolled on design based courses at UoB and the RCA<sup>12</sup>

The student survey attracted more responses compared to the tutor survey but with an overall lower percentage. This is because there is a large student cohort compared to the numbers of tutors that deliver courses.

### Subjects representing the majority of responses to the student survey are:

- BA Hons History of Decorative Art and Crafts(UoB) – 21%
- Printed Textiles (RCA) – 9%
- Curating Contemporary Art (RCA) – 7%
- BA Hons Three Dimensional Design (UoB)– 7%
- BA Hons Architecture (UoB) – 7%
- BA Hons Graphic Design (UoB) – 7%

A caveat to findings here is that the BA Hons Architecture and BA Hons Graphic Design courses at the University of Brighton have very large student cohorts<sup>13</sup>.

### Subjects representing the minority of responses to the student survey are:

- BA Hons Fine Art Printmaking (UoB) – 2%
- BA Hons Digital Music (UoB) – 1%
- BA Hons Editorial Photography (UoB) – 1%
- BA Hons Illustration (UoB) – 1%

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<sup>10</sup> 30 completed surveys

<sup>11</sup> 47 completed surveys

<sup>12</sup> There are 1684 design students based at the University of Brighton and the RCA. There are 820 design students at the University of Brighton and 864 design students at the RCA.

<sup>13</sup> BA Hons Architecture has 269 students and the BA Hons Graphic Design has 98 students.

## Summary of Findings

Based on responses to this survey:

- 74%<sup>14</sup> of tutors and 92%<sup>15</sup> of students have visited a museum since the start of their course.
- 52%<sup>16</sup> of tutors and 82%<sup>17</sup> of students have visited museum(s) on a voluntary basis and not as a compulsory part of their course.
- 60%<sup>18</sup> of tutors that have visited museums with their students (as part of their course) have not taken students to visit the V&A. This may indicate that they visit museums locally.
- 73%<sup>19</sup> of students that have visited a museum since the start of their course have also visited the V&A.
- 85%<sup>20</sup> of tutors and 72%<sup>21</sup> of students have visited the V&A since the start of their course have done so voluntarily and not as a compulsory part of their course.
- Tutors visit the V&A more frequently with postgraduate students. They visit the V&A on average two times throughout the duration of the students' course.
- 43%<sup>22</sup> of students visit the V&A on average one to two times throughout the duration of their course.
- Students and tutors feel that visiting a museum can support/contribute to student learning in the following ways:

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<sup>14</sup> 23 completed surveys

<sup>15</sup> 66 completed surveys

<sup>16</sup> 23 completed surveys

<sup>17</sup> 39 completed surveys

<sup>18</sup> 15 completed surveys

<sup>19</sup> 49 completed surveys

<sup>20</sup> 11 completed surveys

<sup>21</sup> 39 completed surveys

<sup>22</sup> 25 completed surveys

	Object-based study	Research	Inspiration	The 'real thing'	Resources	Learning experience
Tutors	X	X	X	X	X	
Students		X	X	X	X	X

### Cross-tabulation of findings

- Students that are most likely to visit museums including the V&A since the start of their course are:
  - BA Hons Architecture (UoB)
- Tutors that are most likely to visit museums including the V&A as part of their course are:
  - BA Hons Architecture (UoB)
- Students that are most likely to visit museums including the V&A as a compulsory part of their course are:
  - BA Hons Architecture (UoB)
  - History of Design (RCA)
- Tutors that are most likely to visit museums including the V&A as a compulsory part of their course are:
  - BA Hons Three Dimensional Design (UoB)
- Students that visit the V&A most frequently since they have started their course are:

- BA Hons Architecture (3 to 4 times on average)
- History of Design (5+ times on average)

## Recommendations

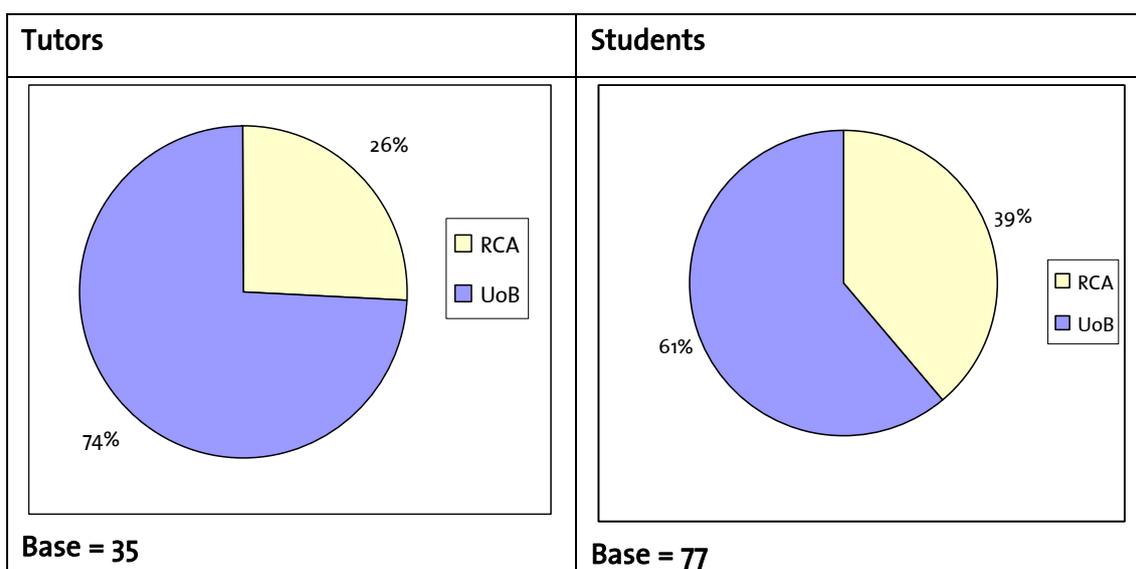
- CETLD should prioritise subjects that regularly visit museums in order to explore how design students use museum collections when learning about their subject and to identify which part of their course includes museum-based project work.
- CETLD should compare:
  - i) The average number of visits made by students from the University of Brighton and the RCA; and
  - ii) How museum visits are rated by students and tutors at the beginning and end of its four-year programme.
- CETLD must develop student resources at the V&A that include curatorial and tutor perspectives. Cross-disciplinary or thematic resources must be considered as an option so that students can explore collections outside their own subject area.
- CETLD needs to positively disseminate the benefits of museum based learning projects to tutors across the partnership including the resources and services developed by the V&A's Formal Education team.
- CETLD must work across all design disciplines in order to gauge a thorough understanding about the use of museum collections by both design history students and practice-based design students.
- CETLD must undertake research into how museums contribute to student learning throughout the duration of their course. This can be done:
  - iii) Longitudinally through their programmes of study; and
  - iv) Latitudinally by gathering information from students at different level of study.

## FINDINGS

### Reminders:

Tutor and student surveys were hosted on two intranet sites. This served as a constant reminder for both audiences and attracted more responses. The RCA could not offer this facility, opting instead to email tutors and students a copy of the survey.

### 1. Which institution do you work for/attend?



### Tutors

74%<sup>23</sup> of responses came from the University of Brighton and 26%<sup>24</sup> from the RCA.

### Students

61%<sup>25</sup> came from the University of Brighton and 39%<sup>26</sup> from the RCA.

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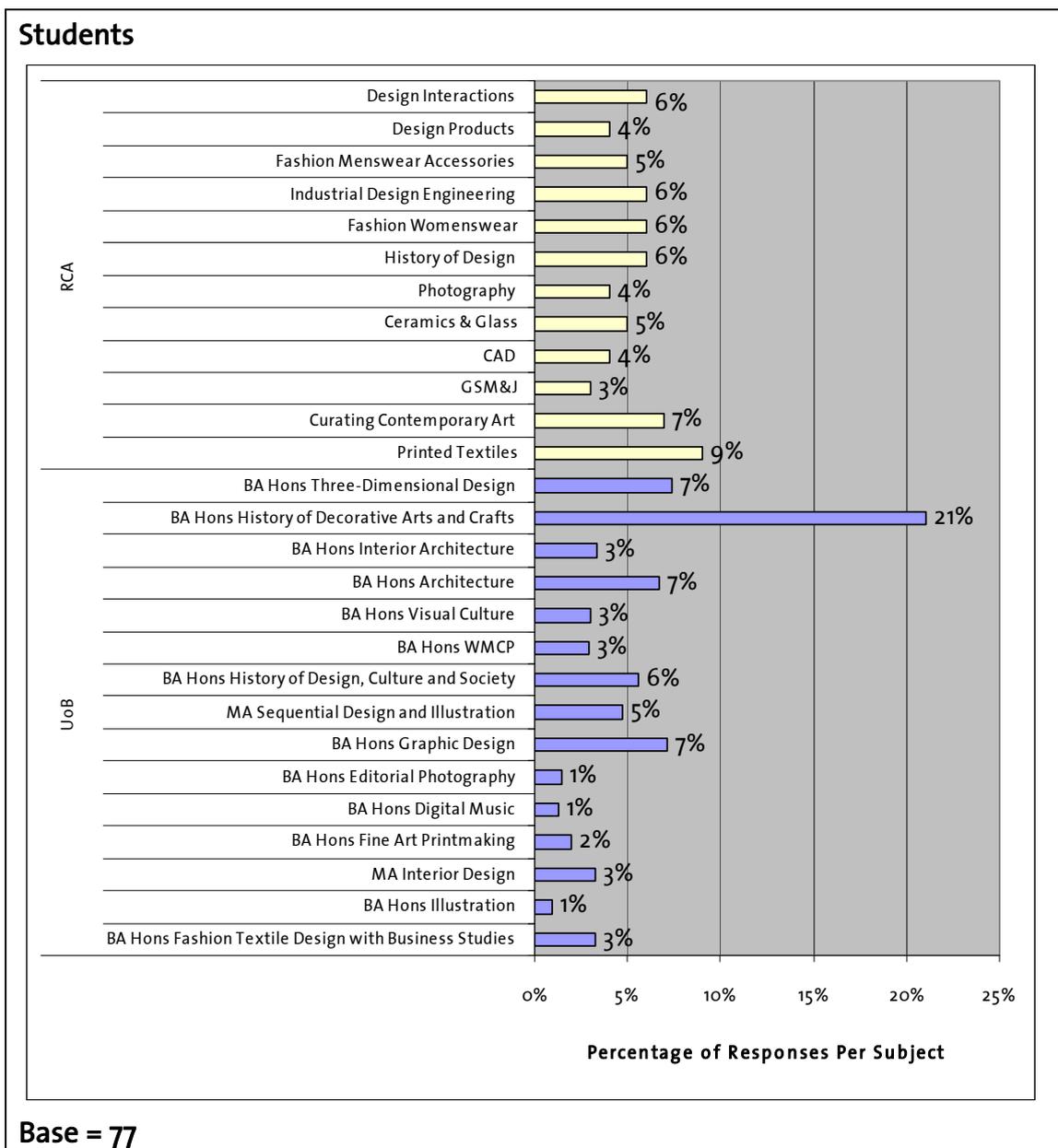
<sup>23</sup> 26 completed surveys

<sup>24</sup> 9 completed surveys

<sup>25</sup> 47 completed surveys

<sup>26</sup> 30 completed surveys

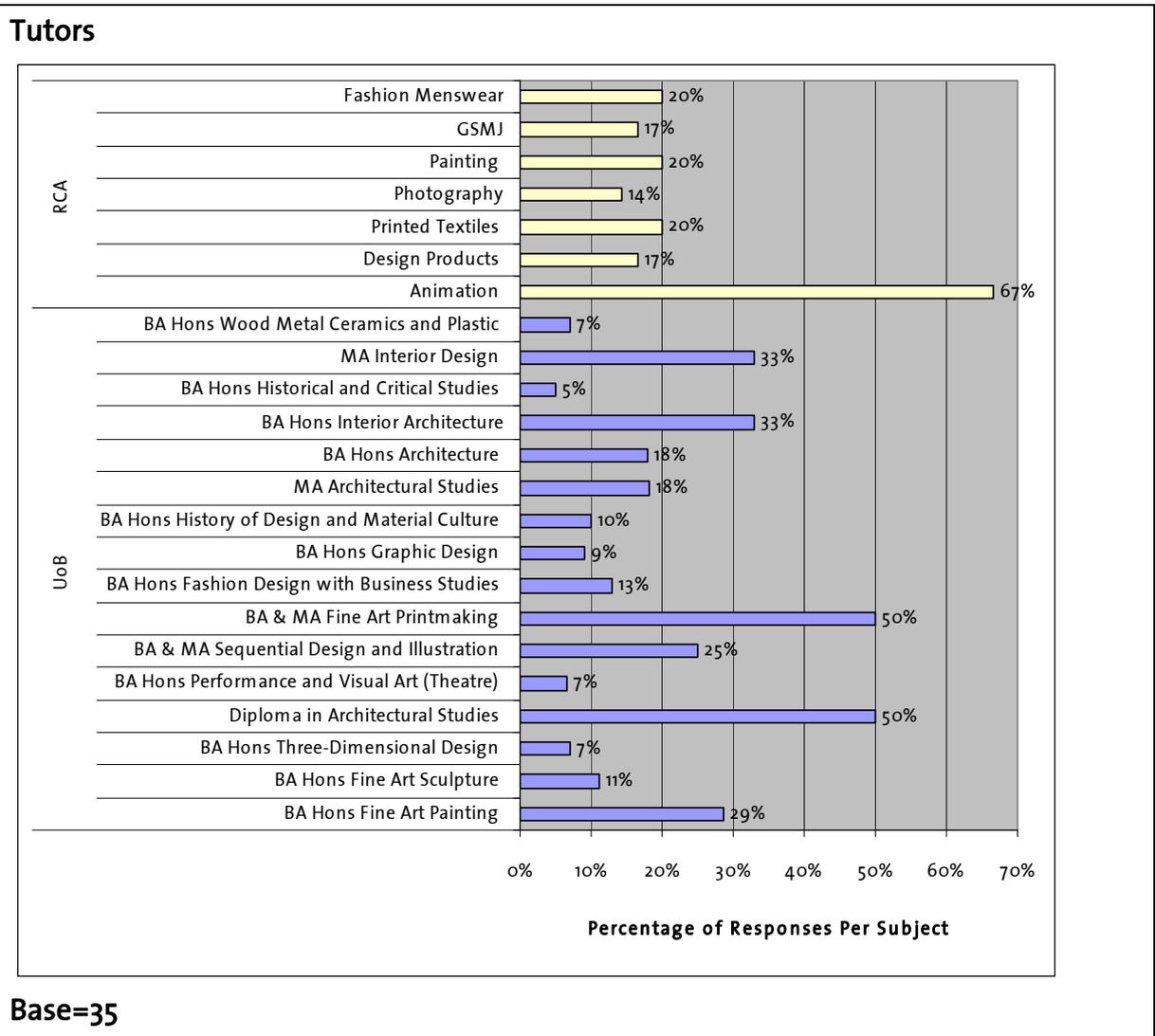
## 2. Which course are you studying?



All respondents answered this question, representing 26 design-based subjects.

The number of student-completed surveys for each subject was tallied against the total number of students enrolled on each course. Results are shown as an overall percentage for each subject.

## 2. Which course do you teach?

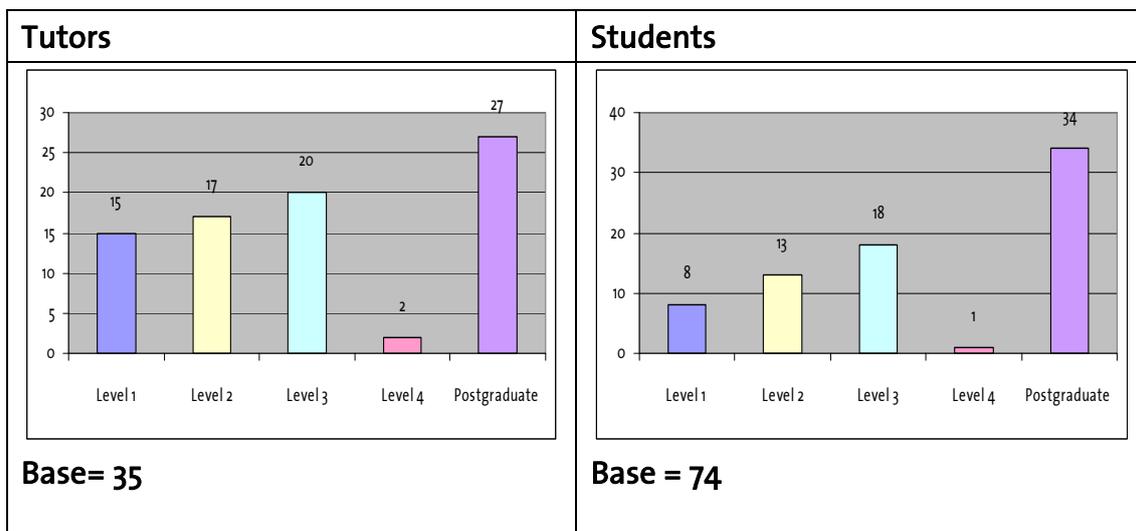


All respondents answered this question, representing 23 design-based subjects.

The number of tutor-completed surveys for each subject was tallied against the total number of tutors enrolled on each course. Results are shown as an overall percentage for each subject.

### 3. Tutors: Which levels do you teach?

Students: Which level of your course are you on?



33%<sup>27</sup> of tutors teach at postgraduate level, followed by 25%<sup>28</sup> that teach at level 3. Tutors may teach at several levels within their subject area for example, one tutor may be responsible for teaching at levels 2 and 3 as well as supervising PhD level students. It is important to view responses as an overall average per level.

46%<sup>29</sup> of respondents to the student survey are postgraduates, followed by 24%<sup>30</sup> of students who are at level 3 of their course.

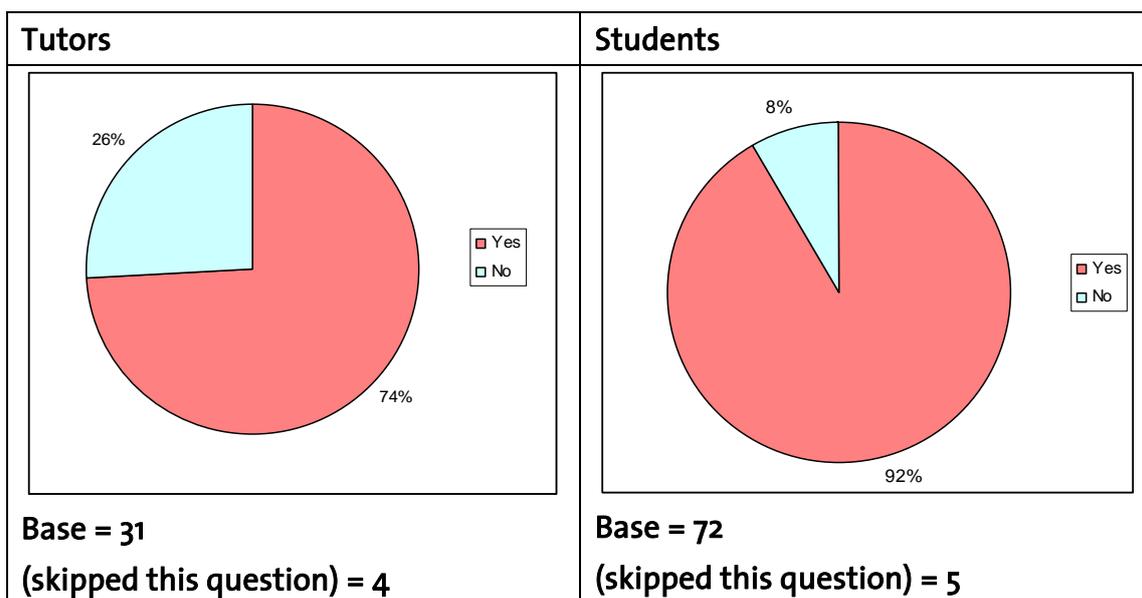
<sup>27</sup> 27 responses teach at this level

<sup>28</sup> 20 responses teach at this level

<sup>29</sup> 34 responses teach at this level

<sup>30</sup> 18 responses teach at this level

**4. Tutors: Have you taken your students to visit a museum as part of your course?  
 Students: Have you visited a museum since you started your course?**



74%<sup>31</sup> of tutors and 92% of students<sup>32</sup> have visited a museum since they started their course. This supports the observation that respondents to the survey completed it because they visit museums with students (tutors) or they visit museums as part of their course (students).

26% of tutors<sup>33</sup> and 8% of students<sup>34</sup> answered no to this question. They were redirected to the end of the survey and were asked to feedback on how museums contribute to and support student learning<sup>35</sup>. All respondents that answered no to this question gave positive feedback about the use of museum collections as part of the student learning experience.

<sup>31</sup> 23 completed surveys

<sup>32</sup> 66 completed surveys

<sup>33</sup> 8 completed surveys

<sup>34</sup> 6 completed surveys

<sup>35</sup> See page 22 for analysis of question 9 – How does a visit to a museum contribute to your learning?

Some examples from tutors included:

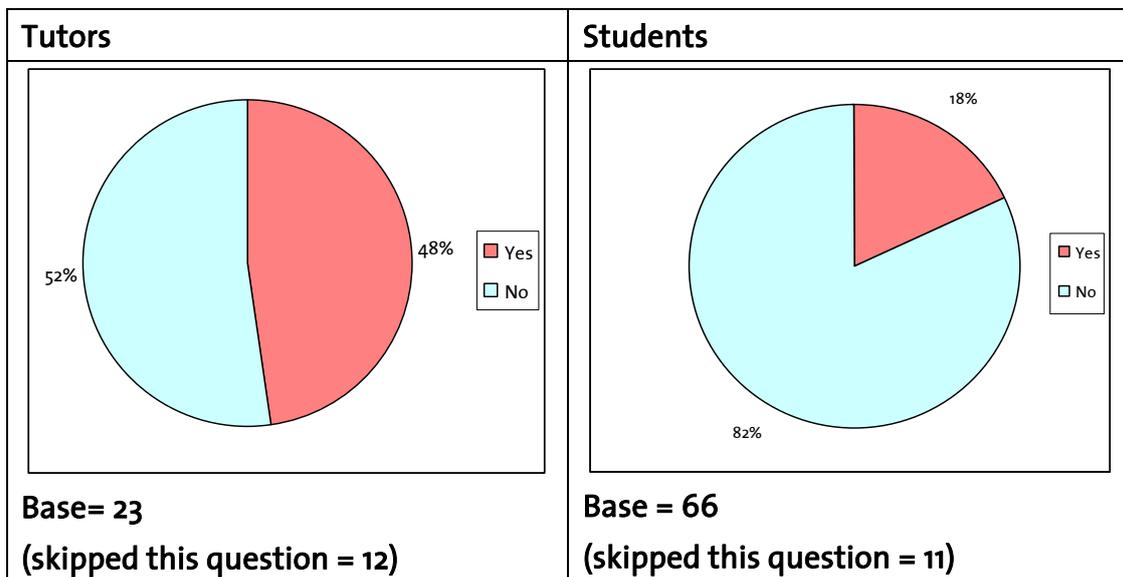
- *Seeing someone who is excited about the museum and what it can offer might encourage students to think more broadly about the V&A and the possible discoveries they could make – to help inform a specific project or to inspire new ideas for future work.*
- *By encouraging them to look closely at cultural artefacts, which at least one other person has already looked closely at, and someone has considered worthy of transformation by enclosing it within the V&A, and wondering why the decision was taken.*

Some examples from students included:

- *I often use the Internet when I'm looking for inspiration, but seeing things in real life makes a big difference because you can see all the details and that's what is important for me.*
- *It opens my mind and gives me ideas and a break from what I am doing.*
- *Dependent upon the museum, it could give me inspiration to help with projects, and broaden my knowledge to become a better-educated designer.*

## 5. Tutors: Was this visit compulsory?

Students: If yes, was this visit required as part of your course?



52%<sup>36</sup> of tutors and 82%<sup>37</sup> of students that have visited a museum with their students (tutors) or as part of their course (students) have done so on a voluntary basis and not as a compulsory part of their course.

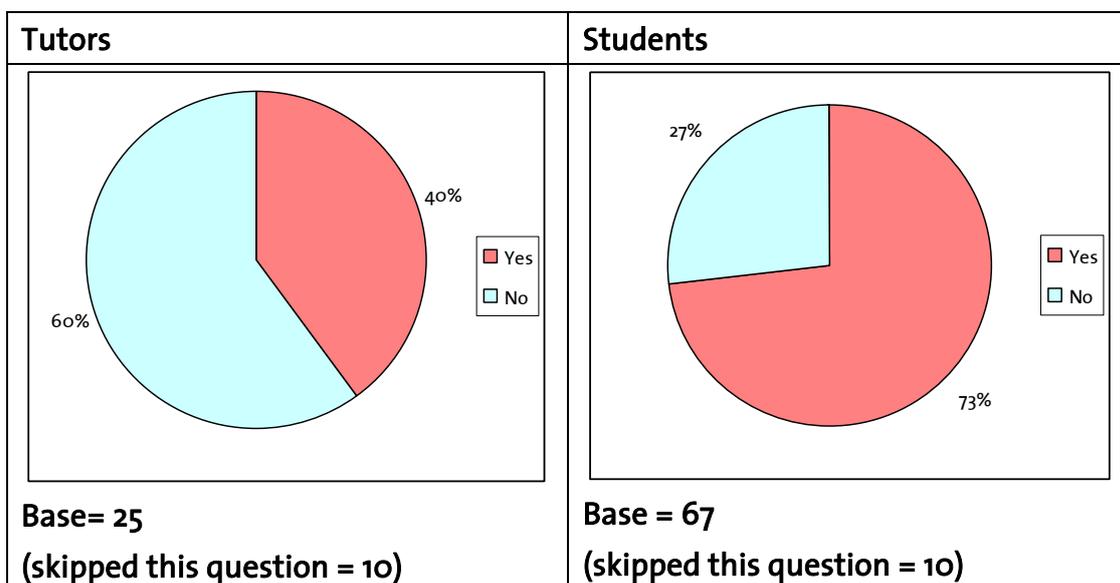
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<sup>36</sup> 12 completed surveys

<sup>37</sup> 54 completed surveys

**6. Tutors: Have you taken your students to visit the V&A as part of your course?**

**Students: Have you visited the V&A since you started your course?**



60%<sup>38</sup> of tutors that have visited museums as part of their course have not taken students to visit the V&A, whereas 73%<sup>39</sup> of students that have visited museums since the start of their course have visited the V&A.

This is the only question, compared to findings from the rest of the survey where student and tutor responses are not in alignment. One possible explanation for this is that tutors often recommend their students to visit museums in their own time:

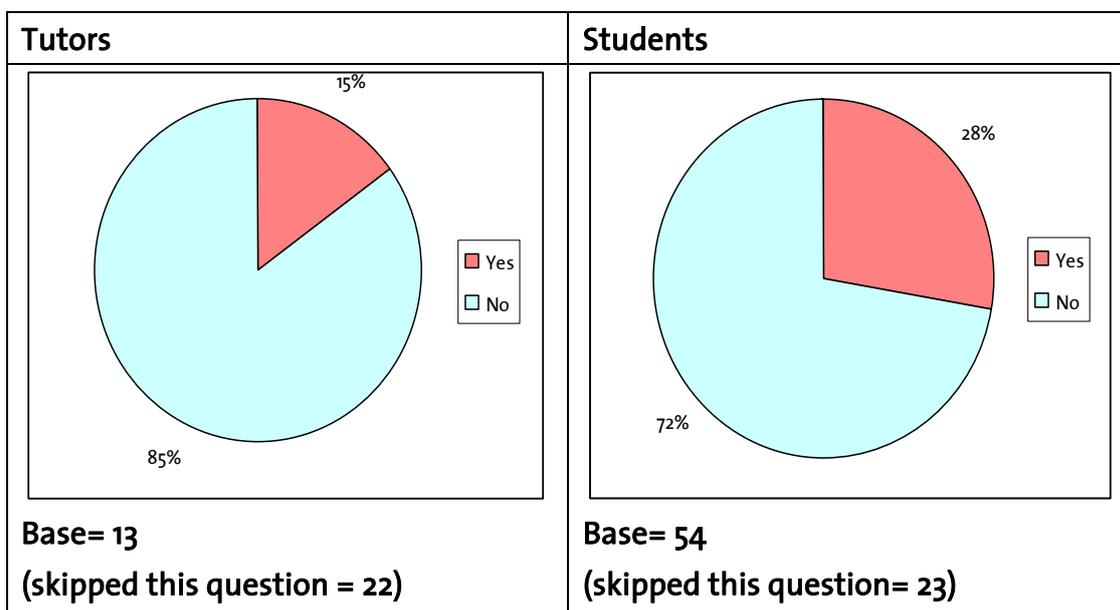
*They do so [visit museums] in context of projects, which specifically focus on the historical and visual analysis of particular objects or groups of objects, which they select themselves – hence the negative answer to question 6. It is not that students do not use the V&A but I do not take them as a group on organised visits. They make their own visits.*

<sup>38</sup> 15 completed surveys

<sup>39</sup> 49 completed surveys

## 7. Tutors: Was this visit compulsory?

Students: If yes, was this visit required as part of your course?



85%<sup>40</sup> of tutors and 72%<sup>41</sup> of students that have visited the V&A Museum since the start of their course have done so on a voluntary basis and not as a compulsory part of their course.

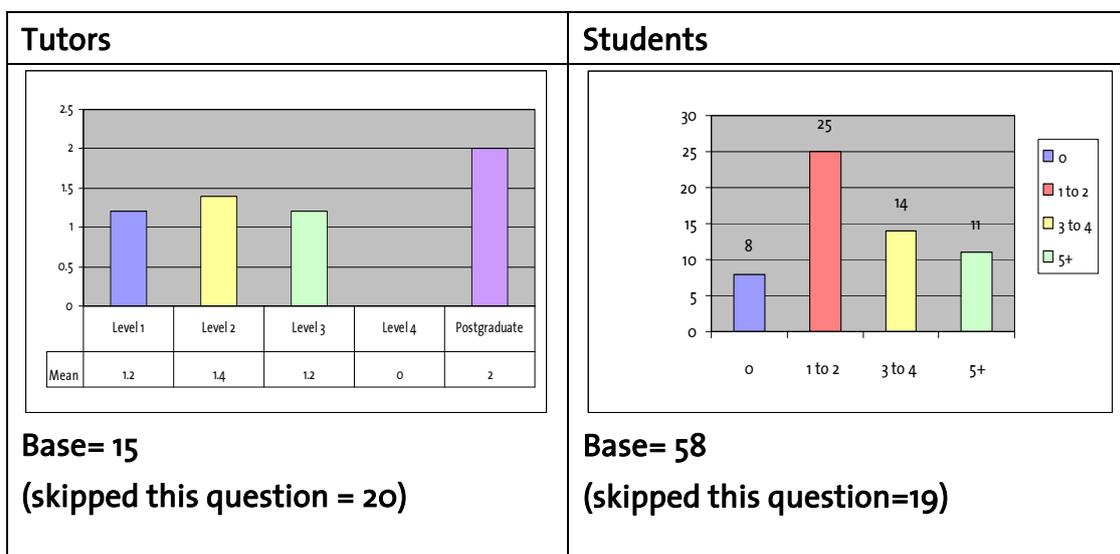
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<sup>40</sup> 11 completed surveys

<sup>41</sup> 39 completed surveys

**8. Tutors: How many times have you visited the V&A with your students?**

**Students: How many times have you visited the V&A since you started your course?**



Tutors visit the V&A more frequently with postgraduate students, on average two times throughout the duration of their course.

43%<sup>42</sup> of students visit the V&A on average one to two times during their course.

Please note the different format for each graph. This is because the question was phrased differently in each of the surveys. The tutor survey asked how many times tutors had visited the V&A with their students at each level of their course. This was reflected as a mean average. The student survey asked students how many times they had visited the V&A since they started their course. This was reflected as the number of responses for each level.

<sup>42</sup> 25 completed surveys

## 9. Please tell us how you feel visiting a museum supports student learning?

Please tell us how visiting a museum contributes to your studies?

### Tutors

Tutors suggested that visiting museums could support student learning in the following ways:

1. Object based study – the museum helps students with their historical and visual analysis of objects.
2. Research – the museum provides students with access to objects in collections to inform their research for project work.
3. Inspiration – the museum provides space and opportunity for reflection and ideas making.
4. The ‘real thing’ – provides students with the opportunity to see the ‘real/authentic’ object.
5. Resources – provides resources about objects for students to use in their research

Results support findings from student and tutor focus groups. Tutors see the role of the museum as an academic facilitator, supporting student learning and providing access to resources. There are several implications for CETLD including the need and desire for student resources to be available at the V&A and ‘knowledge sharing’ between curators and tutors:

*I think we should find a way to share knowledge so that students can look at the collection but that there is also guidance with it.*

Three of the five categories are about the museum’s role as a learning provider for example:

### **Object based study**

*Some of my students in the first year use the V&A collection among other museum collections quite extensively. They do so in context of projects, which specifically focus on the historical and visual analysis of particular objects or groups*

*of objects, which they select themselves...these projects are invaluable in developing a more evaluative perception of the meaning and quality of objects.*

## **Research**

*Particularly at Level 4 of our newly validated MDes programme. Students will be required to undertake original market research and product development. They will be required to participate in the organisation of themed, interactive workshop events timed at strategic intervals through the academic year.*

## **Resources**

*Bibliographies related to exhibits – let us know of new purchases and changes in the collections – contact with curators.*

The museum as ‘inspiration provider’ featured positively from both tutors and students. For visually orientated students, the museum offers inspiration and time to reflect. Learning and ideas-making complement each other in the museum space:

*During the summer term 2006 I ran a project with Level 1 students with Brighton Museum and Art Gallery in which students worked with the specificity of the museum space and its collections. Students who created live performance work in Brighton Museum and Art Gallery produced good quality work and demonstrated from their documentation and reflective writing that they had learnt from the collaborative nature of the process and were inspired by the museum architecture and artefacts.*

Findings support the view that students and tutors already use museums a lot in their work including drawing/sketching exercises, exploring the role of museum interpretation when looking at objects and the need to critique displays when showing their own designs in a professional context.

Further research is needed to explore how this work is incorporated into the students’ learning process and to what extent the student recognises this. There is a need to

research how previous museum-based learning projects have been evaluated and to formalise this process for the benefit of other CETLD projects.

There was only one deviation from these patterns. One tutor found a visit to the museum provided:

*Aspirations to inspire the minority of those that wish to achieve but who will nevertheless fail because they do not have the basic ingredients of knowledge that this so called education system does not give.*

It is difficult to analyse this response in context of how the museum can provide and support the learning process. The tutor regards the museum as 'inspirational' for a minority of students who will not achieve in their courses. This implies that the V&A and/or museums generally are exclusive and only accessible to students with '*the basic ingredients of knowledge*'. The implication for CETLD is that there is a need for greater brokerage between the V&A and its partner institutions to positively disseminate the benefits of museum based learning projects to tutors.

## Students

Students feel that visiting museums contributes to their learning in similar ways to those articulated by their tutors:

1. Research – the museum provides students with access to objects in their collections, which help to inform their research and project work.
2. Inspiration – the museum provides space and opportunity for reflection and ideas making.
3. Learning experience – the museum provides opportunities for learning and to broaden students' knowledge base
4. The 'real thing' – the museum provides students with the opportunity to see and experience the 'real' object.
5. Resources – the museum provides resources about objects for students to learn from and use in their research.

The majority of students agreed that museum visits contribute to their learning experience including the opportunity to be inspired and reflective in their practice.

The physical space of the museum featured a great deal in responses:

*I love just wandering around the museum, looking at the architecture and the space, inspiration just comes to me.*

*The museum reminds me and reinforces ideas that I'm thinking – sometimes a small item will trigger a switch of thought.*

*[The museum] gives me space to think and contextualise ideas.*

This supports research that has been undertaken about learning in museums, which has identified that visitors learn and recall from their visit to the museum as well as from their experience of encountering objects in the museum<sup>43</sup>. There is something quite distinctive about the entity of the museum, which encourages and supports this type of learning.

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<sup>43</sup> Falk, John, & Deirking, L. D. (1995). Recalling the museum experience. *Journal of Museum Education*, 20(2), 10-13.

Students also favoured the opportunity to look at collections outside their elected discipline:

*It provides inspiration, it doesn't have to be related to the current project...I find viewing exhibitions that are unrelated to the current project can open up creative possibilities and stimulate the mind...this can lead to a productive visit of the current problem.*

This is similar to findings from students' accompanied visits. The implication for CETLD is that cross-disciplinary or thematic resources must be considered as an option so that students can explore collections outside their subject area. As one respondent noted the museum offers the opportunity to 'break, inspire, score, enrich...feed the imagination'. It is important for CETLD to encourage and facilitate the process by providing opportunities for students to learn and explore from the V&A's vast collections.

Museums are an important resource for students to use in their project work. The majority of students favoured the inspirational role of the museum as the greatest contributing factor to their learning experience. Students emphasised their desire for 'originality' in their own work. The museum is an important reference point in this process:

*As the notion of an original idea doesn't exist, it is vital that you experience and view as many different ideas and approaches to design as possible. The museum visits I make and the books I read, developing design ideas becomes far easier.*

This was supported by other student comments including:

*[A visit to the museum provides]...opportunities to see other design specialisms, gain inspiration, develop broader ideas.*

*It inspires, educates you [about] what has been before. This is always a perfect reference point to start developing from; I like to mix the classical into my designs.*

It is important for CETLD to work across all design disciplines in order to gauge a thorough understanding about the use of museum collections by both design history students and practice based design students.

Several students likened the museum to a 'visual library' but little detail was provided about the way students use the museum in this way. Further research needs to be undertaken by CETLD to explore how the museum as a resource can be fully developed and enhanced for all design students. Students did not cite in their feedback the resources developed by the V&A's Formal Education team. Further liaison work by CETLD needs to highlight and address this service for students across the partnership.

Research must also be undertaken into how museums contribute to student learning throughout the duration of their course. This can be done:

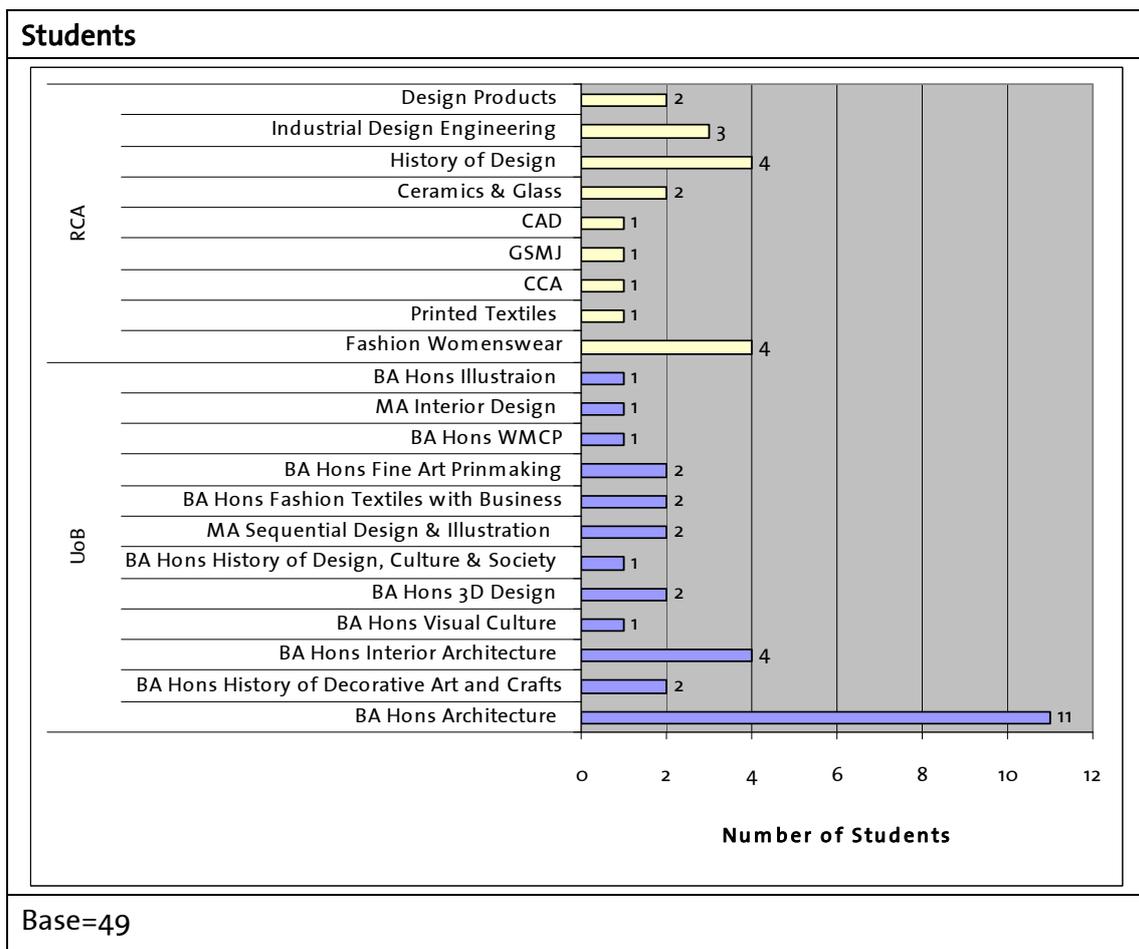
- a) Longitudinally through their programmes of study
- b) Latitudinally by gathering information from students at different level of study at the University of Brighton and at the Royal College of Art.

## Cross-tabulation of key questions

The aim of this section is to identify the interrelationships between two variables by cross-tabulating responses made by tutors and students to questions in the first section of this report.

### Cross-tabulation 1:

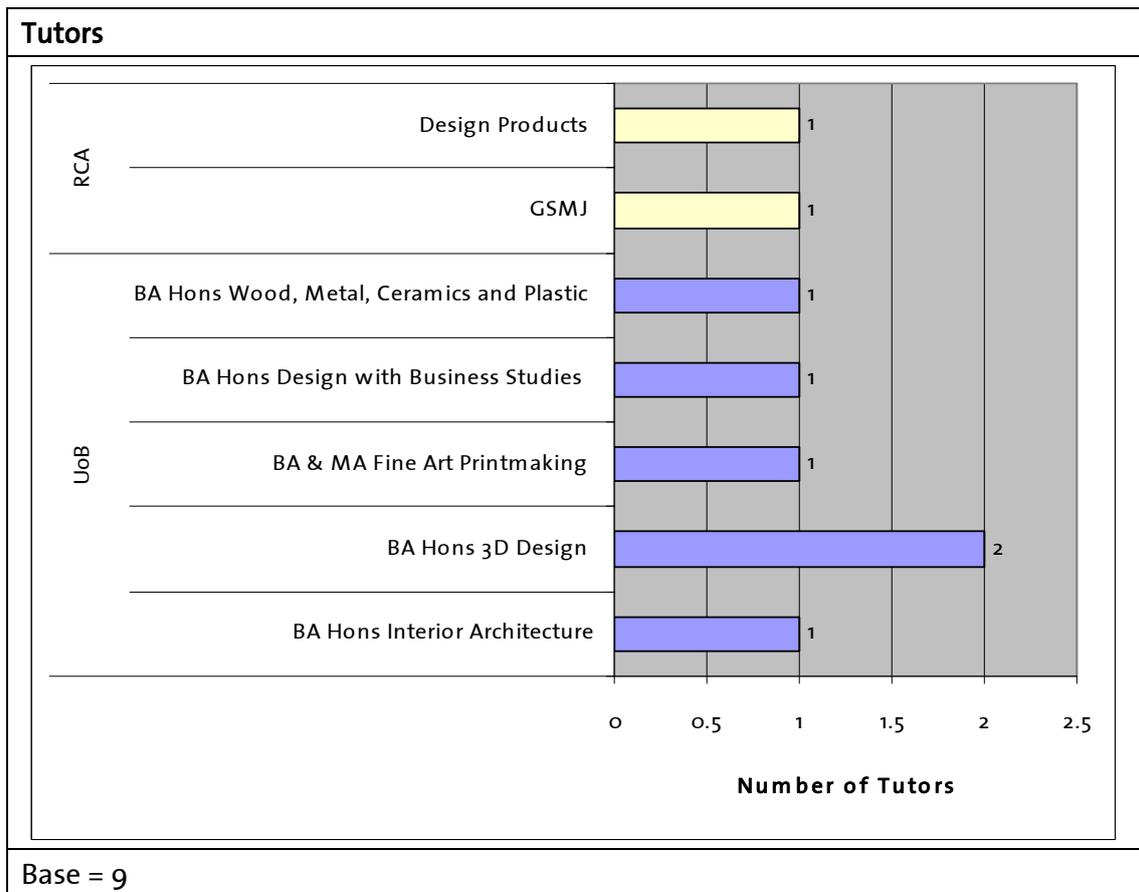
**Subjects representing the number of students that have visited museums including the V&A since the start of their course**



Based on responses to the student survey, BA Hons Architecture students (UoB) are most likely to visit museums including the V&A as part of their course<sup>44</sup>.

<sup>44</sup> The BA Hons Architecture course at UoB has a very large student cohort consisting of 269 students.

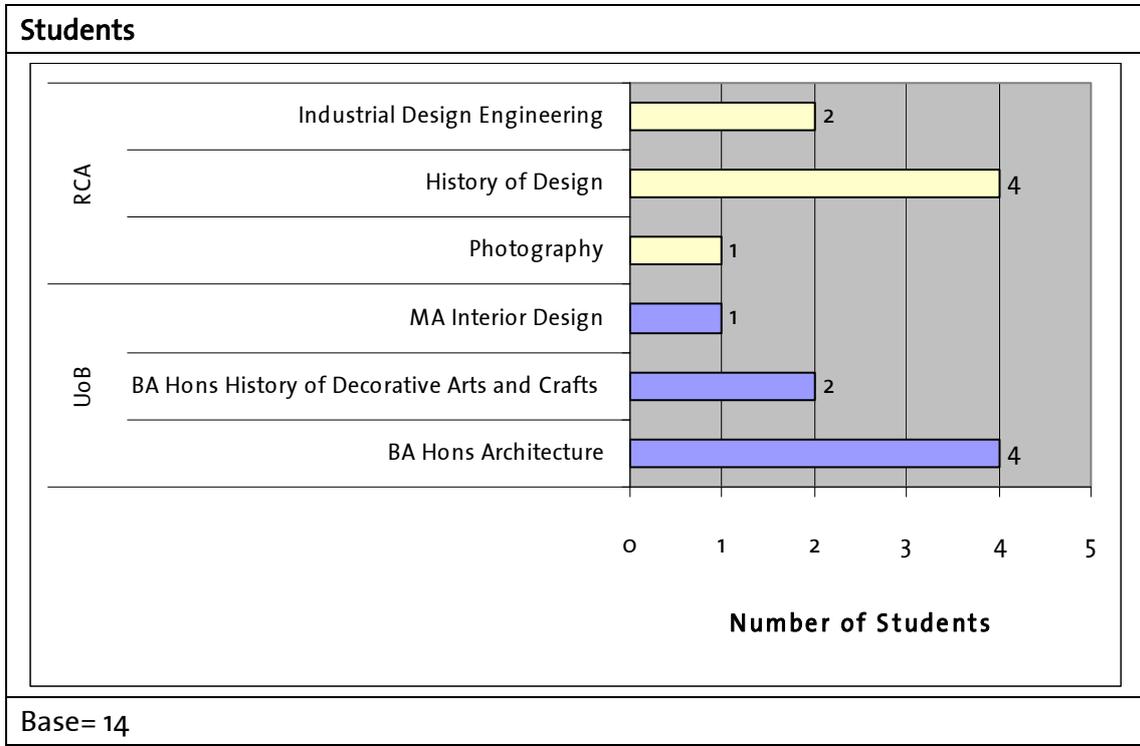
**Subjects representing the number of tutors that have visited museums including the V&A with their students**



Based on responses to this survey, BA Hons Three-Dimensional Design tutors (UoB) are most likely to visit museums including the V&A as part of their course.

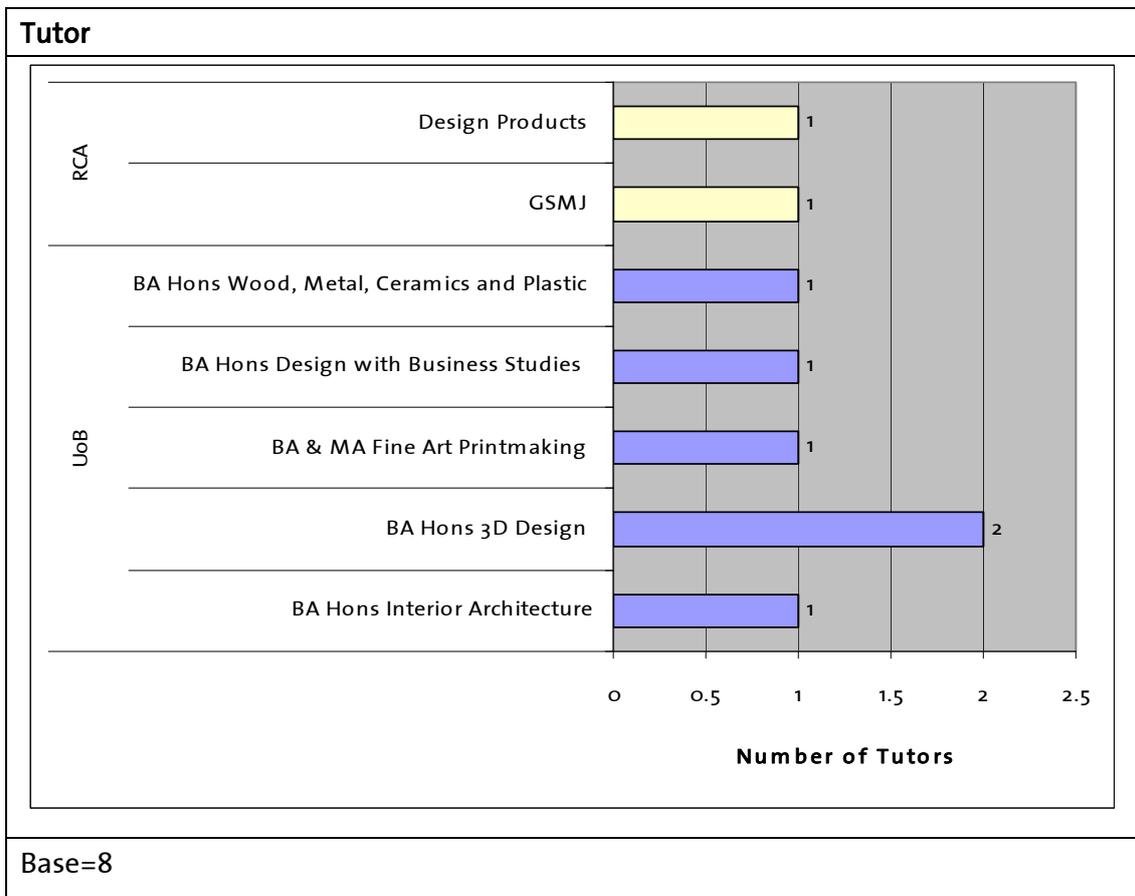
**Cross-tabulation 2:**

**Subjects representing the number of students that visit museums including the V&A as a compulsory part of their course**



Based on responses to the survey, BA Hons Architecture (UoB) and the History of Design (RCA) courses are most likely to visit museums including the V&A as a compulsory part of their course.

**Subjects representing the number of tutors that visit museums including the V&A as a compulsory part of their course**

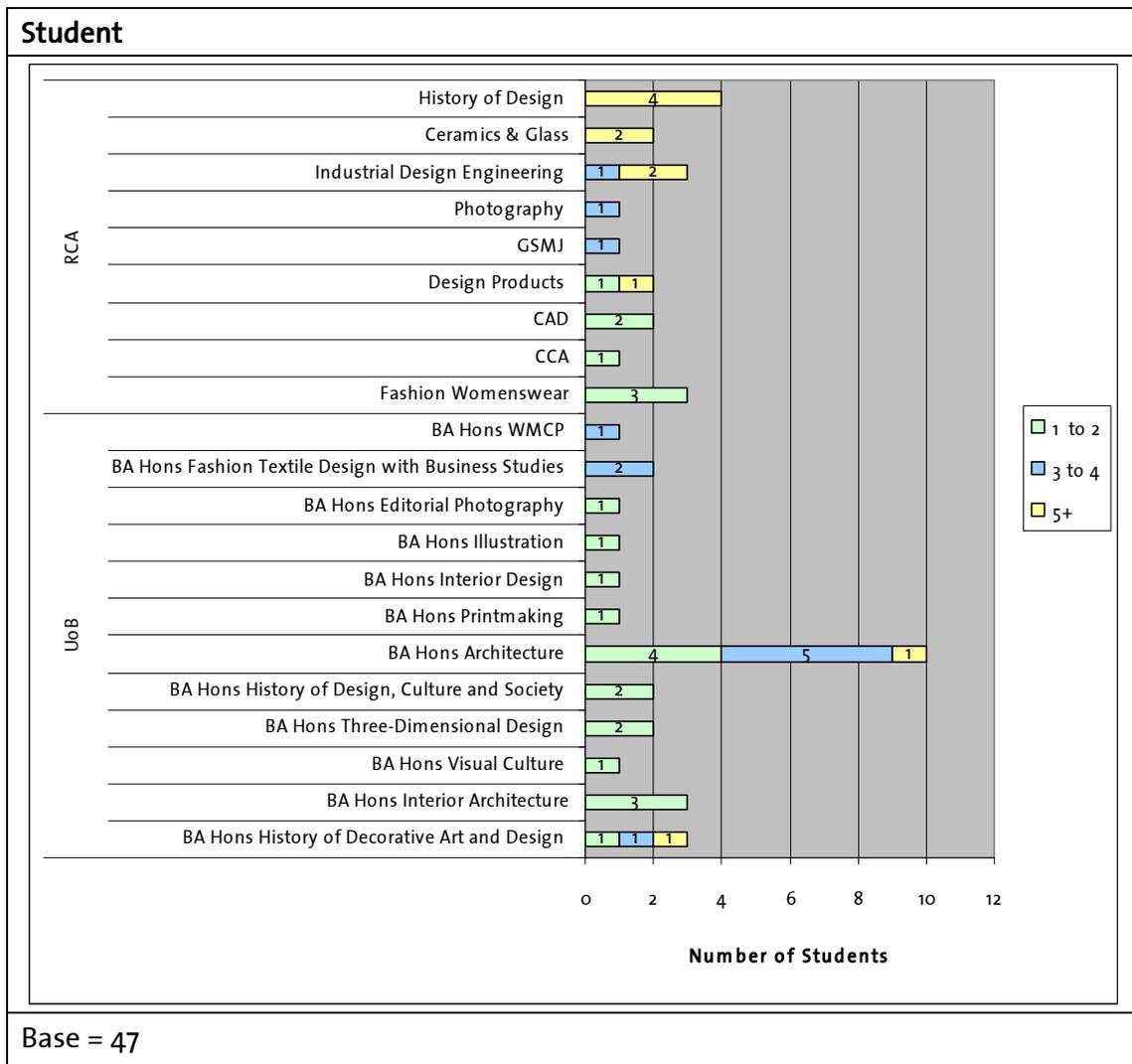


Based on responses to the survey, the BA Hons Three-Dimensional Design course (UoB) is most likely to visit museums including the V&A as a compulsory part of their course.

CETLD must undertake further research with subject groups to identify which elements of their course include visits to museums.

### Cross-tabulation 3:

#### Frequency of student visits to the V&A since they started their course



Based on responses to the student survey, the subjects that visited the V&A most frequently are:

- BA Hons Architecture (UoB) with students visiting on average 3 to 4 times
- History of Design (RCA) with students visiting on average 5+ times

CETLD should prioritise subjects that regularly visit museums in order to explore how design students use museum collections when learning about their subject.

## **Conclusion**

Findings from the online survey corroborate with findings from the focus groups and accompanied visits. The online survey has highlighted the need for greater research to be undertaken by CETLD into how students learn from museum collections as well as the important benefits to be gained from museum based learning in higher education design courses.

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## **Appendix 1 - Design based subjects**

### **University of Brighton**

#### **Subjects representing design practice are:**

- BA Hons Fine Art Painting
- BA Hons Fine Art Sculpture
- BA Hons Three-Dimensional Design
- Diploma in Architectural Studies
- BA Hons Performance and Visual Art (Theatre)
- BA & MA Sequential Design and Illustration
- BA & MA Fine Art Printmaking
- BA Hons Fashion Design with Business Studies
- BA Hons Graphic Design
- BA Hons History of Design and Material Culture
- MA Architectural Studies
- BA Hons Architecture
- BA Hons Interior Architecture
- MA Interior Design
- BA Hons Wood Metal Ceramics Plastics
- BA Hons Digital Music
- BA Hons Illustration
- BA Hons Editorial Photography

#### **Subjects representing critical and historical studies are:**

- BA Hons History of Decorative Arts and Crafts
- BA Hons Design, Culture and Society

#### **Subjects representing design theory are:**

- BA Hons Visual Culture

## **Royal College of Art**

### **Subjects representing design practice are:**

- Animation
- Communication, Art and Design (CAD)
- Design Products
- Design Interactions
- Printed Textiles
- Photography
- Painting
- Goldsmithing, Silvermaking, Metalwork & Jewellery (GSMJ)
- Fashion Menswear
- Fashion Womenswear
- Industrial Design Engineering

### **Subjects representing critical and historical studies are:**

- History of Design

### **Miscellaneous**

- Curating Contemporary Art

## Appendix 2 – Student and Tutor Surveys

### Tutor Survey



<b>1 Which university do you attend?</b>	
1.1 RCA	<input type="checkbox"/>
1.2 University of Brighton	<input type="checkbox"/>

### 2 Which course do you teach?

.....

<b>3 Which level (s) do you teach?</b>					
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 (if sandwich course) <input type="checkbox"/>	Postgraduate <input type="checkbox"/>	Other (please specify) <input type="checkbox"/>

4 Have you taken students to visit a museum as part of your course?      Yes (Q5)       No (Q9)

5 Was this visit compulsory?      Yes       No

6 Have you taken students to visit the V&A as part of your course?      Yes (Q7)       No (Q9)

7 Was this visit compulsory?      Yes       No

8 How many times have your students visited the V&A?

	0	1	2	3	4	5+
Level 1						
Level 2						
Level 3						
Level 4 (if sandwich course)						

Postgraduate						
Other						

**9 Please tell us how you feel visiting museums could support student learning?**

.....

.....

.....

<b>10</b>	Can you tell me which of these age groups you fall into?	
<b>10.1</b>	18-24	<input type="checkbox"/>
<b>10.2</b>	25-34	<input type="checkbox"/>
<b>10.3</b>	35-44	<input type="checkbox"/>
<b>10.4</b>	45-54	<input type="checkbox"/>
<b>10.5</b>	55-59	<input type="checkbox"/>
<b>10.6</b>	60-64	<input type="checkbox"/>
<b>10.7</b>	65+	<input type="checkbox"/>

<b>11</b>	What is your ethnic origin? <i>(show visitor the choice if necessary)</i>	
<b>11.1</b>	White British	<input type="checkbox"/>
<b>11.2</b>	Irish	<input type="checkbox"/>
<b>11.3</b>	Any other White background (Please specify) .....	<input type="checkbox"/>
<b>11.4</b>	Black British	<input type="checkbox"/>
<b>11.5</b>	Caribbean	<input type="checkbox"/>
<b>11.6</b>	African	<input type="checkbox"/>
<b>11.7</b>	Any other Black background (Please specify) .....	<input type="checkbox"/>
<b>11.8</b>	White & Black-African	<input type="checkbox"/>
<b>11.9</b>	White & Black-Caribbean	<input type="checkbox"/>
<b>11.10</b>	White & Asian	<input type="checkbox"/>
<b>11.11</b>	Any other Mixed background (Please specify) .....	<input type="checkbox"/>
<b>11.12</b>	Asian British	<input type="checkbox"/>
<b>11.13</b>	Indian	<input type="checkbox"/>
<b>11.14</b>	Bangladeshi	<input type="checkbox"/>
<b>11.15</b>	Pakistani	<input type="checkbox"/>
<b>11.16</b>	Other Asian background (Please specify) .....	<input type="checkbox"/>

<b>11.17</b>	Chinese or Chinese British	<input type="checkbox"/>
<b>11.18</b>	Other ethnic background (Please specify) .....	<input type="checkbox"/>

## Student Survey



<b>1 Which university do you attend?</b>	
<b>1.1 RCA</b>	<input type="checkbox"/>
<b>1.2 University of Brighton</b>	<input type="checkbox"/>

**2 Which course are you studying?**  
.....

<b>3 Which level of your course are you at?</b>					
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 (if sandwich course) <input type="checkbox"/>	Postgraduate <input type="checkbox"/>	Other (please specify) <input type="checkbox"/>

**4 Have you visited a museum since you started your course?**      Yes (Q5)       No (Q9)

**5 If yes, was this visit required as part of your course?**      Yes       No

**6 Have you visited the V&A since you started your course?**      Yes (Q7)       No (Q9)

**7 If yes, was this visit required as part of your course?**      Yes       No

**8 How many times have you visited the V&A since you started your course?**      0       1-2       3-4       5+

**9 How does visiting a museum contribute to your studies?**  
.....  
.....  
.....

<b>10</b>	Can you tell me which of these age groups you fall into?	
<b>10.1</b>	18-24	<input type="checkbox"/>
<b>10.2</b>	25-34	<input type="checkbox"/>
<b>10.3</b>	35-44	<input type="checkbox"/>
<b>10.4</b>	45-54	<input type="checkbox"/>
<b>10.5</b>	55-59	<input type="checkbox"/>
<b>10.6</b>	60-64	<input type="checkbox"/>
<b>10.7</b>	65+	<input type="checkbox"/>

<b>11</b>	What is your ethnic origin? <i>(show visitor the choice if necessary)</i>	
<b>11.1</b>	White British	<input type="checkbox"/>
<b>11.2</b>	Irish	<input type="checkbox"/>
<b>11.3</b>	Any other White background (Please specify) .....	<input type="checkbox"/>
<b>11.4</b>	Black British	<input type="checkbox"/>
<b>11.5</b>	Caribbean	<input type="checkbox"/>
<b>11.6</b>	African	<input type="checkbox"/>
<b>11.7</b>	Any other Black background (Please specify) .....	<input type="checkbox"/>
<b>11.8</b>	White & Black-African	<input type="checkbox"/>
<b>11.9</b>	White & Black-Caribbean	<input type="checkbox"/>
<b>11.10</b>	White & Asian	<input type="checkbox"/>
<b>11.11</b>	Any other Mixed background (Please specify) .....	<input type="checkbox"/>
<b>11.12</b>	Asian British	<input type="checkbox"/>
<b>11.13</b>	Indian	<input type="checkbox"/>
<b>11.14</b>	Bangladeshi	<input type="checkbox"/>
<b>11.15</b>	Pakistani	<input type="checkbox"/>
<b>11.16</b>	Other Asian background (Please specify) .....	<input type="checkbox"/>
<b>11.17</b>	Chinese or Chinese British	<input type="checkbox"/>
<b>11.18</b>	Other ethnic background (Please specify) .....	<input type="checkbox"/>