

Glasgow School of Art Course Specification
Course Title: Designing Regenerative Food Systems

Course Code:	HECOS Code:	Academic Session:
		2023/24

1. Course Title:
Designing Regenerative Food Systems

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2023	School of Innovation and Technology	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
20	11	Gabby Morris

8. Associated Programmes:
MDES Design Innovation

9. When Taught:
Semester 2 as an elective option (Forres only)

10. Course Aims:
<p>This course will introduce students to the concept of Regenerative Food Systems. Students will develop their understanding of current food systems and gain a deeper appreciation of their cultural, social, and environmental dimensions. Using design innovation methodologies and regenerative principles, students will reimagine and propose alternative, sustainable and equitable food solutions that benefit all members of society. They will also explore various design methodologies to consider future food systems, examining key themes such as significant food-related challenges, food cultures, eating habits and behaviours, and other food and farming theories.</p> <p>The aims of this course are to:</p> <ol style="list-style-type: none"> 1. Teach students how to apply Design Innovation methods to develop creative and sustainable solutions for complex food-related challenges 2. Develop students understanding of current food systems and the principles of Regenerative Food Systems. 3. Equip students with Design Innovation and research methodologies to analyse food systems and propose alternative, sustainable and equitable food solutions. 4. Encourage students to reflection on and effectively communicate food-related challenges and innovative solutions that address alternative, sustainable and equitable food systems

11. Intended Learning Outcomes of Course:

Students who successfully complete this course will be able to:

1. Demonstrate critical understanding of concepts and theories related to Regenerative Food Systems through the development of a Design research project.
2. Apply research innovation methods to critically evaluate the impact of food cultures on sustainable food, and health and equality.
3. Develop proposals for creative interventions to improve local and regional food systems critically evaluating their potential.
4. Communicate complex ideas and proposals to diverse audiences with different levels of knowledge and expertise in Regenerative Food Systems.

12. Indicative Content:

This course comprehensively explores food systems, from current to regenerative ones, and their relationship to social, economic, and environmental outcomes.

Students will gain an understanding of the history of the food system, critical food-related challenges, and opportunities for regional and local improvement in both urban and rural contexts. With an emphasis on regenerative food, the course will cover various food system concepts, examining the end-to-end process from farm to fork.

Students will also delve into the impact of food cultures and consumption on health, sustainability, and the redesign of future food systems.

The course is taught via a thematic brief where students will develop and present a creative and sustainable solution to a complex food-related challenge, utilizing the knowledge and skills gained from the course to address real-world problems.

The course has four key themes: Regenerative Food Systems, Food Cultures, Future Food Systems, and Design Innovation in Food. By covering these topics, the course provides students with a comprehensive understanding of Regenerative Food Systems and Design Innovation methods, empowering them to impact the future of food systems positively.

Overall, the course provides students with a comprehensive understanding of Regenerative Food Systems and Design Innovation methods and empowers them to make a positive impact on the future of food systems.

13. Description of Summative Assessment Methods:

Summative Assessment consists of two components.

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Design Innovation project	Students are required to submit a designed outcome (an artefact and/or visual representation) presented as a portfolio of work	80%	Week 11

Reflective Journal/ Sketchbook	Reflective Journal or Sketchbook comprising of images and text showing student design process and reflective account of their practice.	20%	Week 11
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13.1 Please describe the Summative Assessment arrangements:

Students will present their project as a portfolio of work, selecting a suitable means of communication (eg. pitch, poster, multi-media) and will submit a reflective journal or sketchbook to show their process and how they have reached the outcome. Written feedback will be given by course tutor.

Submissions will be assessed and moderated in line with the Code of Assessment.
Reassessment opportunities where a student has not passed the course are outlined in the Code of Assessment.

14. Description of Formative Assessment Methods:

Formative Feedback is an ongoing process offered through tutorials, peer learning and presentation feedback.

Formative assessment is conducted through an interim review. Students will present their process towards a design innovation project outcome; this will be done through an interim tutorial/review and tutor feedback will be given. Peer feedback will be encouraged to support students' progress. Feedback will be offered to support progress towards summative assessment.

14.1 Please describe the Formative Assessment arrangements:

Formative assessment will take place halfway through the elective semester at week 6

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
20	200

15.1 Description of Teaching and Learning Methods:

This course will be taught over the period of 11 weeks via hybrid teaching methods. This course will be taught using a range of in person and online teaching and learning strategies to support student learning. These include:

- Presentations
- Individual and group tutorials
- Seminars
- Workshops
- Online materials to support independent learning are made available on Canvas.

16. Pre-requisites:

N/A

17. Can this course be taken by Exchange/Study Abroad students?

Yes

18. Are all the students on the course taught wholly by distance learning?

No

19. Does this course represent a work placement or a year of study abroad?

No

20. Is this course collaborative with any other institutions?

No

20.1 If yes, then please enter the names of the other teaching institutions:

21. Additional Relevant Information:

N/A

22. Indicative Bibliography:

Library List is being developed and can be found here

<https://gsa.keylinks.org/#/list/1027>

E-BOOK

[The perfect meal : the multisensory science of food and dining](#)

Spence, Charles; Piqueras-Fiszman, Betina • 2014

[Future Foods](#)

Heimo Mikkola; Mikkola, Heimo • 2017

WEBPAGES

[Future Ensemble Manifesto](#)

[Living Futures: Scenario Kit](#)

[WildFarmed](#)

[Regenerative Food & Farming - Home](#)

[Regenerative food production](#)

[Designing for Interdependence : a poetics of relating](#)

BOOKS

Rooted : stories of life, land and a farming revolution

Langford, Sarah • 2022

Ways of being : beyond human intelligence

Bridle, James • 2022

Designing regenerative cultures

Wahl, Daniel • 2016

Sitopia : how food can save the world

Steel, Carolyn • 2022

Tools for Food : the objects that influence how and what we eat

Mynatt, Cordinne • 2021

Language of Food

Abbs, Annabel • 2022

Soil : the incredible story of what keeps the earth, and us, healthy

Evans, Matthew • 2021

Eating to extinction : the world's rarest foods and why we need to save them

Saladino, Dan • 2021

Beyond Speculative Design: Past – Present – Future

Ivica Mitrović; James Auger; Julian Hanna; Ingi Helgason • 2021