

Glasgow School of Art Programme Specification

Programme Title: BDes/MDes (Honours) Design for Health and Wellbeing

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.

1. Programme Details:

Programme Title	Design for Health and Wellbeing
HECOS Code	100048 / 101307 / 100473 / 100793
School	School of Innovation and Technology
Programme Leader	Irene Bell
Minimum Duration of Study	BDes 72 months
Maximum Duration of Study	MDes 84 months
Mode of Study	Full-time
Award to be Conferred	BDes/MDes
Exit Awards	Core Year 1 exit point: Cert HE Year 2 exit point: Dip HE BDes Year 3 exit point: BDes Year 4 exit point: BDes(Hons) Year 4 BDes Hons (unclassified) Year 5 exit point: MDes
SCQF Level:	BDes 7-10 MDes 7-11
Credits:	BDes 480 MDes 600

Academic Session	2023-24
Date of Approval	PACAAG August 2022

2. Awarding Institution	University of Glasgow
3. Teaching Institutions	Glasgow School of Art
3.1 Campus	Glasgow
4. Lead School/Board of Studies	School of Innovation and Technology
5. Other Schools/Board of Studies	N/A
6. Programme Accredited By (PSRBs)	N/A

7. Entry Qualifications	
7.1 Highers	Highers - Standard: ABBB, Minimum: BBCC,
7.2 A Levels	A Levels Standard: ABB Minimum: BBC
7.3 Other	International Baccalaureate 30 + points HNC/HND into 2 nd and 3 rd Year and Foundation Degree or appropriate equivalent
7.4 English Language Requirements	All students will have to provide evidence of English language proficiency when applying. International Students

	<p>Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:</p> <ul style="list-style-type: none"> • IELTS for UKVI Academic with an overall score of 6.0 with a minimum of 5.5 in all components; • complete an acceptable Pre-sessional English Language Programme taught in the UK with an outcome that equates to the IELTS scores as stated above. <p>Students who have a degree from an English speaking country, or are a national of an English speaking country as listed in the UKVI Guidance, may use this as proof of English language ability.</p>
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8. Programme Scope:

The Design for Health & Wellbeing (DHW) programme spans 4 years (BDes) or 5 years (MDes) explores the relationship between design, innovation and health and wellbeing. The programme covers a broad spectrum of design practices associated with organisational, systemic and social change, as they relate to the domain of Health and Wellbeing in the contemporary world. So, the provision and availability of healthcare, new behaviours that promote well-being, help clinical practitioners care for the sick or politicians decide when and where to build hospitals can all become projects in which we find designers working, today and tomorrow. Where previously designers created objects, either for technical function or aesthetic beauty, in the factory or the home, today our world is composed of designed services, experiences and interactions. This is as true of our experience of health and well-being as it is of consumer products, theme parks or attempts to recycle materials and reduce our carbon footprint. The health and well-being of the world, the planet and all its inhabitants, can be explored through the lens of design.

The H&WB programme builds upon the existing skills and competencies found in its associated programme – B.Des/MEDes Product Design. The H&WB programme shares much of the design philosophy and methods as Product Design, consequently, the students on both programmes will work side-by-side and share a significant range of projects, skills workshops and study trips. The two programmes share a common or “core” curriculum that embeds fundamental design skills, methods and approaches – the difference being that H&WB has a particular focus on how we think about, explore and create new ways of living and interaction to promote Health and Well-Being.

Throughout the DHW programme, the Studio projects are complemented by courses in design research and innovation, Design History & Theory, ethics, reflective practices, theories of innovation, and the opportunity to undertake elective student work placements. This links the methodological and analytical tools developed within the design research and innovation courses to the disciplinary expertise of Studio practice and work experience at both a pedagogical and a philosophical level.

The disciplinary skills and expertise that constitute Design for Health and Wellbeing as a practice is taught with an emphasis upon lived experience – that of citizens, or individuals and groups with experience of accessing or delivering care, support and services as appropriate. The DHW programme seeks to encourage design-led approaches to innovation towards co-creating citizen-driven systems of health and care that will promote lifelong wellbeing. Therefore, the programme will look at wider interpretations of health and wellbeing and this will extend beyond a focus on healthcare delivery (e.g., NHS) to broader areas of wellbeing and care such as housing and the

public realm.

The programme engages students in the use of visual materials and artefacts to forge an intellectual engagement with the world, by combining an analytical approach (research, critique, communication of complexity) with a synthetic approach (exploration of divergent possibilities, strategic decision making) to develop outcomes that deliver impact and value. Studio teaching and practice emphasise the development of a capacity for abductive reasoning and development of an individual design identity through engagement in ‘real world’ project contexts. The projects focus on research, conceptualisation and materialisation of artefacts, interactions, services, strategic processes and bespoke experiences through design-led innovation processes. Design for Health and Wellbeing as a *practice* is taught as an exploratory and emergent approach for engaging with and evaluating the world and its constituent components, which, in turn, offers the opportunity for its modification, manipulation or transformation. Consequently, the context of HWB – social, cultural, economic, political or technological – is crucial in shaping the application of disciplinary expertise and practice. If we want to live in a healthy world and be well, we must *design* and *create* the conditions under which this becomes possible, for our society and our ecosystem.

Graduates of the programme will inevitably work with and for the NHS, as it evolves to consider and meet the challenges of the 21st century, but they will also help Government consider how we future proof our plans to deal with pandemics, or help Cancer charities decide how to sponsor research into life-saving treatments, and allow laboratory scientists to transfer cutting edge medical breakthroughs from the test-tube to the hospital or the high street. Likewise, as we re-imagine how we live, using bike-lanes and electric transportation, building “20 minute cities” that reduce carbon footprints, boost local economies, combat exploitative work practices that underpin encourage disposable commodities, we will require thinkers who can consider and create the health of citizens, of communities and of the environment. This programme seeks to help our designers achieve this laudable goal by focusing upon collaborative ways of working, engaging with “real people” about how they experience the world and its challenges, by helping Governments explore what a “well-being economy” looks and feels like, by creating prototypes of the future (“next now” or “near future”), and submitting these to debate and critique. The design for health and wellbeing programme goes beyond a conception of medical, physical or even psychological health to ask – instead – how might we imagine “health” or “well-being,” what will these ideas mean to us in a world shaped by climate change, sea level rise and technological change? How can design help us explore, consider and respond to this world, and how will it help us imagine our response?

9. Programme Structure:

Stage 1	Credits	SCQF Level
Studio 1 DHW – Making Modelling & Using (Sem 1&2)	80	7
UCOLAB 1 Co-Lab 1 (Sem 1)	20	7
UCOLAB2 Co-Lab 2 (Sem 2)	20	7
Total	120	
Stage 2		
Design for Health & Wellbeing Studio 2 (Sem 1&2)	80	8
Design History & Theory (DH&T) (Sem 1&2)	20	8
Design Research and Innovation for HWB: Emerging Landscape (Sem 1)	10	8
Practical Ethics (Sem 2)	10	8
Total	120	

Stage 3		
H&WB Studio 3 Practice in Context (Sem 1)	40	9
H&WB Studio 3 Advanced Practice (Sem 2)	40	9
Design Research and Innovation for HWB: Theories of Innovation and Reflective Practices (Sem 1)	20	9
Student work placement/Independent study project (Sem 2)	20	9
Total	120	
Stage 4		
H&WB Studio 4 Near Future Health Experiences (Sem 1)	40	10
BDes H&WB Dissertation (Sem 1&2)	30	10
Design Research and Innovation for HWB: Next Now (Sem 1)	10	10
H&WB Studio 4 Bachelors Project (Self-Initiated) (Sem 2)	40	10
Total	120	
Stage 5		
H&WB Studio 5 Collaborative Health Experiences (Sem 1)	40	11
Contemporary Practice Project (Sem 1)	20	11
MDes H&WB Masters Project (Sem 2)	60	11
Total	120	

9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad:

Courses in Stages 3 will normally be available for Exchange In/Study Abroad/BDes/MEDes and courses in Stage 4 will be available to Exchange In/MEDes only by prior request and agreement. Likewise, selected Courses in Stage 2 may be available to Exchange In or Study Abroad students by arrangement.

Stage 2		
Design for Health & Wellbeing Studio 2 (Sem 1&2)	80	8
Design History & Theory (DH&T) (Sem 1&2)	20	8
Design Research and Innovation for HWB: Emerging Landscape (Sem 1)	10	8
Practical Ethics (Sem 2)	10	8
Stage 3	Credits	SCQF Level
H&WB Studio 3 Practice in Context (Sem 1)	40	9
H&WB Studio 3 Advanced Practice (Sem 2)	40	9
Design Research and Innovation for HWB: Theories of Innovation and Reflective Practices (Sem 2)	20	9
Student work placement/Independent study project (Sem 2)	20	9
Stage 4		
H&WB Studio 4 Near Future Health Experiences (Sem 1)	40	10
BDes H&WB Dissertation (Sem 1&2)	30	10
Design Research and Innovation for HWB: Next Now (Sem 1)	10	10
H&WB Studio 4 Bachelors Project (Self-Initiated) (Sem 2)	40	10

10. What are the requirements for progressing from each stage/year?

Students who successfully pass all courses with a minimum of (D3) grade band and achieve all credits from the previous stage of study, will progress to the next stage.

11. Programme Aims:

The BDes/MDes (Honours) degree aims to create graduates capable of:

- Applying appropriate design and research methods within a design-led innovation process to complex contexts, such as the health and wellbeing domain, to identify opportunities for innovation and transformation
- Innovating their thinking and practice to respond to emerging social, cultural, political, economic and technological challenges in relation to health and well-being
- Integrating advanced research methods to inform design-led innovation in products, services, experiences, interactions and systems for health and wellbeing
- Demonstrating the theoretical understanding and practical design skills underpinning a personal design practice
- Demonstrating an informed, ethical and critical position regarding design practice and their role within it
- Demonstrating an appreciation of “sustainability” through regenerative design practice in the development of projects and design outcomes
- Developing an interdisciplinary professional practice by integrating perspectives across multiple domains and contexts, Operating successfully in cross-cultural and interdisciplinary professional environments
- Adapting and situating individual practice within different design, organisational and ecological environments.

11.1 Year 1 Aims:

- To establish a broad understanding of *design* as a discipline that produces artefacts, interactions, services and experiences.
- To introduce the application of a design-led approach as a core methodology underpinning the innovation of products, services, experiences, interactions in the context of health and wellbeing.
- To emphasise the role that design process plays in shaping our engagement with people, context and opportunity
- To introduce core research approaches and methods for including human behaviours and social contexts within the design-led innovation process.
- To highlight the value of critique in the analysis, representation and communication of design processes and outcomes.
- To develop a range of visual methods for representing and communicating people’s interaction with and use of designed artefacts and outcomes, current or proposed
- To develop collaborative-working skills alongside a capacity for autonomous, individual practice.
- To introduce the complex cultural, professional and environmental context of design-led innovation practice.

11.2 Year 2 Aims:

- Encourage deeper intellectual enquiry into the role of design-led innovation within contemporary society, culture and environment
- Extend design practice beyond the material dimension, to include the immaterial, incorporating relational concepts, such as interaction and experience, as design ‘domains’
- Extend the application of research methods for engaging with people to explore and define complex situations in the context of health and wellbeing
- Introduce the concept of experience prototypes and simulation as a means of “thinking through making” and communicating people’s experiences
- Introduce methods and tools for gathering feedback, including the use of digital technologies, to refine the design process and concepts

- Develop visual and narrative methods and tools for communicating the evolution of the design process and its outcomes

11.3 Year 3 Aims:

- To explore the application of design processes within complex social, political, ethical, ecological and economic contexts
- To apply design-led innovation processes within complex health and wellbeing contexts, incorporating social, political, ethical, economic and sustainable lenses
- To explore the network of social and organisational relationships that frame people's experience of products, services, interactions, systems in the context of health and wellbeing
- To visualise and map complex problems and processes within health and well-being contexts as a means of identifying product, service, experience and system design opportunities
- To utilise design-led innovation as a tool for cultural and organisational change
- To develop a professional standard of project management, resolution and communication to a public audience and project partners
- To advance students' critical and analytical skills, including reflective writing
- To develop initiative and autonomy in undertaking self-directed research projects
- To gain real world experience of working within a health and wellbeing context

11.4 Year 4 Aims:

- To demonstrate ownership of a design-led innovation process, through self-directed exploration and individual creative expression within an environment of professional and peer-critique.
- To understand and deploy a design-led innovation process for synthesis of research, analysis, development and critique within the context of health and wellbeing.
- To construct and apply a research programme tailored to support a design project and its outcomes.
- To evidence the value of design in response to a given context or issue in relation to health and well-being.
- To demonstrate an understanding of potential approaches to implementation and evaluation of the design proposal
- To produce tangible design outcomes and communicate these in a professional manner, that demonstrates value to society, organisations, industry or environment.
- To allow students the opportunity to discuss, analyse and reflect critically upon a social, cultural or design-related phenomenon through the writing of a dissertation.
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11.5 Year 5 Aims:

- To utilise their theoretical and practical design skills within a self-initiated project and explore in depth a theme or topic of personal interest.
- To work collaboratively in the development of a themed project with an external partner organisation in the health and wellbeing context.
- To develop potential approaches to implementation and evaluation of design proposals
- To articulate and communicate the value of designed outcomes and the thought process that underpins these.
- To achieve an appropriate level of aesthetic refinement in prototyping and presentation.

- To develop a sustained piece of critical writing within the field of Design as it relates to health and well-being.

12. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students will be able to:

- Combine diverse learning experiences within an individual design practice, and respond to complex design challenges and opportunities associated with health and wellbeing through studio and project work.
- Demonstrate a research-led, people-focused application of design process and skills and an approach to social, cultural and ecological issues (as they relate to health and well-being).
- Display a design-led innovation process capable of being applied to artefacts, services or experiences within the domain of health and wellbeing.
- Successfully manage self-initiated projects integrating appropriate research methods to drive the development of design outcomes
- Demonstrate sustainability through *regenerative* approaches to your design practice in the development of projects and design outcomes
- Evidence the value of the design process in relation to a range of audiences, contexts and collaborators.

12.1 Intended Learning Outcomes of Year 1

Knowledge and Understanding

- Communicate an understanding of a design-led innovation process and its application in a health and wellbeing context.
- Demonstrate an analytical understanding of the role of materiality, form, function and visual language when designing products, services, experiences, interactions.
- Convey an understanding of the difference between quantitative and qualitative approaches to research as applied within the design context
- Demonstrate an understanding of the language and methods of design research and innovation, particularly the ethnographic approach, in the design of products, services and experiences

Applied Knowledge and Understanding (Subject Specific Skills)

- Observe, understand and utilise people's interaction with products, services and experiences to refine or iterate design outcomes
- Demonstrate the use of drawing and visualisation in the analysis and communication research findings and design opportunities.
- Demonstrate the use of visualisation and modelling (2D, 3D and 4D) as a means of developing, testing and communicating design concepts.
- Communicate the relevance of research findings by articulating the use of appropriate research methods to inform the design process and the development of project outcomes.
- Locate and describe creative practice within historical, theoretical and current cultural contexts

Professional Practice: Communication, Presentation, Working with Other (Transferable Skills)

- Engage with relevant individuals or groups to identify design opportunities, generate design concepts and gather feedback.
- Generate a personal portfolio reflecting individual work and communicating involvement within team projects.

12.2 Intended Learning Outcomes of Year 2

Knowledge and Understanding

- Explore and communicate complex 'real world' situations that describe people's experience of products, services, and interactions in a health and wellbeing context
- Apply appropriate design research and innovation methods to engage with people in a given context, and synthesise research findings into design insights and opportunities

Applied Knowledge and Understanding (Subject Specific Skills)

- Use experience prototypes, visual tools and artefacts to convey a design intent and process to others and gather feedback
- Demonstrate the use of rapid prototyping technologies (e.g., Arduino, CAD, video) to create design concepts for improving or enhancing products, services, experiences, interactions for health and wellbeing
- Display the ability to analyse the relationship between people and contexts using the language of research and design-led innovation
- Demonstrate the application of the knowledge, methods and approaches of research and innovation within the design process as a means of generating concepts and developing prototypes

Professional Practice: Communication, Presentation, Working with Others (Transferrable Skills)

- Apply research methods and a design-led innovation process within a variety of 'real world' contexts through participation in collaborative and individual studio projects.
- Communicate the evolution and value of design-led innovation proposals to a range of audiences, including an external client, through the curation of artefacts and visual communication tools.
- Demonstrate verbal and visual presentation skills in the communication of project process and outcomes

12.3 Intended Learning Outcomes of Year 3

Knowledge and Understanding

- Communicate the value of strategic- and systems-thinking within the design process and its role in redefining services and systems for health and wellbeing
- Demonstrate an appreciation of the different research approaches and methods for generating insights to inform opportunities for innovation

Applied Knowledge and Understanding (Subject Specific Skills)

- Employ the design approaches and techniques of professional practice within specified project/organisational contexts
- Demonstrate an analytical understanding of the role of visual language and prototyping when engaging people in the design of services and systems
- Demonstrate the application of design-led innovation by translating design research insights into outcomes (products, services, experiences, systems) that are co-designed with people who will use or benefit from these

Professional Practice: Communication, Presentation, Working with Others (Transferrable Skills)

- Visualise complex processes, problems and interactions that demonstrate the link between design research and the identification of design insights or opportunities and their resolution across a variety of contexts

Exhibit collaborative working and client management skills and an understanding of professional standards to produce design outcomes (products, services and experiences) that communicate the value of these to a range of audiences

- Apply curatorial and presentation skills to articulate complex ideas and the value of design-led innovation in a way which makes it accessible to a public audience.

12.4 Intended Learning Outcomes of Year 4

Knowledge and Understanding

- Identify and demarcate a distinct area of interest, conduct contextual research within this area and define a personal brief that allows for the application of the design process and its resolution as product, service, interaction, experience or system
- Apply a combination of research methods and tools to inform the generation of insights from multiple perspectives and articulate its relevance to the design process
- Demonstrate a critical and reflective analysis of social, cultural or theoretical issues through the writing of a dissertation

Applied Knowledge and Understanding (Subject Specific Skills)

- Demonstrate analytical rigour and commitment to experimentation in the development of concepts, prototypes and outcomes
- Communicate design outcomes within a variety of formats (viva, presentation, exhibition), through the appropriate use of 2D, 3D and 4D technologies and advanced prototyping techniques commensurate with the expectations of contemporary design practice and valued by other disciplines.

Professional Practice: Communication, Presentation, Working with Others (Transferrable skills)

- Display a capacity to visualise, communicate and outline a design response to complex problems, multiple-user scenarios and client/user expectations and interactions
- Utilise the design process, underpinned by a focus upon user- experience, to manage a project from definition of brief to conclusion; including identifying ambitions, opportunities, stakeholders, milestones, deliverables and allocation of time and resources
- Integrate speculative and co-design methods within a design-led innovation process to create a range of provocations, concepts, scenarios for *near-future* systems, services, experiences, artefacts appropriate to people and context.

12.5 Intended Learning Outcomes of Year 5

Knowledge and Understanding

- Demonstrate a research-led, participatory or collaborative approach to social and cultural issues within the design process as applied to a health and wellbeing context
- Evidence the ability to research an area of contemporary social life and translate this into an area of investigation for designers
- Display an understanding of the key components, specifications and milestones of a design project and communicate these to a range of audiences

Applied Knowledge and Understanding (Subject Specific Skills)

- Demonstrate a historically and theoretically informed design practice in the development artefacts, services, interactions, experiences or systems in the context of health and wellbeing
- Produce design outcomes to a professional level of refinement and resolution in order to engage a wide audience

Professional Practice: Communication, Presentation, Working with Others (Transferrable Skills)

- Negotiate, define and deliver a self-directed project comprising a written thesis, research component and designed outcome
- Provide evidence of the integration between the written element, research work and design outcomes within the project submission
- Communicate the value of the design-led innovation process to a wide range of audiences through a verbal and written presentation
- Critically evaluate design outcomes relative to the criteria specified within a project brief

13. Learning and Teaching Approaches:

Teaching/Learning Methods for Achieving Outcomes

(A) Knowledge and Understanding

- directed study
- self-directed study
- work in progress appointment
- one to one guidance and group guidance
- group work/group tutorials
- lecture
- seminar
- presentation
- progress review
- self evaluation
- staff evaluation

(B) Practice: Applied Knowledge and Understanding

- studio-based learning
- technical demonstration
- directed study
- self-directed study
- one-to-one / group tutorials
- group work
- lecture
- seminar
- critique
- progress review
- self evaluation
- staff evaluation
- work in progress presentation
- formal presentation

(C) (Generic) Cognitive Skills

- directed study
- self-directed study
- one-to-one and group tutorials
- progress check
- lecture
- seminar
- critique

- progress review
- self evaluation
- staff evaluation
- work in progress presentation
- formal presentation

(D) Communication, ICT and Numeracy Skills

- directed study
- self-directed study
- work in progress appointment (recorded)
- one-to-one guidance and progress check
- group work / group tutorials
- progress review
- self evaluation / staff evaluation
- work in progress presentation
- formal presentation
- ICT and Library Induction

(E) Autonomy, Accountability and working with others

- directed study
- self-directed study
- work in progress review (documented)
- one-to-one and group tutorials
- group work
- seminar
- progress review
- self-evaluation
- staff evaluation
- peer evaluation
- work in progress presentation
- formal presentation
- collaborative workshops

14. Assessment Methods:

Submissions for each course is assessed against the ILOs and weighted as outlined in the relevant Course Specification documents, and all work will be moderated in line with the Code of Assessment. In order to pass the course a student must achieve an aggregated grade of pass or above (D3 or above). Assessment and progression within the discipline-based subject is weighted towards studio practice through formative review of project work at Mid-Year and is complemented by written and presentation work, which may be either formative or summative.

The credit weighting of each year in courses is available in the Programme Handbook and specific year briefing document as appropriate.

Formative Assessment - Engagement with formative assessment is a mandatory requirement.

Ongoing work is assessed at key and interim stages by staff against the level intended learning outcomes for each stage of the programme and relayed as verbal and written feedback.

Formative Assessment normally takes place in January/February at the Mid-Year Review (MYR) (except where otherwise specified). Formative assessment usually generates an *indicative grade*

and offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses, and affords guidance on future direction.

Formative Review – Formative review is project/exercise focused because it offers constructive comment on how you might achieve a specific aim or goal, in addition to more general formative feedback (which addresses a variety of aspects of your education).

Formative feedback – is regular and timetabled engagements with teaching staff, external critics/participants or your peers at which progress relating to a specific project or exercise will be discussed. This takes the form of project tutorials, presentations, crits and pin ups and will be built into your timetable. It does not usually generate an indicative grade, but it does produce either/both written and verbal feedback on the work you have presented. In addition, feedback can be informal – a chat with your tutor, an additional discussion beyond the timetabled sessions – or can include input from your peers (either as peer critique, where they offer their opinion, or as buddy notes, where they capture a discussion between you and the tutor(s)).

A 'Cause for Concern' can be issued at any point: this highlights any performance concerns and/or risk of failure alongside required 'Actions' with a view to helping students raise their performance prior to summative assessment.

Summative Assessment - Summative assessment evaluates individual performance in any and each course for the Stage (Year) in its entirety. Student work submitted for summative assessment is measured against the level intended learning outcomes for each stage of the programme. This Summative Assessment takes place in May/June (except where otherwise specified, such as the Stage 1 Co-Lab 1 & 2 courses).

15. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

16. Additional Relevant Information:

There are dedicated library holdings based around design innovation, research methods and philosophy of design as it relates to contemporary culture held within the GSA library. These are either circulated as part of a general reading list (course/year handbook) or, where appropriate, as part of project reading lists. An indicative bibliography has also been provided in the course specifications, and include key texts such as:

Petermans, A. and Cain, R. eds., 2019. *Design for wellbeing: An applied approach*. Routledge.

Tseklevs, E. and Cooper, R., 2017. Design for health: challenges, opportunities, emerging trends, research methods and recommendations. In *Design for health*: 388-408. Routledge.