



## 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

<b>Awarding institution:</b>	Royal College of Art
<b>Programme title:</b>	MRes Healthcare and Design
<b>Award:</b>	Masters of Research
<b>Qualification framework level:</b>	Level 7
<b>School/Department or equivalent:</b>	School of Design & Imperial College London
<b>Programme duration:</b>	2-years
<b>Total UK credits:</b>	180 credits
<b>Mode of study:</b>	Part time/ Burst-mode
<b>Partner(s) (if applicable):</b>	Imperial College London
<b>Date valid from/to:</b>	2020-21

### 2. Programme Philosophy

The MRes in Healthcare and Design is an interdisciplinary programme that draws on the complementary knowledge and expertise of the Imperial College London medical school, RCA-Imperial Helix Centre based at St Mary's Hospital, the Helen Hamlyn Centre and the Royal College of Art's School of Design. The programme is offered part-time over two years with 8 individual weeks of intensive teaching (four blocks of two weeks). The programme runs alongside an MSc programme awarded by Imperial College London. The RCA programme is aimed at a broad range of entry disciplines including designers interested in developing postgraduate expertise in design led innovation for the healthcare sector. The majority of modules (six out of eight modules) are shared between the two programmes, with two introductory modules designed specifically for each cohort to introduce the principles of healthcare and design respectively.

The two separate programmes build on the partnership between Imperial and the RCA exemplified by the HELIX Centre, a design studio in St Mary's Hospital bringing designers and clinicians together for the first time to solve healthcare challenges. A key objective of the HELIX Centre is to catalyse more innovative approaches to healthcare service delivery with better design and planning, more efficient use of resources and greater focus on patient need. This programme will equip students from a wide range of professional practice backgrounds with the tools and techniques to instigate and lead innovation in healthcare systems, services and spaces. Graduates from the MRes programme have moved on to institutional, commercial and doctoral healthcare destinations.

### 3. Educational Aims and Outcomes of the Programme

#### Programme Aims

- To educate and train design-led innovators who can develop significant strategic design and product led innovations to improve healthcare and wellbeing
- To introduce designers to the operation of the healthcare context through the example of the NHS
- Encourage ambitious innovative thinking in tackling healthcare issues
- Support diverse career trajectories ranging from consultancy to healthcare institution professionals and research careers through to future MPhil or doctoral study
- To develop and broaden the field of design led innovation research in healthcare

The programme offers:

- The opportunity to develop an awareness of the role and value of design in solving healthcare challenges
- A multi-professional perspective on problem solving and the importance of clinical/ design team collaboration
- An awareness of the UK health system and the systemic challenges it faces to remain sustainable
- An environment in which to develop the skills to rapidly research, synthesise and prototype a solution to a healthcare challenge
- The opportunity to work alongside a world-class faculty, who can provide knowledge-based learning and encourage critical awareness of current issues
- A range of research techniques, tools and frameworks for use in the fields of design and innovation

### **What will I be expected to achieve?**

This programme meets the criteria for Level 7 FHEQ qualification. Modules 1 and 2 are FHEQ Level 6 as they are designed for students who do not have a background in the subject area. Throughout the modules, we have developed a programme allowing students to meet the criteria.

- Students will be exposed to a world-class faculty who can provide knowledge-based learning and encourage critical awareness of the current issues. They will be encouraged to translate this into their own professional practice
- Students will be taught a range of design research techniques, alongside business, behaviour change and leadership tools and frameworks that can be used in the field of design and innovation
- Students will all be expected through their assessments to critically appraise current research and frameworks for innovation; and evaluate methodologies, ultimately developing their own healthcare innovation to be tested in the practice led major research project comprising of design project work and thesis.

Students will be expected to develop their skills, including collaborative multidisciplinary working, decision-making, continuing professional development and problem solving amongst others transferable skills

### **Programme-Specific Learning Outcomes**

1. Demonstrate an awareness of the role and value of design in solving healthcare challenges (as well as in broader society)
2. Demonstrate an awareness of the UK health system and the systemic challenges it faces to remain sustainable

3. Gain a multi-professional perspective on problem solving and the importance of clinical/design team collaboration
4. Develop the skills to develop a business case and business model for an innovation, considering market and financial analysis; and be able to apply different theoretical models of innovation, explaining why some innovations succeed and other fail
5. Develop the skills to rapidly research, synthesise and prototype a solution to a healthcare challenge
6. Understand behavioural economics and how to apply that to design projects in order to maximise impact. This includes understanding the role of physical products and the environment in shaping people's behaviour
7. Gain a multi-professional perspective to the different design disciplines, understanding when each might be applied and how
8. Demonstrate understanding of academic and design research methodologies and how they can be used to shape solutions; as well as test their effectiveness
9. Use the new Emerging Language of Leadership as one's natural self-expression regardless of the challenges with which one is confronted
10. Build on presentation and teamwork skills appropriate to Master's level

#### 4. What will I learn?

##### Programme Structure and Curriculum

<b>Part 1 Year 1)</b>					
<i>Part-time (Year One)</i>	<i>Pre-session</i>	<i>Term One</i>	<i>Term Two</i>	<i>Term Three</i>	<i>Term Four</i>
Core Modules	0	2	2	0	0
Elective Modules	0	0	0	0	0
Projects	0	0	0	0	0
<b>Part 2 (Year 2)</b>					
<i>Part-time (Year Two)</i>	<i>Pre-session</i>	<i>Term One</i>	<i>Term Two</i>	<i>Term Three</i>	<i>Term Four</i>
Core Modules	0	2	2	0	0
Elective	0	0	0	0	0

Modules					
Projects	0	1			

Module 1: Design led innovation in healthcare  
Module 2: Principles of design & innovation  
Module 3: Health Research Toolkit  
Module 4: Helix Design Dash  
Module 5: Innovation in Healthcare  
Module 6: Design for Behaviour Change  
Module 7: Health Business Toolkit  
Module 8: Leadership

## Curriculum Map

Module List											
Title	Core/ Elective	Year	L&T Hours	Ind. Study Hours	Place- ment Hours	Total Hours	% Written Exam	% Course- work	% Practical	FHEQ Level	ECTS
1. Introduction to principles of design and innovation (RCA)	Core	1	24	163.5	0	187.5	0%	70%	30%	6	7.5
2. Introduction to design led innovation in healthcare (RCA)	Core	1	24	163.5	0	187.5	0%	70%	30%	6	7.5
3. A health research toolkit (Imperial)	Core	1	24	163.5	0	187.5	0%	70%	30%	7	7.5
4. Design dash (Imperial)	Core	2	24	163.5	0	187.5	0%	70%	30%	7	7.5
5. Innovation (Imperial)	Core	2	24	163.5	0	187.5	0%	100%	0%	7	7.5
6. Design for behaviour change	Core	2	24	163.5	0	187.5	0%	70%	30%	7	7.5

(Imperial)											
7. A health business toolkit (Imperial)	Core	1	24	163.5	0	187.5	0%	70%	30%	7	7.5
8. Leadership (Imperial)	Core	2	24	163.5	0	187.5	0%	100%	0%	7	7.5
9. Project	Core	2	24	750	0	750	0%	70%	30%	7	30

## 5. How will I learn?

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

### Scheduled Learning & Teaching Methods

For the Autumn term 2020, teaching will take place online with students being given on-campus access through two-week sessions for those who choose this. Students will be exposed to world leading experts and facilities from both Imperial and the RCA, and will also have the opportunity to participate in a range of formative and summative assessment individual and group activities.

Teaching will include:

- Interactive lectures
- Seminars
- Tutorials
- Case-based discussions
- Practical workshop sessions

### eLearning & Blended Methods

Teaching modules will offer students the opportunity to advance their learning, achieve the specified learning outcomes and demonstrate their progress. E-learning will include:

- Pre-module activities
- Group discussion boards
- Other relevant module-related materials

### Project and Placement Learning Methods

Research project (students will be encouraged to take this in their workplace with support from employers) under supervision from their supervisor.

## 6. Assessment and feedback

### General

<i>Programme Component/Element</i>	<i>ECTS</i>	<i>% Weighting</i>
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Year 1 Core Component (4 x core modules – 25% each)	30	33%
Year 2 Core Component (4 x core modules – 25% each)	30	33%
Research Project (consisting of a max 12 000 word dissertation - 70% and oral presentation - 30%)	30	34%
Total		100%

### Marking Scheme

A student must:

- Achieve a mark of at least 40% in each assessment
- Achieve an aggregate pass mark of at least 50% (Satisfactory) in each module for Year 1 Core Component
  - Students may be condoned in one module with an aggregate mark of 45%
- Achieve an aggregate pass mark of at least 50% (Satisfactory) in each module for Year 1 Core Component
  - Students may be condoned in one module with an aggregate mark of 45%
- Achieve a mark of 50% (Satisfactory) in both elements in the Research Project (report and presentation)

**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 MRes degree you need to gain 180 credits at level 7 of the Framework for Higher Education Qualifications (FHEQ). This will involve successfully completing all units.

If you fail a unit at the first attempt, you will be offered an opportunity to resit the unit. If you are successful you will be awarded the credits for that unit. If you are unsuccessful, you cannot progress further in your programme.

Exit Award:

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/healthcare-design-mres/requirements>