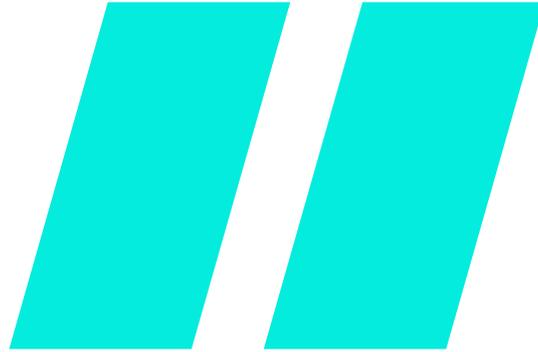


RSA

# Pupil Design Awards

Brief pack  
2023–24





I feel that the skills I have learnt and the problems that we overcame have really **benefited me in becoming more confident within myself.**

**Finalist, Pupil Design Awards**



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# Introduction

**C**alling all pupils and educators, at the RSA, we are working towards a world where people, places and the planet flourish in harmony. And we need your creative potential to help weave the tapestry of our collective future!

Through our incredible projects, research, and collaborations, combined with our 31,000 strong global Fellowship, we have long created the conditions for transformative ideas to be spun. This year is extra special as it's the 100th year of our Student Design Awards and the 10th year of Pupil Design Awards.

We hope you take this opportunity to lace your ingenuity with the world's longest running design competition. Can you apply your learning to create innovative, life-centric solutions that address real-world social and business challenges? By taking part, you'll be joining a century-strong alumni of forward-thinking changemakers.

No matter your life experience or what you're into – media, geography, robotics, philosophy, theatre, activism - we hope you are inspired by these challenges and know you are invited to join. In fact, it's only through braiding together multiple perspectives and talents that we will be able to design solutions that mend the world's fabric.

This year's awards offer the chance for pupils and educators to:

- Learn about important social and environmental issues.
- Figure out how to use critical thinking and design approaches in practice.
- Join the RSA's mission to regenerate people, places and planet whilst discovering the character building, life-centric capabilities we all can bring.
- Work on ideas that make sense for your community and the environment around you.

For the past 100 years, the RSA's Design Awards have launched many prestigious careers. By getting involved, you're not just shaping your own future but also becoming part of a global movement for a better tomorrow.

The challenges we have this year are pretty exciting and we hope give you a chance to shine:

- 1. In your skin:** How might we increase the skin confidence of every young person to enable their unique identity to flourish?
- 2. Caring culture:** How might we improve the lives of older adults and their carers by encouraging and enabling better cultures, and higher standards, of care?
- 3. Smart Earth:** How might we inspire communities to draw on ideas from nature and the benefits of modern technology to address the local impacts of climate change?

## About the Pupil Design Awards:

The RSA Pupil Design Awards is a free UK-wide design awards programme for pupils aged 11-17. Pupils are encouraged to use their creativity and imagination to tackle real challenges facing people and the planet. Schools are provided with lesson plans, training, and mentors to support participation. Teams or individuals submit design proposals and material explaining how they approached their problem. All submitted proposals will receive feedback from expert reviewers and will have their proposal profiled on the RSA website.

**The 2023-24 RSA Pupil Design Awards are brought to you by:** The Comino Foundation with additional support from the Rayne Foundation and Fixperts.

We know amongst you there is an abundance of potential, appetite, and determination to address the challenges of today and paint tomorrow with hope.

We can't wait to see what's in store this year!

Anna Markland, Head of Innovation  
and the Design Awards Team

# Awards timeline

## November

### **Awards launch**

New briefs and resources are uploaded on to our website, and registration is live.

## Nov - Dec

### **Education engagement**

Engagement opportunities including teacher workshops.

## Feb - Mar

### **Mentor visits**

Support on your proposals from professional designers and former winners of the Student Design Awards.

## Late March

### **Submissions open**

Online submission platform opens for teachers to upload their pupils' work.

## Late April

### **Submissions close**

Online submission platform closes. We will provide updated timelines as the year progresses.

## May

### **Evaluation**

All entries will be reviewed by experts who provide invaluable feedback to students.

## June

### **Awards ceremony**

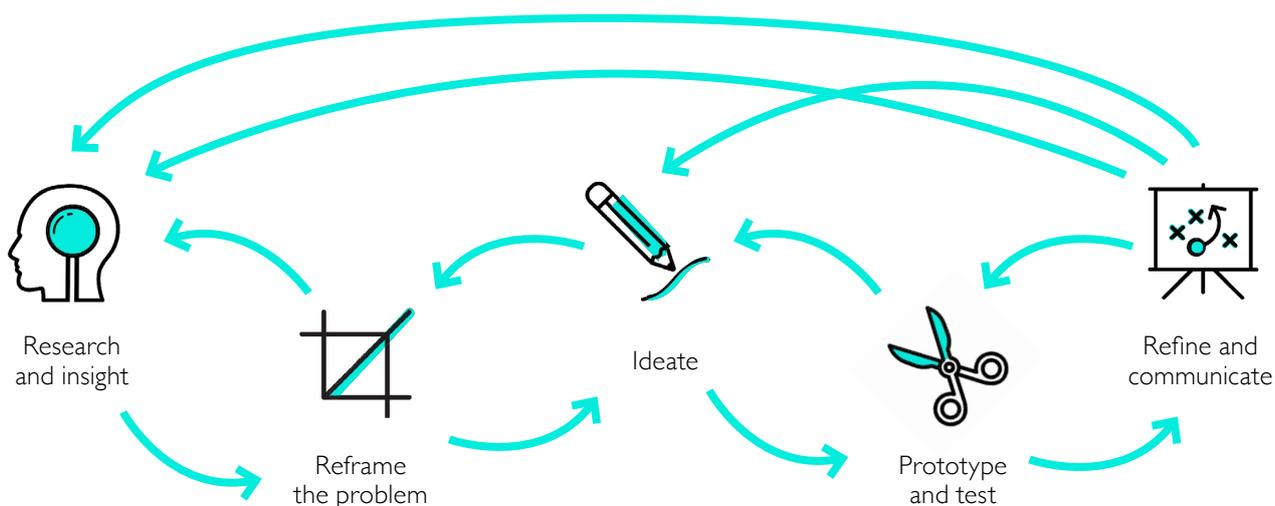
All entrants will receive an award and special commendations will be invited to an awards day celebration at RSA House.

# How to think like a designer

**Design thinking** is a process and a mindset used to tackle complex problems. It can help us explore new alternatives and to imagine and bring to life ideas that didn't exist before. It offers us an opportunity to design with communities, to deeply understand the people we're looking

to support, to be creative, and to come up with new answers that respond to people's needs and motivations. It is a flexible and non-linear process, where you can go back and forth as many times as you need to reach an idea that addresses the problem you have identified.

## The non-linear design thinking process



## What is a design brief?

You'll receive a design brief at the start of your project to give guidance and focus, whilst leaving room for open ended, creative responses. A good brief helps frame the challenge you are being asked to explore and provides detail on important considerations and key information.

Once you have your design brief, you can then apply your design thinking and start on your design journey. Make sure that throughout your project you constantly refer back to your design brief to ensure your proposal is responding to the challenge you have been set.

### Mentor Tip:

The communication of your proposal on the six boards is key. We suggest sketching out rough versions of each board to develop as the Awards go on. Start early and treat it as a live document!

## What is a design proposal?

You'll be submitting a design proposal at the end of your project once you have completed your design journey, to summarise your idea and communicate it to others. Make sure your proposal responds to each area of the submission criteria.

Stories are the most powerful way to communicate your proposal and your experience of the design journey. Think about how to get your audience interested in your idea and craft a short, engaging story focusing on the most important aspects of your proposal. For example: name the brief you've explored, describe what inspired your idea, your key findings from your research, how it responds to the needs you learnt about and explain how you have tested and developed your proposal further.

A good design proposal brings your idea to life, communicates its value, and explains how it makes a positive difference to the natural world or people involved.

# How to approach the briefs

## Applying a design thinking approach:



### **Research and understand people's needs and motivations:**

Undertake primary research to help understand the needs and motivations of the people affected by the problem posed in the brief. This could be done in different ways, such as through interviews, conversations, observation and stories. Make sure you capture your findings (what does the research say?) and insights (what did you learn? This can include patterns or behaviours that might lead to ideas).



### **Reframe the problem:**

Choose a specific problem within the brief that you would like to solve and consider your audience. Who is currently affected by this problem? They will be your partners in this process. When applying design thinking, we focus on people as the source of inspiration and direction for our ideas.



### **Ideate:**

Let your imagination flow and explore lots of ideas that address the problem in the brief (don't be afraid of including silly ideas!). Once you have come up with as many ideas as you can, you might want to focus on one or two that seem interesting and original.



### **Prototype and test:**

Experiment and develop your idea further and try to make it visual and tangible. For example, make a drawing that explains a process or create a product out of cardboard. Share your proposal with your audience and gather lots of feedback. Iterate your idea based on that feedback. Your audience will help you to improve your proposal and make it even better.



### **Refine and communicate:**

Once you have modified your proposal, refine how to present it. In particular, consider the way you are going to communicate and think about following this structure: what, how, for whom, and why. How will your idea work in the real world?

# How to approach the briefs

## Tip from RSA Pupil Design Awards mentors:

In certain circumstances it may be difficult to conduct detailed primary research in your local community, however you can always speak to friends and family to gain insights, just ensure you demonstrate how it fits into your design thinking process. For example, have you reframed the problem based on speaking to somebody? Have you asked for feedback after prototyping and testing your idea?

The key is to find the balance between the big, broad issues and small, laser-focused practical ideas. We encourage pupils to locate specific problems in their findings gathered through their research. Specific problems will have connections to wider issues and if you can demonstrate this when communicating your idea, it will be a more powerful submission.

The Pupil Design Awards' briefs are challenging and contain multiple problems within them. We're not expecting you to develop one single proposal that solves everything, the experts are interested in understanding your design thinking process and that you've considered the evaluation criteria throughout your project.

We understand in some of your proposals you may be incorporating new technologies. We encourage you to think about the intended impact that underlies the technology, rather than the specific detail of how it's made. Make sure you communicate this impact on your boards!

Every year we receive a lot of submissions focused on apps. Apps can be a great approach if your research and feedback have led you towards that outcome. However, we encourage you to explore a variety of options – proposals could be workshops, services, campaigns or anything you can imagine, be curious and explore!

Remember the design thinking process is non-linear, you can go back and forth between the different stages. Judges want to see multiple initial ideas from your research and prototyping, show them you've developed your proposal. Iteration is crucial to the process.

# Design thinkers are...

## unlike other

## problem solvers

*we tinker and test, we fail early and often*

*and we spend a surprising amount of time*

*not knowing the answer to the challenge at hand.*

# And yet, we forge ahead.

### We're

optimists

**&** makers,

experimenters

**&** learners

### We



iterate,

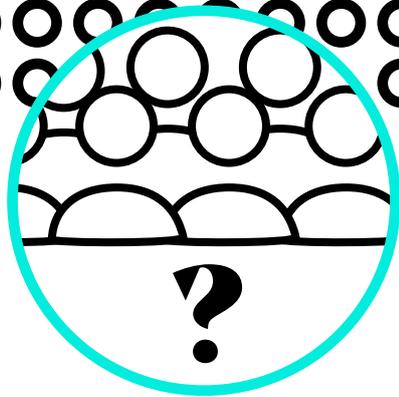
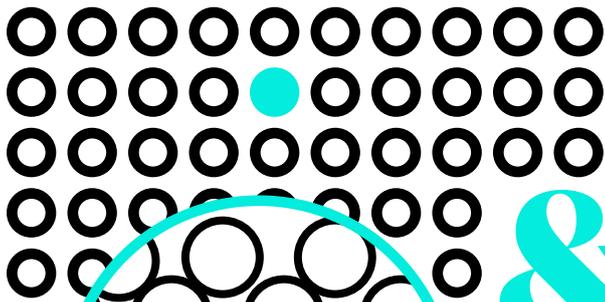


empathize



we look for inspiration  
in unexpected places

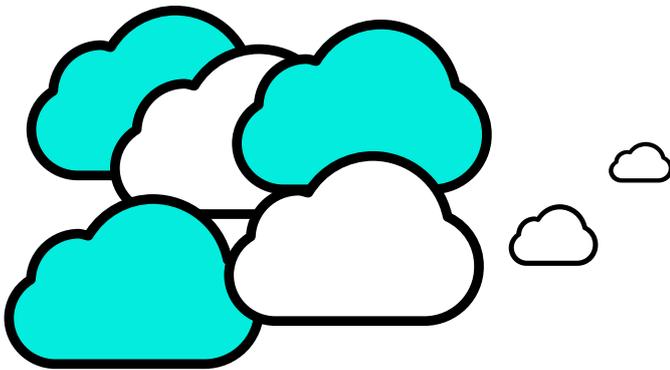
# We believe that



a solution is out there

that by keeping focused on the people we're designing for and asking the right questions,

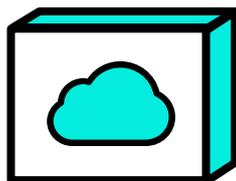
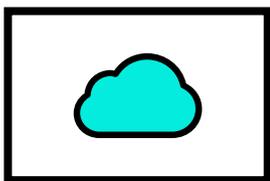
**we'll get there together.**



**We dream up lots of ideas,**

some that work and

*some that don't.*



**We make our ideas tangible**

so that we can test them,

**and then we refine them.**

## In the end, our approach amounts to

wild **creativity,**  
a ceaseless **push to innovate**



**a confidence that leads us to solutions**

**we'd never dreamed of when we started.**

# Designing for life

**The RSA's mission is to enable people, places and the planet to flourish in harmony. We do this by uniting people and inspiring ideas in collective action to regenerate our world. We call this approach life-centric innovation.**

## What does it mean to be life-centric?

We currently live in a time where humans are greatly disconnected from nature, and this disconnect has led to complex, interdependent or 'nested' problems. We need to rediscover our relationship with the natural world to help us solve these big problems, and thus designing solutions that actively consider the system we live in.

Life-centric practices are actions, ideas, and behaviours that restore and proactively increase the collective health and wellbeing of individuals, communities, and planet. We want to move beyond 'do no harm' (the goal of sustainability) to actively 'do more good'.

## How is this underpinned by a life-centric mindset?

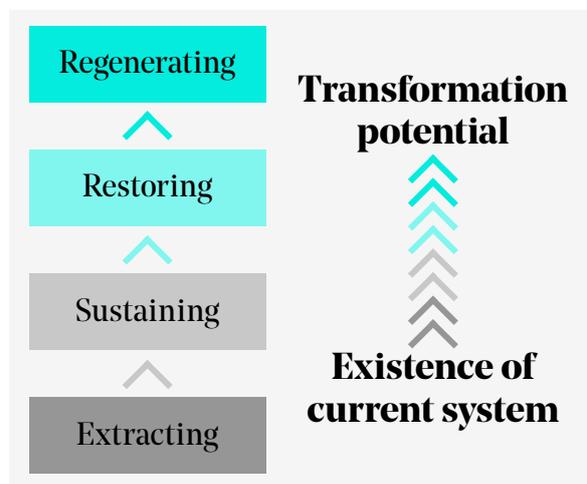
A life-centric mindset is where you see yourself as part of a whole living system, in which humans and the natural world are treated as equals. In this approach we see all systems around us – be it economic, natural or human – as living, evolving systems that have their own potential to develop and grow, given the right space and opportunity.

A life-centric mindset means we care about all life, past and present, so we consider our impacts on the generations to come. We focus on our connection to nature and how we can integrate into natural cycles and dynamics. It includes understanding needs instead of jumping to solutions, and using what is already in existence first.

This mindset shift is from an 'ego' mindset (where we focus on competition and self-success through controlling resources) to an 'eco' mindset (we focus on collaboration and empowerment to build the wellbeing of others and the planet).

## Want to find out more? Start by:

- Joining our [workshop series](#).
- Reading the RSA's blog on [life-centric from human-centric: a shift in mindset](#) or [six perspectives towards a life-centric mindset](#).
- Watching this [short intro to Regeneration](#).
- Listening to any episode of the [RSA Regeneration Rising](#) podcast.



## How can I develop my life-centric capabilities?

We all have the capacity to think life-centrally and to strengthen this way of thinking until it becomes a deeply ingrained habit. Developing specific capabilities that focus on strengthening our relationships between ourselves, others and the planet are key to helping us shift our mindset.

You might display some of the capabilities if you:

- Expand your sense of who we can collaborate with to include nature as a team member.
- Consider the wellbeing, feelings and experiences of those with whom you want to design solutions.
- Be curious about what you can learn from others, nature, and uncover new knowledge to help improve the world.

These capabilities are developed simultaneously through activities and thinking that builds on each other through time. Participating in the Design Awards helps to grow these skills through engaging with real-world issues creatively, testing your ideas and navigating challenges, and building connections with your local community.

## Brief 1:

# Caring culture

## How might we improve the lives of older adults and their carers by encouraging and enabling better cultures, and higher standards, of care?



### Background

- The Covid-19 pandemic brought carers and the important work they do into the spotlight.
- Care covers a wide range of things, including assisting with daily activities, helping people to maintain independence, and making social interaction easier.
- Family, friends, and neighbours often do care work without any pay, unlike professional care workers who do this for a living (including people like nurses).
- Care work is more important than ever. By 2050, it is estimated there will be about [2 billion people aged 60 or over](#). This means that more people are likely to experience illness and physical injuries that require care.
- Changes in family structure and the increasing diversity of older populations also means there will be greater need for care services. For example, the UK has around 1.2 million people aged 65 and over who don't have children to support them. Many of these older people are likely to be disabled or from the LGBTQIA+ community.
- There is a greater demand for care work while the care sector is experiencing a crisis in staffing.
- Even well-funded healthcare systems are struggling to provide proper care, with individuals and families having to pay for their own costs.
- Carers themselves suffer from poor mental and physical health, with [60 percent of unpaid carers reporting long-term health conditions or disabilities compared to 50 percent of non-carers](#).
- [Unpaid carers](#) are also more likely to live in poverty than people without caring responsibilities, while Black, Asian and ethnic minority carers are most likely to be struggling financially.
- Women, migrants and those from minority ethnic groups are more likely have unpaid caring responsibilities and are overrepresented in the social care workforce, so feel these challenges more than other groups.
- The unique skills of professional and unpaid carers are often not recognised in the same way as other forms of work. Professional and personal support for carers is often lacking.
- Despite these challenges, there are inspiring examples of good cultures of care based on principles of choice, quality, fairness, and proper recognition of carers.

## How to approach the brief

- Consider the contexts, needs and desires of older adults when it comes to care. This might include looking at 'age-friendly' approaches and ideas that support people staying independent and in their own home.
- What beliefs does society hold about carers and old people? How can we tell stories that celebrate and value carers and the people they care for? How do other cultures respect older people and what might we learn from them?
- How might your proposal relate to different areas of the care system? For example, how do things like class, disability, ethnicity, and gender affect carers and the people they care for?
- How can you ensure that your proposal will last for a long time? Instead of a single product, you might want to think about how you could design services to benefit carers and the cared for over many years.
- What about geographical location and other barriers? For example, you might want to think about the experience of people in rural areas with fewer transport links, people who have mobility challenges, or migrants who have limited English.
- When coming up with your idea, make sure to consider lots of different perspectives and skills. Could you talk with older adults and carers in your local community? Or leaders in voluntary or faith organisations? Who else might be important for you to learn from?
- Remember: we are not asking you to solve the entire issue in this brief! We'd like you to find one problem through your research that you feel you can address through a design proposal.

Your response could be inspired by:

- **Innovative care models:** like [Buurtzorg](#) and Social Finance's [Enhanced Dementia Care Service](#).
- **Social enterprises:** [GoodLifeSorted](#), [Tresacare](#), the [Equal Care Co-op](#) and [Share my Home](#) all combine profit with purpose.
- **Micro accreditations:** a [digital badging system](#) that awards and recognises care workers for their unique skills.
- **Technology:** soft robotics, exoskeletons and smart walkers potentially allow those with mobility issues to remain in their own homes rather than requiring residential care. [Robots can offer companionship](#) and interaction with older people, which might slow the onset of dementia. [MiiCare](#) is an integrated technology system enabling older adults to live independently for longer. The [Carer's UK app](#) manages all aspects of caring.

## Brief 2:

### In your skin

# How might we increase the skin confidence of every young person to enable their unique identity to flourish?



## Background

- Everyone should feel confident, safe, and able to celebrate the skin they are in. This can be described as 'belonging', which means you feel valued because of who you are and feel an affinity to a community as a result.
- Despite perceived beauty standards, there is no 'normal' and it's important for everyone to find what works for them.
- Skin confidence and inclusivity is a challenge that spans generations. However, young people's approach to appearance and beauty is becoming more centred around [identity](#) and personal expression.
- Being confident with your identity and confident in your own skin is a constant challenge; [52 percent of 11-16-year-olds](#) regularly worry about their appearance and 36 percent said they would do 'whatever it takes' to look good.
- While social media provides a platform for self-expression and connection, it can also set unrealistic expectations. [A survey with 14-24-year-olds in the UK](#) found that Snapchat, Facebook, Twitter and Instagram all led to increased feelings of depression, anxiety, poor body image and loneliness.
- Perceptions of beauty constantly change and vary across the world, differing between cultures and individuals. While skin tanning products are seen positively in the UK, skin lightening products, as used in other parts of the world, are often seen negatively.
- Certain innovations and treatments don't work for all skin types. For example, in many cultures people strive for 'perfect' skin with no sign of hair, resulting in laser hair removal. Due to the technology used, these treatments can have harmful effects, such as burning or scarring on people with darker skin.
- This is mirrored in health and medicine where current systems aren't supporting skin professionals to treat all their patients equally effectively. This is due to lack of scientific knowledge and gaps in our understanding of different skin types across cultures and ethnicities.
- How might we also ensure those who have long-term skin conditions like vitiligo, psoriasis, eczema and keratosis pilaris also feel as confident as possible in their skin?
- We all hold multiple identities: cultural, racial, familial, professional, and more. Accepting, and celebrating our uniqueness helps us all to grow confidence. It's time to change the narrative and talk about skin in a way that celebrates everybody.

## How to approach the brief

- Skincare products don't have to be ones that we apply to our skin (like creams). Things like shavers or even the material of our clothes can affect our skin health.
- Traditionally, skin products have been designed for specific identities. However, the way people express their identities is complex. How might your proposal celebrate different identities like gender, sexuality, age, ethnicity, disability, culture, and more?
- How can you involve your wider community in making your proposal? Talking to people, including them in creating ideas, and asking for advice can all help to make sure your proposal represents everyone. How can you bring together a wide range of ideas and experience in coming up with a proposal?
- Skin safety is important and it's critical that skincare is based on scientific evidence. How can your proposal build on scientific evidence to avoid harm? How might your proposal support individuals to access and understand trusted scientific evidence that means people feel safe in their skin? You can refer to the [Skin Health Alliance](#) website for advice.
- How can you make sure that your proposed solution is accessible to everyone? Think about what barriers your audience might face in having skin confidence. How can you change people's ideas and prejudices about skin and identity?
- Be open-minded, creative, and curious! Your solution can take many different forms, as long as it plays an active role in helping people to improve their skin confidence.
- Remember: we are not asking you to solve the entire issue in this brief! We'd like you to find one problem through your research that you feel you can address through a design proposal.

For the purposes of illustration only, viable responses could include:

- An online community group for people who don't feel represented in mainstream media – allowing them to share their personal experiences and skincare journeys to raise awareness around skin diversity.
- A national festival of skin, that celebrates the beauty of skin diversity and invites participants to challenge misconceptions.
- A digital art project that allows people to anonymously upload images of their skin conditions to build a living portrait of our collective skin, seeking to question what is normal.

## Brief 3:

# Earth smart

## How might we inspire communities to draw on ideas from nature and the benefits of modern technology to address the local impacts of climate change?



### Background

- The climate emergency is already reshaping communities worldwide. We are [not on track to limit warming to 2.5°C by the end of the century, let alone the 1.5°C set out in the 2015 Paris Agreement](#).
- Even a small rise in global temperatures can have big impact on both people and planet. It can make things like natural disasters, food shortages, and human conflict more likely.
- While the climate crisis is a global threat, its impacts aren't experienced equally. Unfortunately, those who have contributed least to the ecological changes are often the ones who suffer the most severe consequences.
- Individuals and communities should feel able to respond to, and overcome, the local challenges of climate change they are experiencing. Local communities can tap into unique knowledge, resources, and a profound understanding of their own needs. How can we combine their insight and experience with inspiration from nature and technology to best respond to the challenges they face?
- First, we might turn to our oldest source of wisdom – Mother Nature. One way of responding to the climate crisis might therefore be through nature-based solutions. (NBS) The [Nature-based Solutions Initiative](#) defines these as 'solutions to societal challenges that involve working with nature to deliver benefits for people and biodiversity'. They see nature as a potential partner in combating climate change.
- NBS can address a range of challenges, from protecting and restoring fragile ecosystems to creating greener cities. For example, [planting new trees](#) has been used to help reduce run-off and flooding in vulnerable areas. [Planting trees in cities](#) can also help to keep urban areas cooler during intense heatwaves associated with global heating.
- Closely related to NBS is the concept of biomimicry. The [Biomimicry Institute](#) defines biomimicry as 'a practice that learns from and mimics the strategies found in nature to solve human design challenges'. It links science and technology with art and design to create novel solutions, perhaps by mimicking a natural form or shape defines biomimicry as 'a practice that learns from and mimics the strategies found in nature to solve human design challenges.'
- Biomimicry and nature-based solutions both emphasise learning from, and using, nature to design more sustainable and effective ways of mitigating climate change. They can help enhance sustainability, promote ecological resilience, and create a healthier relationship between humans and the natural world.

- Whilst technological progress has undoubtedly had negative impacts on the environment, it can also be used to enhance natural ideas. AI, for example, can analyse data and information about the world around us and potentially guide us in spotting trends in climate change so that we know where to put NBS or help architects to make energy efficient urban environments. [New materials](#) and approaches can lead to homes, clothes and public spaces that are restoring local ecosystems. Virtual reality, TV, social media and online games can bring climate action to new audiences in an engaging and interactive way. For example, climate action organisation Count Us In teamed up with Netflix film [Don't Look Up](#) to create an online platform to help people learn about what they can do to tackle climate change.

## How to approach the brief

- Identify a pressing climate challenge a community you are a part of, or know well, is facing. This can be in your own local area, or might be somewhere else in the world. The challenge could involve tackling the degradation of a local environment, promoting sustainable practices, or dealing with extreme changes in climate or the weather.
  - Your issue might be environmental, such as flooding or extreme heat, but it could also potentially encompass more social issues. For example, we know that green spaces mitigate the effects of climate change and encourage biodiversity, but they also [contribute](#) to improving our health and wellbeing, and potentially even help to build stronger community relationships. Could you use nature to improve people's lives in general, not just in relation to the climate crisis?
  - Once you've identified a specific problem, think about the sort of solution you might want to use. How could you use the local environment or natural solutions for your idea? And could they be combined with technologies like big data, computer science, new materials or social media?
  - We encourage you to collaborate with people who come from multiple disciplines and perspectives to address the challenges within this brief. How can you create a diverse team, perhaps that touches on different aspects of STEAM (science, technology, engineering, arts and maths)? How can your idea be informed by knowledge of (local) geography, history and the political context? Who are the 'village elders' or key changemakers of the community you are designing for and how might you get to know them?
  - When developing your solution, think carefully about the people who might interact with it in order to make it as inclusive as possible. You will want to consider things like their age, ethnicity, or whether they have a disability. In the design phase, it can pay to consult your target audience about the proposed solution. Can you potentially involve them as co-creators?
- Your response could be inspired by:
- One classic example of biomimicry design which involves the invention of Velcro. In the 1940s, when an engineer named [George de Mestral](#) was hiking in the French Alps, he noticed that cockleburs, a type of plant, were sticking to his trousers and his dog's fur. When he later put the cocklebur under the microscope, he noticed that they were covered in hundreds of tiny hooks which were perfectly designed to latch onto surfaces. He took this as inspiration for a product that is today widespread.
  - The [Broughton estate in Yorkshire](#) which is undertaking an ambitious rewilding scheme over 440 hectares that encompasses the planting of 230,000 trees. This will diversify the local ecosystem and reconnect residents and visitors with local wildlife. The estate also aims to improve wellbeing through schemes like woodland foraging and wild swimming.
  - AI that is currently being used to track birdsong in Australia, helping communities and scientists how bird populations are changing and being affected by climate change.

# Evaluation criteria

## **Your proposals will be evaluated based on the following criteria:**



### **Social and environmental impact:**

- How does the proposal make a positive difference for people and/or the natural world?
- How does the final proposal consider diverse needs and equitable ways to meet those needs?
- How does the proposal engage with the local community in its chosen context?
- How does the proposal consider using materials, processes, and resources in a sustainable way?



### **Rigorous research and compelling insights:**

- Has the pupil/team undertaken first-hand research by identifying the needs and motivations of people affected by the problem in your brief?
- Has the pupil/team conducted research into the wider context of the problem on the internet or through reading material?
- How does the proposal build on key insights grounded in people's needs and motivations, and gained through wider research?
- How does the proposal incorporate feedback and testing through prototyping and iteration?



### **Viability:**

- Has the pupil/team considered how the proposal will work in practice?
- Has the pupil/team considered the cost of the proposal and how it might be funded and sustained?
- Has the pupil/team identified any potential barriers that might prevent the proposal working in practice? How might these be overcome?
- Has the pupil/team considered how they would measure the success of their proposal if it became a reality?



### **Creativity and innovation:**

- How is the proposal different from existing solutions? How might it be better or more useful?
- What unexpected or surprising elements are included in the proposal? What value do these add to the idea?

# How to submit your work

You may work as a team or individually. To submit your work into the RSA Pupil Design Awards you will need to present your proposal on **six A3 boards**. These six boards need to tell the story of your design thinking process from research to final

idea. The reviewers will be looking for the story of how your design developed over time. When the experts first look at your work, you won't be there to explain it, so your six boards need to do all the explaining for you!

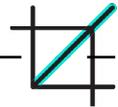
## The six boards:

### 1. Research



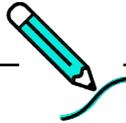
- What design brief are you tackling?
- What research have you done to investigate the challenge and understand how the people/environment are affected?
- How did you conduct some primary research to understand the issue better?

### 2. Findings



- What is the specific problem you are focusing on?
- What were your key findings from your research?
- What were your insights from your research?

### 3. Ideation



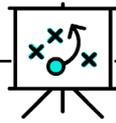
- How have you explored potential ideas?
- What ideas did you decide to explore further?
- What was successful/unsuccessful about them?

### 4. Testing & Development



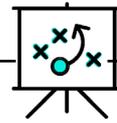
- How did you test your idea?
- Who did you ask for feedback?
- How did you incorporate feedback into your proposal?

### 5. Impact



- How could your proposal work in the real world?
- What could be the challenges you might face when putting your proposal into the real world?
- What positive impact will your proposal have?

### 6. Final Idea



- Tell us about your final idea in one statement.
- Who is your proposal aimed at and why?
- What makes it different to existing solutions?

# Glossary

**Accessible** - able to be reached or obtained; easy to understand

**Affinity** - a liking or sympathy for someone or something

**Audience** - the people who your design proposal is aimed at. It's almost impossible to come up with an idea that will be able to help everyone, so it's often better to focus on a specific group of people with a specific problem and to design a proposal for them.

**Baby boomer** - a term used to describe the generation of people who were born between 1946 and 1964. After World War II there was a sudden spike or 'boom' in the number of babies born.

**Campaign** - a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change.

**Circular economy** - a circular economy is based on the principles of designing out waste and pollution, keeping products and materials in use, and regenerating natural systems.

**Climate crisis** - a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

**Co-design** - to actively work with community members or people affected by social issues to influence the design of a product, campaign, or service.

**Cost of living crisis** - here the prices of essential items like food, fuel, and energy are increasing faster than peoples' wages leading to people struggling to afford essential living costs.

**Dermatologists** - Doctors who study and treat skin diseases

**Design thinking** - design thinking is a process and a mindset used to tackle complex problems. It can help us explore new alternatives and to imagine and bring to life ideas that didn't exist before.

**Disability** - an illness, injury, or condition that makes it difficult for someone to do some things that other people do, and that is usually permanent or lasts for a long time.

**Diversity** - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

**Equitable** - something that is equitable is fair and reasonable in a way that gives equal treatment to everyone.

**Equity** - recognising that we do not all start from the same place and must acknowledge and readdress imbalances, in contrast to equality which means providing the same to all.

**Ethnicity** - a large group of people with a shared culture, language, history, set of traditions, etc., or the fact of belonging to one of these groups.

**Evaluation criteria** - are the set of guidelines that judges will follow when looking at your work so they can evaluate it in a fair and equal way, especially when comparing different projects.

**Generations (or sometimes cohorts)** - groups of individuals who were born around a similar time.

**Gender inequality** - the legal, social, and cultural situation in which gender determines differences in access to or enjoyment of rights among people, as well as the assumption of stereotyped social and cultural roles.

**Flourish** - meaning to grow or develop successfully.

**Health** - a state of complete physical, mental, and social wellbeing, and not merely the absence of disease or sickness.

**Health tech** - includes any technology-enabled healthcare product and service that can be delivered or consumed outside of a hospital or healthcare professional's office.

**Human centered design** - Human-centered design is an approach to problem solving, commonly used in design, that develops solutions to problems by involving the human perspective in all steps of the problem-solving process

**Ideation** - the formation of ideas and concepts. As part of the design thinking process, ideation is the time to come up with as many ideas as possible before deciding which ones are the best ones to develop further.

**Inclusivity** - the fact of including all types of people, things or ideas and treating them all fairly and equally.

**Infrastructure** - the basic systems and services, such as transport and power supplies, that a country or organisation needs to function.

**Innovative** - meaning using new methods or ideas.

**Insight** – an accurate and deep understanding of someone or something. This is the key bit of information or perspective you gained about the problem you are tackling that will help you decide how to address the problem and come up with ideas.

**Integrated** – with two or more things combined in order to become more effective.

**Iteration** – a cyclic process of prototyping, testing, and refining your idea. Based on the results of testing the most recent iteration of a design, changes and refinements are made to improve it.

**Mentor** – an experienced person who is there to support and advise you throughout your design journey, maybe helping to give you a different perspective or try out something you hadn't thought of before.

**Misconceptions** – meaning a view or opinion that is incorrect because based on faulty thinking or understanding.

**Natural ecosystem** – a community of organisms, where each component interacts together as a unit through biological, physical and chemical processes. A natural ecosystem is one that exists in nature, independent of any human involvement.

**Natural system** – the physical and natural resources in our world and how they all interact together. A natural system is one that exists in nature, independent of any human involvement, but humans can damage natural systems through environmentally harmful actions.

**Perceived** – become aware or conscious of something; come to realize or understand.

**Perspectives** – a particular attitude towards or way of regarding something; a point of view.

**Planetary health** – the health of human populations and natural systems that we depend on. We have a collective responsibility to pass on a healthy planet to the generations who inherit the world after we are gone.

**Primary research** – research that you conduct for yourself, such as interviews or taking photographs of a space or situation, as opposed to consulting books or online research done by other people.

**Proposal** – A design proposal comes at the end of a project once you have completed your design journey, to summarise your idea and communicate it to others.

**Prototype** – the first, rough, working version of an idea which you can use to test and gather feedback to improve your idea.

**Reciprocal** – describes something existing, experienced, or done on both sides and in return. In regenerative design, it refers to the ways in which what we produce must give back to nature, instead of just taking from it.

**Refugees** – people who have been forced to leave their home country in order to escape war, persecution or natural disaster.

**Retention** – the action of keeping something rather than losing it or stopping it.

**Royal Designers for Industry** – an award given by the RSA to designers who have had a significant impact on their field of work.

**Secondary research** – research that has been conducted by others but which you use to inform your work. This can be reading a book, an interview, researching online or looking at photographs someone else took and the work they did to inspire you.

**Service** – a number of interactions and/or objects and technologies which all come together to provide something to the user. For example, sending a letter in the post or ordering something online and getting it delivered are both services made up of different parts.

**Social enterprise** – an organisation that aims to make money in order to serve a useful social purpose

**Social determinants of health** – non-medical factors that influence somebody's health; the conditions in which people are born, grow, work, live, and age.

**Sustainable Development Goals** – agreed in 2015 by the United Nations, designed to be a blueprint to achieving a better and more sustainable future for all.

**Sustainability** – using resources in such a way that they will continue to be available in the future and have minimal impact on the environment.

**Tangible** – real and not imaginary; able to be shown, touched, or experienced.

**United Nations** – a worldwide organisation, bringing countries closer together, helping them to solve international problems, and to meet common goals, including health and sustainability goals.

**Wellbeing** – the state of being comfortable, healthy, or happy. Simply put, it's about 'how we're doing' as individuals, communities, and a nation.

**World Health Organisation (WHO)** – a worldwide organisation founded in 1948 and based in Switzerland. It is part of the United Nations (the UN), and its aim is to look after the health and wellbeing of people around the world.



**The awards have been an amazing opportunity.** I've gained so much, including the experience of being interviewed which will help me in the future.

**Finalist, Pupil Design Awards**



RSA

# Pupil Design Awards

The Pupil Design Awards is a competition run by the RSA, a registered charity in England, Wales (212424) and Scotland (SC037784) © 2024

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