

**Glasgow School of Art Course Specification  
Course Title: Communication Design Studio 2A**

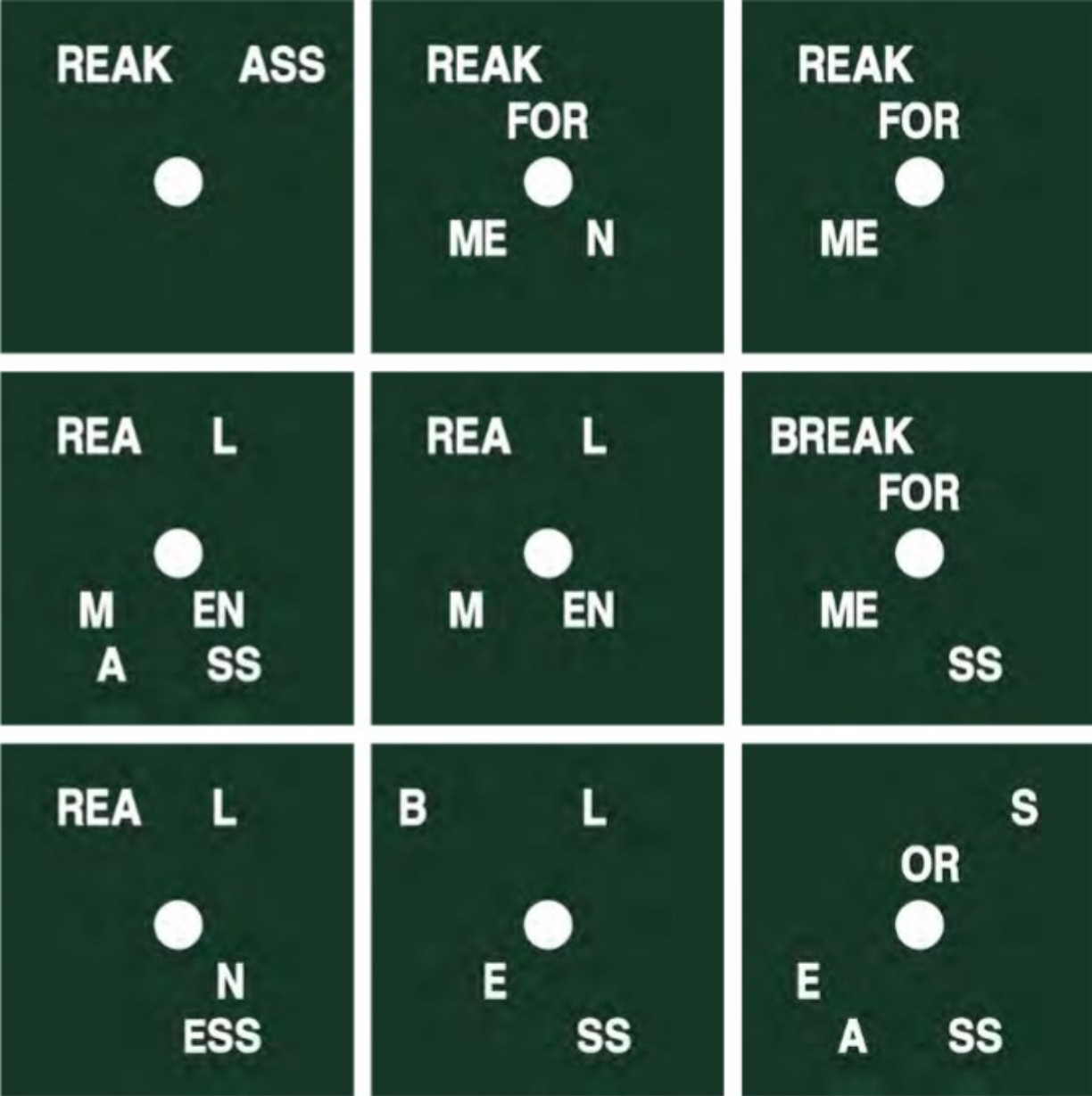


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*Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2025-26 Academic Year.*

Course Code	HECOS Code	Academic Session
UCMD201A		2025-26

Course Title	Communication Design Studio 2A
Course Contacts	Steve Rigley

Credits	40
SCQF Level	8
When Taught	Stage 2, Semester 1

Associated Programmes	BA (Hons) Communication Design
Lead School	Design
Other Schools	N/A
Date of Approval	Programme Approval February 2024

### Course Introduction

Studio 2A extends and strengthens knowledge, skills, and approaches in Communication Design practice through a range of workshops, seminars, and individual and collaborative projects.

Within a studio environment that seeks to nurture curiosity, risk-taking, and playfulness, the course encourages students to explore experimental approaches and challenge their expectations by working with familiar and unfamiliar tools and materials while further developing research and critical thinking. Short workshops introduce students to new processes and modes of thinking within communication design, while set projects support students in exploring both traditional and emerging technologies. Within Studio 2A, a Bridging Project provides the opportunity to work within one of the specialist pathways, which include Photography (including Lens-based practice), Graphic Design and Illustration. In addition to the Bridging Project, assessment feedback and the regular introduction of visiting speakers from Industry, combine to inform students when deciding upon their choice of pathway for Stages three and four.

Presenting project work to peers and staff offers students a valuable opportunity to receive and engage in feedback and offer input into the work of their peers. Working within this discursive and supporting environment allows students to consider and locate their interests and skills within the broader domain of communication design practice and engage with and consider ethical, societal, and environmental challenges that might connect to their design interests.

### Course Aims

The aims of this course are to:

1. strengthen analytical and evaluative skills
2. broaden and apply strategies for idea generation and exploration
3. increase the range of technical skills and critical approaches
4. encourage further independent and collaborative learning
5. further develop presentation and engagement skills
6. consider the roles and responsibilities of the designer when facing ethical, societal and environmental challenges

### Course Intended Learning Outcomes

After successfully completing this course, students will be able to:

1. inform their studio practice through primary and secondary research
2. apply a range of experimental approaches to their studio projects through experiment and idea generation
3. employ a range of technical skills and critical approaches, a few of which are advanced or complex
4. Complete a range of individual and collaborative projects, evaluating progress and guidance from others to inform learning
5. communicate their ideas, both visually and verbally, to peers and staff and engage with feedback
6. identify potential opportunities for designers facing ethical, societal and environmental challenges

### Indicative Content

This course will introduce students to:

- approaches to primary and secondary research
- an extended range of strategies for experimentation and idea generation
- key distinctions between Communication Design specialisms
- practical skills and critical approaches appropriate to a range of project briefs
- methods to collate, document and present work
- features within GSA's Learning Environment and resources
- some of the ethical, societal and environmental challenges that face Communication Designers

### Description of Learning and Teaching Methods

This studio course is designed as a project-based course. Project briefs encourage an independent, tutor-supported approach to directed and self-directed study.

A range of learning and teaching methods are used to support students to engage in an explorative and individual approach to learning. These include:

- briefings
- inductions and demonstrations
- technical workshops
- studio activities
- individual and group tutorials
- talks, lectures, seminars, and study visits
- group critiques and reviews, peer review, and presentations
- presentations and writing
- reflection and self-evaluation

Skills, including digital, material and technical resources, are introduced through inductions, demonstrations, and workshops.

Independent learning skills will be developed and supported through guided activities and digital online learning resources available on Canvas.

A variety of teaching and learning approaches, including in person, blended and online learning and delivery, are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes.

<b>Indicative Contact Hours</b>	<b>Notional Learning Hours</b>
40	400

#### **Description of Formative Assessment and Feedback Methods**

Students are supported in their learning through a range of activities with staff and peers, such as workshops, reviews and tutorials offering ongoing formative feedback as they progress through the course.

Formative feedback supports students in developing and refining their project work towards submission for summative assessment.

Formative feedback offers students the opportunity to present the progress of their project work to staff and or peers, receiving feedback to support the development and refinement of their project work towards submission for summative assessment.

#### **Description of Summative Assessment Arrangements**

Summative assessment is designed to support students in reviewing, collating, and communicating work produced in response to project briefs and the various learning and teaching activities associated with the course.

Submissions are expected to include an annotated digital portfolio of work produced during the course, along with supporting physical artefacts – such as research and development work, prototypes and final outcomes – and a reflective self-assessment. In place of written annotations, students may opt to submit a short film and/or an audio recording.

Submissions are assessed against the Intended Learning Outcomes and the GSA Undergraduate Marking Scheme by the relevant staff teams and then moderated in line with the Code of Assessment, which outlines reassessment opportunities where a student has not passed the course. Written feedback is provided online. The assessment is supportive and constructive, identifying strengths and weaknesses, and offering guidance to inform future learning and direction.

<b>Description of Summative Assessment Method</b>	<b>Weight %</b>	<b>Submission week</b>
Students are required to submit a body of work produced in response to project brief/s and learning and teaching activities, which is assessed holistically against the intended learning outcomes for this course.	100%	Semester 1 Week 13

#### **Exchange/Study Abroad**

<b>Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>Are all the students on the course taught wholly by distance learning?</b>	No
<b>Does this course represent a work placement or a year of study abroad?</b>	No
<b>Is this course collaborative with any other institutions?</b>	No
<b>If yes, then please provide the names of the other teaching institutions</b>	

#### **Reading and On-line Resources**

The course indicative reading and online resource list is accessible via [Resource Lists](#). This list will be reviewed and updated annually to reflect course content and subject developments.