

**Glasgow School of Art Programme Specification  
Programme Title: BA (Hons) Fashion Design**



Image: Laura Porter

*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 2025-26 Academic Year.*

1. Programme Details	
<b>Programme Title</b>	BA (Hons) Fashion Design
<b>School</b>	School of Design
<b>Programme Leader</b>	Julia Maclean-Evans
<b>Award to be Conferred</b>	BA (Hons) Fashion Design
<b>Exit Awards</b>	Stage 1 – Certificate of Higher Education Stage 2 – Diploma of Higher Education Stage 3 – BA Fashion Design Stage 4 – BA (Hons) Fashion Design
<b>SCQF Level</b>	Stage 1 – Level 7 Stage 2 – Level 8 Stage 3 – Level 9 Stage 4 – Level 10
<b>Credits</b>	480 credits
<b>Mode of Study</b>	Full time
<b>HECOS Code</b>	100054/100783/100055

<b>Academic Session</b>	2025-26
<b>Date of Approval</b>	Programme Approval February 2024

<b>Awarding Institution</b>	University of Glasgow
<b>Teaching Institutions</b>	Glasgow School of Art
<b>Campus</b>	Garnethill, Glasgow
<b>Lead School/Board of Studies</b>	School of Design
<b>Other Schools/Board of Studies</b>	N/A
<b>Programme Accredited By (PSRBs)</b>	N/A

2. Entry Qualifications	
<b>Highers</b>	Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject
<b>A Levels</b>	Standard: ABBand GCSE English at A/7 Grade or above Minimum: BBCCand GCSE English at A/7 Grade or above
<b>Other</b>	International Baccalaureate: 30 points overall in the Diploma, including 18 at Higher Level, normally including English and Maths.  Irish Leaving Certificate: Four Highers at H2 or above - subjects required as per Scottish Highers.  Other eligible qualifications for entry include Foundation Diplomas in Art & Design, Higher National Certificates (HNC), Higher National Diplomas (HND), Foundation Degrees, Level 3 Diplomas, and other Further Education and Higher Education qualifications in related subjects. Entrants may begin their studies in Stage 2 or Stage 3 depending on the level of prior qualifications and other entry criteria. Detailed information about the required

	<p>grades for individuals holding or studying these qualifications can be accessed on the website.</p> <p>Applicants from outside the UK and Ireland should also consult our International student pages for details of accepted qualifications from specific countries.</p> <p>Applicants who do not meet entry requirements through formal qualifications but can demonstrate experience, skills and abilities at the appropriate level can also be considered.</p> <p>Additional entry requirements: Applicants are normally required to submit a portfolio or work and may be required to attend an Interview as part of their admissions assessment.</p>
<p><b>English Language Requirements</b></p>	<p>Applicants who are not a national of, nor have obtained a degree in one of the countries on the approved <a href="#">UKVI exemption list</a> or those who require a Student Visa, will need to provide evidence of their English language ability.</p> <p>GSA's preferred test is the IELTS for UKVI (Academic) test taken at a UKVI approved test centre. GSA require all students, who require a student visa, to meet the following requirements to gain entry:</p> <ul style="list-style-type: none"> <li>• IELTS for UKVI Academic with an overall score of 6 with a minimum of 5.5 in all components;</li> <li>• An alternative Accepted English Language Test which can be found on the Postgraduate <a href="#">'How to Apply'</a> page of the GSA website.</li> </ul>

### 3. Programme Introduction

BA (Hons) Fashion Design at the Glasgow School of Art nurtures a dynamic, inclusive, and supportive learning environment that centres on preparing students for the future, whether they want to pursue careers in industry, with community groups, set up their own practices and businesses, or continue their educational journeys. The programme seeks to create assured and specialist fashion design graduates that demonstrate creative freedom and diversity in terms of target audiences, ideas, processes and practices towards their individual interests and aspirations.

The programme offers the opportunity to examine the field of fashion design in depth. Fashion is concerned with the shape, cut, silhouette and construction of clothing. Students honour and learn from fashion traditions whilst looking to the future, learning to balance originality of concept with design viability. The emphasis is on future heritage, not celebrity-driven, quick, and cheaply manufactured clothing, which often damages the term 'fashion'.

The curriculum develops students' creative identity through skills development and experimentation with research, drawing, design, technical investigation, form and material exploration, and visualisation. Studio and workshop learning promotes innovation through making, including heritage and contemporary techniques, digital skills and design processes. Sustainable, responsible and global perspectives of design continue to evolve to inform practices and outcomes.

Students gain a working knowledge of core industry skills: research methods, analysis, translation, drawing and colour, pattern cutting, and construction, whilst reflecting on their beliefs and career aspirations through design briefs that will contextualise their practice. Latterly, students elect to specialise in an area of fashion depending on their individual skills and interests.

Within the programme, Studio courses provide a series of incremental project-based experiences with opportunities to reflect upon learning as it develops towards building a critical practice. Design History and Theory courses explore critical and contextual perspectives, and courses shared with other programmes, including Co-Lab and Design Domain, foster expanded perspectives by connecting broader domains of learning and knowledge. Opportunities for student international exchanges, collaborative learning, external partnership projects, competitions, and careers and enterprise experiences help support how students develop graduate skills and attributes.

#### **4. Programme Aims**

The aims of this programme are to:

1. equip our graduating students with the curiosity and creative skills to sustain lifelong learning
2. encourage initiative, innovation and risk-taking within fashion design practice
3. develop critical, practical, and digital skills to provoke new insights and to expand the discipline of fashion design
4. build personal and professional skills to enable independent and collaborative learning
5. engage with ethical practices and responsible design which respects people, place and environment
6. develop professional skills to exchange, present ideas and interests with a variety of audiences

#### **5. Programme Intended Learning Outcomes**

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

1. inform and enrich their fashion design practice through contextual research skills
2. explore through experimentation and innovation, employing criticality and reflection through the design process
3. apply technical, practical and analytical skills appropriate to fashion design interests
4. manage learning, working independently and in collaboration with peers, GSA staff and partners
5. critically engage in responsible practices and global perspectives within and outwith the discipline of fashion design
6. effectively communicate to a range of audiences, including peers, GSA staff and partners, engaging in discourse and professional practices

## 6. Description of Learning and Teaching Approaches

A variety of teaching and learning approaches are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes. As an indication 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.

## 7. Description of Assessment Methods

Formative assessment offers students the opportunity to obtain ongoing tutor and peer feedback through the development of their summative submissions over the length of each course. Students are supported in their learning through a range of formative activities with staff and peers, such as workshops, reviews and tutorials offering ongoing formative feedback as they progress through each course within this programme.

Summative Assessment is designed to support students to review, collate and communicate work produced in response to project briefs and learning and teaching activities associated with the programme and its courses.

Submissions will be assessed and moderated in line with the Code of Assessment.

## 8. Programme Structure

### Stage 1

Course	Credits	SCQF Level	Semester	Course Code
Studio 1A	40	7	1	
Co-Lab	20	7	1	
Studio 1B	40	7	2	
Designed Objects: Ideas, Contexts, Histories	20	7	2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 2</b>				
<b>Course</b>	<b>Credits</b>	<b>SCQF Level</b>	<b>Semester</b>	<b>Course Code</b>
Studio 2A	40	8	1	
Design History and Theory 2A	10	8	1	
Design Domain 2A	10	8	1	
Studio 2B	40	8	2	
Design History and Theory 2B	10	8	2	
Design Domain 2B	10	8	2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 3</b>				
<b>Course</b>	<b>Credits</b>	<b>SCQF Level</b>	<b>Semester</b>	<b>Course Code</b>
Studio 3A	40	9	1	
Design History and Theory 3A	10	9	1	
Design Domain 3A	10	9	1	
Studio 3B	40	9	2	
Design History and Theory 3B	10	9	2	
Design Domain 3B	10	9	2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 4 Option 1</b>				
<b>Course</b>	<b>Credits</b>	<b>SCQF Level</b>	<b>Semester</b>	<b>Course Code</b>
Studio 4	80	10	1 & 2	
Design History and Theory 4 (40)	40	10	1 & 2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 4 Option 2</b>				
<b>Course</b>	<b>Credits</b>	<b>SCQF Level</b>	<b>Semester</b>	<b>Course Code</b>
Studio 4	80	10	1 & 2	
Extending Design: Reflective Encounters	20	10	2	
Design History and Theory 4 (20)	20	10	1	
<b>Total Stage Credits</b>	<b>120</b>			

## **9. Outgoing Exchange and Visiting Student Arrangements**

BA (Hons) Fashion Design students may apply to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Stage 3 of study and be for the duration of one full semester, either Semester 1 or Semester 2. BA (Hons) Fashion Design welcomes incoming exchange students studying at a registered exchange partner who may apply to GSA for a period of exchange, usually one full semester, either Semester 1 or Semester 2.

Study Abroad (Visiting Students) is open to applications for full-year, Semester 1, and Semester 2 entry on Stage 2 and Stage 3 of the BA (Hons) Fashion Design programme. Study Abroad students will be entered into the most appropriate year entry point based on their portfolio and application.

<b>Stage 2 Exchange and Visiting Student Courses</b>				
<b>Course</b>	<b>Credits</b>	<b>SCQF Level</b>	<b>Semester</b>	<b>Course Code</b>
Studio 2A	40	9	1	

Stage 2 Exchange and Visiting Student Courses				
Course	Credits	SCQF Level	Semester	Course Code
Design History and Theory 2A	10	9	1	
Design Domain 2A	10	9	1	
Studio 2B	40	9	2	
Design History and Theory 2B	10	9	2	
Design Domain 2B	10	9	2	

Stage 3 Exchange and Visiting Student Courses				
Course	Credits	SCQF Level	Semester	Course Code
Studio 3A	40	9	1	
Design History and Theory 3A	10	9	1	
Design Domain 3A	10	9	1	
Studio 3B	40	9	2	
Design History and Theory 3B	10	9	2	
Design Domain 3B	10	9	2	

#### 10. Relevant QAA Subject Benchmark Statements and Other External Reference Points

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. For further information relevant to this programme see:

QAA (2019) *Subject Benchmark Statement: Art and Design*. Gloucester: QAA. Available from: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781\\_22](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22)

#### 11. Programme Regulations and Requirements for Progression

All GSA Degree programmes are validated by the University of Glasgow and the GSA's Programme Regulations are published in the [University of Glasgow University Regulations](#).

These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progression requirements
- (c) Early exit awards

In referring to regulations for degree programmes, students should consult the University Regulations which were in force in the academic session in which they first registered for the degree programme in question.