

**Glasgow School of Art Course Specification**  
**Course Title: Design Domain 3A**



Image: Poppy Camden

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 2056-26 Academic Year.

Course Code	HECOS Code	Academic Session
		2025-26

Course Title	Design Domain 3A
Course Contact	<b>Course Coordinator</b> Thea Stevens <b>Programme Leaders</b> Steve Rigley / BA (Hons) Communication Design Julia Maclean-Evans / BA (Hons) Fashion Design Paul Maguire / BA (Hons) Interaction Design Pamela Flanagan / BA (Hons) Interior Design Anna Gordon / BA (Hons) Silversmithing & Jewellery Design Helena Britt / BA (Hons) Textile Design

Credits	10
SCQF Level	9
When Taught	Stage 3, Semester 1

Associated Programmes	BA (Hons) Communication Design BA (Hons) Fashion Design BA (Hons) Fashion Narrative BA (Hons) Interaction Design BA (Hons) Interior Design BA (Hons) Silversmithing & Jewellery Design BA (Hons) Textile Design
Lead School	Design
Other Schools	N/A
Date of Approval	Programme Approval February 2025

Course Introduction
<p><b>General Introduction to Design Domain</b></p> <p>Design Domain is a series of studio-based courses delivered in stages 2 and 3 of BA Hons Undergraduate programmes in the School of Design.</p> <p>Design Domain offers students a space to explore ideas, contexts, and approaches that inform wider domains of design through a shared cross disciplinary course theme (<i>Form, Materiality, or Process</i>, depending on the academic session) and disciplinary project briefs.</p> <p><b>Introduction to Design Domain 3A</b></p> <p>Design Domain 3A asks students to explore ways of thinking and making through contextual research, experimentation and analysis. The course fosters interdisciplinary and cross-disciplinary learning opportunities and community, through introductory shared talks and a panel discussion providing fresh perspectives on creative practice and points of initial reflection. In response to the course theme and disciplinary project briefs, students work independently and in dialogue with peers and tutors to research, critically evaluate and communicate their creative approaches and insights in and beyond their disciplinary context.</p>

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### Course Aims

The aims of this course are to:

1. develop research skills to contextualise and connect creative work to ideas and approaches, in and beyond design
2. encourage reflective exploration of disciplinary creative making in response to the course theme and disciplinary project brief
3. support critical evaluation of contexts within and beyond discipline boundaries to develop creative ideas and inform project work
4. advance skills in communicating research, ideas and processes in and beyond disciplinary contexts

### Course Intended Learning Outcomes

By the end of this course students will be able to:

1. undertake research to contextualise and connect creative work to expanded ideas and approaches, in and beyond their discipline
2. explore ideas through informed and experimentation with creative processes in response to the course theme and disciplinary project brief
3. critically evaluate research, ideas and processes to inform and develop project work
4. communicate research, ideas, processes, and critical thinking to a range of audiences within design contexts

## Indicative Content

This course will introduce students to:

- contextual research methods to critically frame a creative response to design and its wider domain
- informed and experimental ways to critically explore creative thinking and making in own discipline in relation to themes, issues, and approaches in design and beyond
- methods to critically evaluate, document, present, and communicate advanced research, ideas, and creative project work

### Description of Learning and Teaching Methods

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

This course uses a range of learning and teaching methods to support students to engage in explorative and experimental learning. As an indication, these include:

- briefings
- talks and workshops
- studio activities
- tutorials
- group critiques and reviews, peer review
- 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.

Indicative Contact Hours	Notional Learning Hours
10	100

### 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 to review, collate, and communicate work produced in response to the course theme, disciplinary project brief and learning and teaching activities associated with the course.

Submissions will be assessed and moderated in line with the Code of Assessment, which outlines reassessment opportunities where a student has not passed the course.

Description of Summative Assessment Method	Weight %	Submission week
Students are required to submit a body of work produced in response to project brief/s and learning and teaching activities,	100	Semester 1 Week 12

which is assessed holistically against the intended learning outcomes for this course.		
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#### **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 theme and course content.