

Glasgow School of Art Course Specification
Course Title: Design Domain 2A

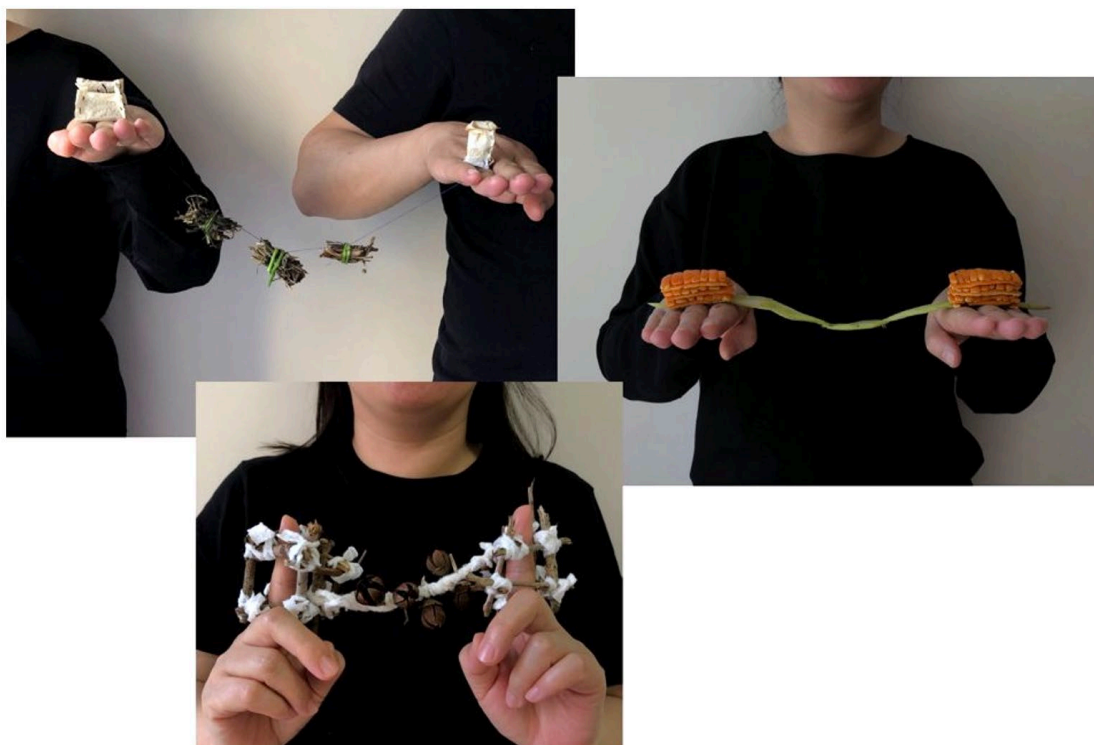


Image: Ruoyi Liu

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 |
|-------------|------------|------------------|
| | | 2025-26 |

| Course Title | Design Domain 2A |
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| Course Contact | Course Coordinator Dr Thea Stevens Programme Leaders Steve Rigley / BA (Hons) Communication Design Julia Maclean-Evans / BA (Hons) Fashion Design Dr Fiona Jardine / BA (Hons) Fashion Narrative Paul Maguire / BA (Hons) Interaction Design Pamela Flanagan / BA (Hons) Interior Design Anna Gordon / BA (Hons) Silversmithing & Jewellery Design Dr Helena Britt / BA (Hons) Textile Design |

| Credits | 10 |
|-------------|---------------------|
| SCQF Level | 8 |
| When Taught | Stage 2, 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 | School of Design |
| Other Schools | N/A |
| Date of Approval | PACAAG August 2025 |

| Course Introduction |
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| <p>General Introduction to Design Domain</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>Introduction to Design Domain 2A</p> <p>Design Domain 2A asks students to explore ways of thinking and making through research, experimentation and evaluation. 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, evaluate, and communicate their creative approaches and insights in and beyond their disciplinary context.</p> |

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| Course Aims |
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The aims of this course are to:

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

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| Course Intended Learning Outcomes |
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By the end of this course students will be able to:

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

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| Indicative Content |
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This course will introduce students to:

- core research methods to inform and support creative responses
- processes and experimental ways to explore creative thinking and making in relation to themes, issues, and approaches in design and beyond
- methods to evaluate and communicate 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 are 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, which is assessed holistically against the intended learning outcomes for this course. | 100 | Semester 1 Week 12 |

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

| Reading and On-line Resources |
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| 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. |