Glasgow School of Art Course Specification
Course Title: Extending Design: Reflective Encounters

Image: Kialy Tihngang, *Useless Machines*, 2021

Course Code	HECOS Code	Academic Session
		2025-26

Course Title	Extending Design: Reflective Encounters
Course Contact	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	20
SCQF Level	10
When Taught	Stage 4, Semester 2

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

This course is taken by students who select a Stage 4 Design History & Theory 20-credit mode of submission alongside their Studio 4 course (80 credits)

The course supports students in building on the independence of Stage 4 Studio learning and fosters a space for students to extend self-directed research and exploration into authentic and autonomous reflective encounters around their creative and critical practice, exploring innovative ways to communicate their ideas to diverse audiences.

Studio teams set discipline-based project briefs in which students re-interpret, explore, and direct self-selected ideas or inspirations into creative contexts, situations, and outcomes that may be complementary to or distinctive from their ongoing Studio work. Students can select and reflect on ideas, visual content, and processes emerging in their practice or already generated and encountered in their creative process and research in their Stage 4 Semester 1 Studio work, in Design History and Theory, or during previous Stages of study. Students develop their self-selected ideas, contexts, and approaches towards a new shareable creative outcome that advances reflective and ethical skills and insights, critical experimentation, and working independently and in dialogue with others. Each discipline-specific project brief offers students a choice of indicative creative routes, for example, producing and critically reflecting on a physical

or digital artefact(s), devising a platform for sharing their work, presenting a proposed design collection, or a defined proposal for an exhibition.

Course Aims

The aims of this course are to:

1. support students in selecting, re-interpreting and exploring creative contexts, situations, and outcomes complementary to or distinctive from ongoing Studio work

2. extend self-directed research and exploration of ideas and creative processes

3. employ critical evaluation of ideas, contexts and approaches to generate new insights and resolve creative outcomes

4. advance independent skills in communicating resolved ideas, creative processes, and critical thinking to diverse audiences, evidencing professional and ethical approaches

Course Intended Learning Outcomes

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

1. evidence self-directed research and exploration of ideas and creative processes

2. explore, synthesise and resolve self-defined ideas, approaches and contexts through advanced experimentation and creative processes

3. critically evaluate ideas, contexts and approaches to extend new insights and inform the refinement of creative ideas and processes

4. communicate resolved ideas, creative processes, and critical thinking to diverse audiences, evidencing professional and ethical approaches

Indicative Content

The course will introduce students to:

- critically reflective methods to generate self-defined creative outcomes that articulate new insights from previously encountered learning

- advanced and experimental ways to critically think through making in their own discipline in relation to self-defined ideas, themes, or issues in design and beyond

- ways to critically reflect on, document, present, and professionally communicate resolved insights through creative project work emphasising independent learning and dialogue with others

Description of Learning and Teaching Methods

The course is introduced to students by the end of Stage 3 and inducted at the beginning of Stage 4 to inform learning choices and support preparatory diagnostic discussions with peers and tutors.

Soon after the beginning of the course in Stage 4 Semester 2, each student presents a short proposal defining their points of inspiration, which creative route they have selected, and how they intend to explore their ideas towards a resolved context, situation, or outcome.

This course is designed as a project-based course. Project briefs encourage an independent, tutor-supported approach that emphasises individual and in-depth self-directed study at the threshold of professional practice.

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
- diagnostic discussions
- studio activities
- tutorials
- peer learning and 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.

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.

Indicative Contact Hours	Notional Learning Hours
5.5	200

Description of Formative Assessment and Feedback Methods

Students are supported in their learning through a range of activities with staff and peers, such as 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 project briefs and learning and teaching activities associated with the course.

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

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 2 Week 13

Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	No
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

Indicative reading and online resource lists are accessible via Resource Lists and relate to subject discipline. Tutors and peers will provide further recommendations appropriate to student's chosen area of research and focus.

Overall Course
Communication Design Graphic Design
Communication Design Illustration
Communication Design Photography
Fashion Design
Interaction Design
Interior Design
Silversmithing & Jewellery Design
Textile Design