

Glasgow School of Art Course Specification
Studio 4 – Connecting Practices



Image credit: Finlay Bourke, BSc Immersive Systems Design (2023)

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
UISD404		2025-26

Course Title	Studio 4 – Connecting Practices
Course Contact	Danny Buksh

Credits	40
SCQF Level	10
When Taught	Stage 4, Semester 1

Associated Programmes	BSc (Hons) Immersive Systems Design
Lead School	School of Innovation and Technology (SIT)
Other Schools	N/A
Date of Approval	PACAAG August 2024

Course Introduction

This course supports students to explore, through practice, state-of-the-art knowledge, discussions and aspects of Immersive Systems in their chosen programme pathway (e.g., 3D modelling, Games and Virtual Reality). Students will develop and consolidate knowledge, understanding and applied skills in their chosen pathway while demonstrating professional level skills and critical thinking in envisioning, planning and executing a body of work. Students are tasked with developing, under supervision, a self-determined studio project which reflect their study pathway. The acquired knowledge and taught skills in this course are core to the development of students' understanding of studio environment dynamics through support, initiative and communication with peers. The practice developed in this course will further support the development of their creative process in their study pathway.

Course Aims

The overall aim of the course is to align students' creative practice and inquiry to industry standard processes, practices and state of the art developments, and gain independence, ownership and confidence in the development of their practice. Students are tasked with developing concept work, visual references and implementation for a digital production in their study pathway (I.e. Games and Virtual Reality, 3D Modelling). Through practice, this course aims to further develop the students' criticality and disciplinary discourse aligned with their growth as professional practitioners.

Course Intended Learning Outcomes

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

- Demonstrate critical understanding of industry standard practices for the student's chosen study pathway.
- Critically apply advanced skills and knowledge in the student's chosen study pathway.

- Demonstrate advanced technical proficiency in the student's chosen study pathway, applying industry practices.

Indicative Content

Studio 4 is student-led and tutor-supported. Students develop their own project goals and briefs, in conversation with tutors and peers. Portfolios may be based around individual major works, or a collection of more minor work, and may be individual works produced alone or may involve collaborations of multiple students – where everyone has a clear and identifiable contribution. E.g. A group of students might collaborate on the development of an immersive Virtual Reality project – with contributions from different students in game development, 3D modelling, user experience, and integration with external systems (smart technologies). This might be the main portfolio project for some students but involve a smaller contribution from other students who have other works within their own portfolios. Studio activities are supplemented by tutoring and discussions with guest speakers involving students with current professional practice and research directions in Immersive Systems.

Description of Learning and Teaching Methods

This course and its programme are situated within a contemporary Art School environment and self-directed studio activities and initiatives. These have a strong component of **individual student learning** contributing to the discovery and development of self and the discipline of study. As such briefs tend to be opened to interpretation and require students to critically reflect on the nature of their creative response and individual learning.

Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical work. Lectures also have the broad aim of generating further debate in seminars, tutorials or further enquiry in self-directed learning or research.

Labs, Tutorials, Workshops, and Practical sessions provide students with hands-on experience. These sessions usually follow or relate to lectures and take place in computer laboratories as practical classes. Lecturers/Demonstrators will be on-hand during the sessions to help students and answer their questions. Tutorials vary between individual student-tutor tutorials, group tutorials and workshops. These provide opportunities for scaffolded problem solving and discussion, and for broader discussion of the programme themes and topics.

Input from **visiting lecturers and guest speakers** enable students access to, and understanding of, relevant contemporary practice, research and commercial contexts, practices and expectations. These curricular activities contribute to aid students in developing their own professional practice and prepare for employment.

Supervised GameJams/Hackathons provide Immersive Systems students with thematic technology focussed exercises where students work in groups to engage intensively in game or interactive technology development.

This course is supported by a virtual learning environment tool (Canvas) for the dissemination, discussion and access to relevant course information, and signpost to other relevant teaching and learning platforms used by GSA.

Indicative Contact Hours	Notional Learning Hours
40	400

Description of Formative Assessment and Feedback Methods

Students are supported in their learning through a range of formative assessment activities as they progress through the course. These include:

- Engagement in a range of peer review activities
- Regular feedback from tutors through in-class discussion, allocated meetings and question and answer activities
- Written or verbal feedback from tutors on work in progress
- Formal Review point halfway through the course

Description of Summative Assessment arrangements

Summative assessment aligns with the learning outcomes of the course and is directly applicable to the student's individual and chosen pathway of study. Assessment is designed to support students to reflect upon their digital art practice, allowing them to not only demonstrate their learning through assessment, but also meaningfully apply their learning to their practice and developing their creative-practitioner identity.

Students will be assessed on their ability to conceptualise, plan and deliver a showcase piece of work within their specialist pathways (3D Modelling or Games & Virtual Reality) for their graduating portfolio. Additionally, students will also present their work and creative processes to tutors and peers towards developing professional readiness and gain feedback towards presenting work in a professional context.

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

Reassessment opportunities where a student has not passed the course are outlined in the Code of Assessment.

Description of Summative Assessment Method	Weight %	Submission week
Mood board and conceptual statement (1000 words)	20 %	Week 6
Project Portfolio (project files + build/render)	60 %	Week 11
Presentation (5-10 minutes)	20 %	Week 12

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

The course indicative Reading and on-line resource list is accessible via [Resource Lists](#).

This list will be reviewed and updated annually to reflect course content and subject developments.