

Glasgow School of Art Course Specification
Course Title: A Critically Reflective Practice



Image: Alessandro Prepi Sot

Course Code	HECOS Code	Academic Session
	100632	2026-27

Course Title	A Critically Reflective Practice
Course Contact	

Credits	40
SCQF Level	11
When Taught	Stage 3, Semester 1 & 2 (Year 2)

Associated Programmes	Master of Design in Communication Design
Lead School	School of Design
Other Schools	n/a
Date of Approval	Programme Approval February 2025

Course Introduction

This course supports students in consolidating their critical reflective skills building and expanding on the methods introduced in Stages 1 and 2. The extended Stage 3, over two semesters with a break between years, allows for further research and reflection informing the final Stage of study in Year 2, with a focus on developing work to facilitate a transition to future practice or further study.

Through a designed critically reflective publication, students evidence the analysis, synthesis and evaluation of their new knowledge informing practice and reflecting on their understanding of their learning journey. Additionally, students identify and situate their practice and research within the broader historical, contemporary and academic context of Communication Design.

Students apply a range of relevant critical reflective methods, engaging in academic discourse, contributing to a digital, and physically produced, designed critically reflective publication of 6000 words. Through an iterative process of development and exploration students realise a designed publication for the dissemination of their practice-led research situating their practice within the broad field of Communication Design and as autonomous creative practitioners.

Course Aims

The aims of this course are to:

1. consolidate and extend students' new knowledge, skills and understanding applied to creative practice and learning.
2. consolidate students' critical understanding of their research and relevant theory applied to student's specialist practice.
3. equip students to communicate their new knowledge, skills and understanding to a range of specialist and non-specialist audiences.
4. equip students with the skills to document and critically reflect on their own learning and specialist practice.

Course Intended Learning Outcomes

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

1. evidence the synthesis of new knowledge, skills and understanding applied to the evaluation and execution of learning and practice.
2. evidence a detailed critical understanding of their research and theory applied to their project or projects.
3. evidence a range of specialised skills to communicate their learning and practice through appropriate methods.
4. evidence substantial autonomy in the critical analysis, evaluation and communication of their own learning and creative practice.

Indicative Content

The course will consolidate student knowledge of:

- methods for critical reflection.
- methods of publication design.
- situating an authorial practice.
- methods for a sustainable creative practice.

Description of Learning and Teaching Methods

This course is designed to consolidate the student's knowledge of critical reflective methods. Project briefs and other activities encourage an independent, tutor-supported approach that emphasises individual and in-depth self-directed study.

A range of learning and teaching methods are used to support students to engage in an explorative and individual approach to learning. These can include:

- Technical and process workshops on request
- Peer-led activities
- Individual and group tutorials
- Staff/Student/Peer reviews of student work
- Critical reflective methods, textual, dialogic and visual.
- Journal and documentation of learning activities
- Continual reflective self-evaluation of progress and learning

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
40	400

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 assessment offers students the opportunity to present the progress of their project or projects to staff and receive feedback to inform the development and refinement of their submission for summative assessment.

As a course taught over two semesters, the course includes an additional formative assessment point in which a student submits formative work. This is marked, with feedback and an indicative grade recorded, and made available to the student.

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, which outlines reassessment opportunities where a student has not passed the course.

Description of Summative Assessment Method	Weight %	Submission week
Summative assessment requires: A 6000-word designed critically reflective publication. A physical and digital copy of the publication are required. Both must be identical in content and design.	100%	Semester 2 Week 13 (Year 2)

Exchange/Study Abroad

Can this course be taken by Exchange/Study Abroad students?	No
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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 online resource list is accessible via [Resource Lists](#). This list will be reviewed and updated annually to reflect course content and subject developments. Tutors and peers will provide further recommendations appropriate to student's chosen area of research and focus.