

# THE GLASGOW SCHOOL OF ART

## Glasgow School of Art Course Specification Future Ecosystems



Credit: Brand X Exhibition (Cameron Hogg, Eilidh Young, Francesco Grignani) 2020

*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 2026-27 Academic Year.*

Course Code	HECOS Code	Academic Session
		2026-27

<b>Course Title</b>	Future Ecosystems
<b>Course Contact</b>	Janet Kelly

<b>Credits</b>	40
<b>SCQF Level</b>	Level 9
<b>When Taught</b>	Stage 3, Semester 1

<b>Associated Programmes</b>	BDes Product Design
<b>Lead School</b>	School of Innovation and Technology
<b>Other Schools</b>	N/A
<b>Date of Approval</b>	Academic Council 5 November 2025

#### Course Introduction

This course sees the application of design skills and processes to increasingly complex subjects and contexts. It asks students to work both collectively and individually to explore and develop ecosystems that incorporate services, spaces, artefacts and experiences. It will further develop an understanding of futures design, as well as how to create compelling narratives that explore opportunities for design. It will also introduce methodologies to develop research informed future scenarios from which students will develop design responses. It will enable students to develop their curatorial and communication skills in the production and presentation of a designed outcome.

#### Course Aims

The aims of this course are to:

- Explore the application of the design process within increasingly complex systems and contexts.
- Introduce research methods and approaches that inform the development of credible future scenarios.
- Develop an understanding of user experience within eco-systems including products and services.
- Work in a team to develop an increasingly professional standard of project management, resolution, curation and communication of outcomes.

#### Course Intended Learning Outcomes

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

- Respond to topical themes and emerging trends to identify opportunities for innovation
- Develop the proposition for a speculative future system informed by research
- Use scenarios and roleplay as a means of testing and developing design concepts.
- Demonstrate semantic control in the delivery of artefacts that align with a defined set of values.
- Communicate the intended value of a design proposition through a curated event/exhibition.

### Indicative Content

This course covers the following content:

- Graphic design/visual communication techniques
- Modelmaking and prototyping techniques
- Brand experience design
- Trend research
- Futures design
- Exhibition Curation

### Description of Learning and Teaching Methods

In this course, students will be expected to increasingly take significant responsibility for the management of their learning. Emphasis will be placed on the gradual encouraging of self-reliance and personal academic development.

This course is designed as a practice-based experience which supports students in their introduction to studio-based learning and practice. This is further supported by TSD (Technical Services Department), who provide workshop and material-based learning.

The principal teaching strategies employed on this course are:

**Tutorial** (group and individual) - designed to provide academic support through individual or group meetings with staff to discuss the different directions and aspects of projects or course-based activities as well as progress on the programme/course overall.

**Review** (group and individual) - enables the development of key presentation skills and encourages students to receive and give constructive feedback regarding each other's work, and an opportunity to debate project input. These may be tutor-led, tutor-facilitated, or peer-led allowing students to fully explore all aspects of practical submissions within a reflective discursive framework.

**Presentation** (visual and verbal) - an important learning device used to generate peer debate regarding the generation, development or overall success of concepts, and their practical realisation within the context of a project brief or proposal. Students present work to their peers, tutors and stakeholders when relevant through appropriate visual and verbal means (including: models or mock-ups, portfolios, videos, slideshows, etc.).

**Workshops** - are practice-based sessions aimed at supporting students to develop key skills for project development.

**Lecture** - often used to introduce key knowledge to support practical work project development

**Self-Directed Learning** - self-directed study emphasises the importance of autonomy, reflection upon personal learning and project work within an individual and/or a collaborative environment.

**Guest Speaker sessions** (when relevant) – include input from visiting lecturers/guests from industry and academic staff enabling students access to, and understanding of, relevant contemporary practice, research and commercial context. Talks arranged at the School of Innovation and Technology are often open to all students regardless of year group or programme. 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 that enable students to reflect on their learning as they progress through the course. This includes:

- Regular feedback from tutors through engagement in individual and group tutorials, reviews and presentations
- Class discussion and peer input

#### Description of Summative Assessment arrangements

Summative assessment is designed to support students to reflect upon their learning on completion of a course. It provides an evaluation of progress made and the level of achievement identifiable in the work submitted.

Following an assessment presentation, students will submit a body of work for assessment. Grades will be awarded using the GSA marking scheme following/adhering to the assessment regulations in the Code of Assessment.

Description of Summative Assessment Method	Weight %	Submission week
<b>Annotated portfolio:</b> Students are required to submit an annotated portfolio of work (2D & 3D) that responds to a given project and that includes the prescribed deliverables	100	Week 12

#### 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>	N/A

#### Reading and On-line Resources

An on-line resource list will be provided to students at the start of the course. This will be reviewed annually to remain relevant and current for the course and subject specialism. An indicative list of resources is accessible via [Resource Lists](#).