

Glasgow School of Art Course Specification

Course Title:

Fashion Design Studio 1: Acclimatisation and Immersion



Image: Tzu-Chen Chao

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 Academic Year.

Course Code	HECOS Code	Academic Session
		2026-27

Course Title	Fashion Design Studio 1: Acclimatisation and Immersion
Course Contact	Prof. Jimmy Stephen-Cran

Credits	40
SCQF Level	11
When Taught	Stage 1, Semester 1

Associated Programmes	MDes Fashion Design
Lead School	School of Design
Other Schools	N/A
Date of Approval	PACAAG April 2026

Course Introduction

The course offers a range of scaffolded projects and technical instruction classes that support students in acclimatising themselves to Masters study in fashion and immersing themselves in the learning community at Glasgow School of Art.

The course builds a learning community that fosters discussions of processes and outcomes, encouraging students to work collaboratively in teams towards shared goals. The course also supports independent and autonomous learning within a dynamic and collegiate studio environment, where students develop research, design, and reflective skills through social interaction and cooperative dialogue.

A range of tasks and exercises develops the necessary competencies for key aspects of design practice in fashion, and the course supports curiosity, critical analysis, and creative explorations. The course projects focus on experimental approaches to silhouette, surface, colour, texture and the recording of process.

To support the coinciding Design Research Methods course, students also learn object-focused research methods that position garments as primary sources of knowledge. Clothing is examined as a material record of social histories, emotional attachments, and cultural meaning, allowing students to trace a garment's "biography"—how it was made, worn, repaired, circulated, and remembered.

This approach begins with the garment itself. Student researchers ask what it reveals about its makers and wearers, and how its materials, construction, and signs of use reflect broader social or economic conditions.

By treating garments as historical documents, students generate insights that often directly inform and shape their studio practice.

Course Aims

The aims of this course are to:

1. explore and identify the key conceptual and practical considerations and requirements associated with developing a fashion collection.
2. support students in expressing 2D and 3D ideas through experimental approaches to surface and form.
3. support students in exchanging views, opinions, and ideas through dialogue and a range of activities which build on and develop confidence.
4. support students in building skills to communicate and present their design process and the wider cultural dimensions associated with their design interests to a range of audiences.

Course Intended Learning Outcomes

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

1. formulate a convincing concept which identifies and analyses wider historical, contemporary, and cultural dimensions and their complexities and impact on contemporary design practice.
2. Conduct relevant research and apply critical analysis to complete a project which uses specialist methods and processes drawn from fashion and wider design practices.
3. identify and explore the key conceptual and practical considerations associated with developing fashion ideas.
4. communicate individual interests, initial design ideas and their potential for fashion application to a variety of audiences using visual formats.

Indicative Content

This course will introduce students to:

- icebreaker projects and activities
- specialist technical instruction sessions
- aspects of contemporary, historical, and cultural research
- primary and secondary research and investigation
- drawing, colour and texture work
- 2D and 3D exploration
- fabric and form experimentation

Description of Learning and Teaching Methods

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.

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
- inductions and demonstrations
- technical workshops
- studio activities
- tutorials
- talks, seminars, and study visits
- group critiques and reviews, peer review, peer learning, and presentations
- 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.

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 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.

Students are specifically supported with:

- Assessment briefs that clearly outline learning outcomes, required deliverables, and marking criteria.
- Examples of previous student work to illustrate expected standards.

This approach removes uncertainty around summative assessment and enables students to plan their work more strategically.

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 set project brief/s and learning and teaching activities. Summative assessment formats can take the shape of (multimedia) presentations, contributions to group work, and artefactual or other practical responses. All submissions are assessed holistically against the intended learning outcomes for this course.	100	Semester 1 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

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.