

Glasgow School of Art Course Specification
Course Title: Studio 1: Introducing Studio Practice



Image: Laura Thompson

Course Code	HECOS Code	Academic Session
	100632	2026-27

Course Title	Studio 1: Introducing Studio Practice
Course Contact	

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

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 prepares students to establish a new practice or re-evaluate their existing practice in an interdisciplinary studio-based learning environment. Through the sharing of knowledge and understanding students develop confidence, intellectual curiosity and an approach to iterative making, embracing experimentation and risk-taking. Students select from a series of set projects that introduce research, theory, making and critical reflective methods. Students synthesise research and theory to formulate new positions and inform making in response to set project briefs.

Students are introduced to a range of digital and analogue processes and facilities through introductions and inductions to workshops to support making and experimentation. The studio promotes a supportive community to encourage academic discourse. Students are required to reflect on their practice through critical reflective tasks informing project responses.

Course Aims

The aims of this course are to:

1. develop students curiosity and engagement with a range of specialised practice-led research methods and processes.
2. encourage students to develop their critical understanding of specialist practice, research, and theory.
3. equip students with the critical reflective skills to develop new insight into personal learning and creative practice.
4. engage students in developing their criticality through the exchange of perspectives and ideas considering complex ethical, societal, political and environmental contexts.

Course Intended Learning Outcomes

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

1. apply a range of practice-led research methods and processes in response to project briefs.
2. demonstrate a range of specialist research and theory to informing individual and collaborative projects.
3. demonstrate critical reflection, analysis, and evaluation of new knowledge to identify insights into personal learning and creative practice.
4. evidence a critical evaluation of how creative practitioners engage with complex ethical, societal, political and environmental contexts.

Indicative Content

The course will introduce students to:

- introductory workshops and connected activities,
- a range of discipline specific project briefs,
- specialist process inductions e.g. Letterpress, Screen Print, Photographic studio,
- approaches to contemporary, historical, and cultural research
- primary, secondary research and investigation
- methods and models of critical reflection
- self-directed, authorial, learning.
- exploration of material processes through iterative investigation

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 can include:

- Briefings
- Introductions, Inductions and demonstrations
- Technical and process workshops
- Studio activities
- Peer-led activities
- Lectures, seminars, presentations and study visits
- 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 analogue, 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.

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
Students are required to submit a portfolio of work produced in response to set project briefs and other learning activities. A critically reflective document of 1000 words contextualising the students learning should accompany the submission.		Semester 1 Week 13
Portfolio of work	75%	
Critical Reflective document	25%	

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.