

**Glasgow School of Art Course Specification
Course Title: Studio 2: Developing Practice**



Image: [Žarko Dumičić](#)

Course Code	HECOS Code	Academic Session
	100632	2026-27

Course Title	Studio 2: Developing Practice
Course Contact	

Credits	40
SCQF Level	11
When Taught	Stage 2, Semester 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 engages students to develop their Communication Design practice in an interdisciplinary studio-based learning environment in a diverse postgraduate design community. Through a blend of set projects and the development of self-directed project briefs students apply a range of research methods to develop the skills required for autonomous learning and authorial practice.

Students continue to reflect on their practice through critical reflection informing the development of their projects, building on their learning from Stage 1. The course promotes a supportive community encouraging speculative approaches to making and academic discourse, challenging existing preconceptions of Communication Design practice.

In Stage 2 students are required to submit a 2000-word critical reflective publication assessed as an embedded component of the studio submission.

Course Aims

The aims of this course are to:

1. encourage student initiative and autonomy to conceptualise, set and self-directed projects, through practice-led research, specialist methods of making.
2. equip students in developing their understanding of contemporary and historical specialist practice, through informed research and theory.
3. develop students' critical analysis, evaluation and synthesis of new knowledge in the planning of a self-directed project or projects.
4. equip students with the skills to develop their critical understanding of complex ethical, societal, political and environmental contexts.

Course Intended Learning Outcomes

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

1. exercise substantial autonomy through practice-led research in the planning and execution of set and self-directed projects.
2. communicate their critical understanding of the principles and theories of contemporary and historical communication design practice.
3. demonstrate the application of critical analysis, evaluation and synthesis to conceptualise a self-directed project or projects.
4. evidence engagement with academic discourse regarding the complex ethical, societal, political and environmental challenges facing creative practitioners.

Indicative Content

The course will develop student knowledge and understanding through:

- workshops
- a range of project briefs,
- presenting ideas, research and projects
- approaches to contemporary, historical, and cultural research
- methods and models of critical reflection
- methods and strategies to develop autonomous 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
- 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 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
		Semester 2

Students are required to submit a portfolio of work produced in response to project briefs (set and self-directed) and other learning activities. A critically reflective designed publication of 3000-word contextualising student learning should accompany the submission.		Week 13
Portfolio of work	75%	
Critical Reflective Publication	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.