

Glasgow School of Art Course Specification
Course Title: Perma-culture

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:
PDIN202		2026-27

1. Course Title:
Perma-culture

2. Date of Approval:	3. Lead School:	4. Other Schools:
Education Committee November 2022	School of Innovation and Technology	This course is available to students based at the Altyre Campus on PGT programmes which include a Stage 2 elective.

5. Credits:	6. SCQF Level:	7. Course Leader:
20	11	Fergus Fullarton-Pegg & Dr Gordon Hush

8. Associated Programmes:
This course is available to students on PGT programmes which include a Stage 2 elective.

9. When Taught:
PGT Stage 2, Taught in person (Altyre Campus Only) / blended

10. Course Aims:
Perma-Culture Design introduces students to contemporary design methods and practices applied to the context and exploration of perma-culture. The Course allows students to explore the possibilities created by adopting or adapting perma-culture methods and their relation to design. This Course introduces the terminology and concepts associated with perma-culture and enables a practical, collaborative and hands-on experience of the processes through which it is practised and the contexts within which it might be usefully applied: • Display an awareness and understanding of perma-culture as an approach to sustainable and ecologically efficient "systems design" and its impact on both the micro and macro experience of aspects of contemporary life. • Utilise the design innovation approach as a means to explore the ethics and activities that comprise perma-culture as a movement and an applied process

- Define and communicate the ethics, principles and design process of perma-culture through a designed outcome or critique of normative process(es) of food production and land management
- Evidence the value of perma-culture design as a method of engaging with, representing to others and communicating complex issues, and as a site of value creation (ecological economic, social or cultural), the relation of a means and mode of production to the consumption of its products or outcomes

11. Intended Learning Outcomes of Course:

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

- Apply an understanding of perma-culture as a design focused activity, a collaborative process of value generation and production
- Display a critical appreciation of the ways in which design-led approaches to perma-culture create or conserve value(s) within a specified context and in which forms such value materialises
- Apply design-led processes to the exploration of the application of perma-culture activities, its practices and philosophy, paying particular attention to the ethical aspects of such activities
- Demonstrate the ability to engage, prototype and develop design-led responses as a creative collective utilising systems design within the context of perma-culture
- Demonstrate the value of a design-led creative exploration of the methods or philosophy of perma-culture in relation to a discussion of a preferable future.

12. Indicative Content:

The course content is designed to develop an understanding of design innovation practices as applied to the substantive context of perma-culture explored via practical engagement and supported by related online seminars and online expert inputs.

The course will cover:

- Approaches for applying design innovation techniques and methods within the social context and ecological philosophy of perma-culture
- Identifying and deploying appropriate methods of engagement, team-working and communication in the generation or preservation of economic, organisational and social value in relation to perma-culture, food production and land management.
- The political, ethical and professional role of “the designer” as a collaborative practitioner capable of utilising the practices, processes and philosophy of perma-culture
- The role of co-operative endeavour as a means of developing social, ecological or economic change in relation to ecological and environmental concerns

13. Description of Summative Assessment Methods:

In this course, having undertaken a group project, students will be assessed on their ability to:

- Apply an understanding of perma-culture as a design focused activity, a collaborative process of value generation and production
- Display a critical appreciation of the ways in which design-led approaches to perma-culture create or conserve value(s) within a specified context and in which forms such value materialises
- Apply design-led processes to the exploration of the application of perma-culture activities, its practices and philosophy, paying particular attention to the ethical aspects of such activities

- Demonstrate the ability to engage, prototype and develop design-led responses as a creative collective utilising systems design within the context of perma-culture
- Demonstrate the value of a design-led creative exploration of the methods or philosophy of perma-culture in relation to a discussion of a preferable future.

Two assessment methods will be applied:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Project Book and presentation	Produce a group publication documenting the project undertaken, and group presentation of the process and outcomes of the collaborative project	70	Week 11, Stage 2
Reflective account	Produce an individual reflection, documenting your process, corresponding sketchbook, and self-evaluation of activity and learning.	30	Week 11, Stage 2

13.1 Please describe the Summative Assessment arrangements:

For this course, assessment of student work will consist of:

- An assessment of the group presentation and publication, including level of communication and appropriateness to stakeholders and an ability to justify design decisions (70%)
- An assessment of the reflective account, describing the individual learning experience and a reflection upon the group project and its processes. (30%)

14. Description of Formative Assessment Methods:

Engagement with formative assessment is a mandatory requirement.

Formative assessment and feedback will be provided through defined tutorial/seminar discussions, practical presentations and feedback throughout the course.

14.1 Please describe the Formative Assessment arrangements:

Students will receive supervisory support in the form of group seminars and practical exercises, while individual tutorials are available. In addition, students will be required to participate in group sessions (peer-assisted learning (PAL)).

- Seminar notes will be recorded by group members for review and discussion between the students involved in the tutorial.
- Peer review and feedback will also be used during presentations/practical exercises to provide additional formative feedback.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
20	200

15.1 Description of Teaching and Learning Methods:

Practical engagement and learning through the process of perma-culture agriculture. Systems design will be taught through the process of growing plants/flora and produce over the duration of the Course.

16. Pre-requisites:

17. Can this course be taken by Exchange/Study Abroad students?	Yes
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18. Are all the students on the course taught wholly by distance learning?	Yes
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19. Does this course represent a work placement or a year of study abroad?	No
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20. Is this course collaborative with any other institutions?	No
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20.1 If yes, then please enter the names of the other teaching institutions:

N/A

21. Additional Relevant Information:

N/A

22. Indicative Bibliography:

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| <ul style="list-style-type: none">• New Economics Foundation, (2002) <i>Building the Mutual State</i>, / Muto, www.themutualstate.org.• Julier, G. (2017), <i>Economies of Design</i>, Sage: London• Fry, T. (2011) <i>Design as Politics</i>, Berg, London• Miell, D. & Littleton, K. (2004), <i>Collaborative Creativity: contemporary perspectives</i>, Free Association Books,• Whitehurst, J, (2015), <i>The Open Organization: Igniting Passion and Performance</i>, Harvard Business Review Press, Boston, Massachusets.• Masanobu Fukuoka (1975), "The One-Straw Revolution" Tantor Media Inc• Mollison, B. (1996), "Permaculture Two: Practical Design for Town and Country in Permanent Agriculture" , Tagari Publications |
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