**Glasgow School of Art Programme Specification
Programme Title: Master of Design (MDes) Fashion and Textiles**

Image: Yimei Lu

1. Programme Details	
Programme Title	Master of Design: Fashion and Textiles
School	School of Design
Programme Leader	Prof. Jimmy Stephen-Cran
Award to be Conferred	Master of Design Fashion and Textiles
Exit Awards	Stage 1: Postgraduate Certificate in Fashion and Textiles Stage 2: Postgraduate Diploma in Fashion and Textiles Stage 3: Master of Design (MDes) in Fashion and Textiles
SCQF Level	11
Credits	180
Mode of Study	Full time
HECOS Code	

Academic Session	2025-26
Date of Approval	Programme Approval February 2024

Awarding Institution	University of Glasgow
Teaching Institutions	The Glasgow School of Art
Campus	Glasgow
Lead School/Board of Studies	School of Design
Other Schools/Board of Studies	N/A
Programme Accredited By (PSRBs)	N/A

2. Entry Qualifications	
Highers	N/A
A Levels	N/A
Other	An undergraduate Degree with a minimum Second Class Lower or equivalent in a relevant subject area or equivalent professional practice. Additional entry requirements: Applicants are normally required to submit a portfolio of work, along with satisfactory academic references and a personal statement as part of their applications. Applicants may also be required to attend an interview as part of their admissions assessment.
English Language Requirements	Applicants who are not a national of, nor have obtained a degree in one of the countries on the approved [UKVI exemption list](#) or those who require a Student Visa, will need to provide evidence of their English language ability. GSA's preferred test is the IELTS for UKVI (Academic) test taken at a UKVI-approved test centre. GSA require all students, who require a student visa, to meet the following requirements to gain entry:

| | • IELTS for UKVI Academic with an overall score of 6.5 with a minimum of 6.0 in all components. |
| | • An alternative Accepted English Language Test can be found on the Postgraduate 'How to Apply' page of the GSA website. |

3. Programme Introduction

The MDes in Fashion and Textiles at Glasgow School of Art focuses on practice and research-based learning. The programme develops independently-minded designers who challenge and interrogate the field of fashion and textiles in new and innovative ways. The programme frames studio learning as a stimulating space that fosters critical reflection and experimentation within a vibrant community of professionals. The programme encourages students to take risks, reflect on their creative process, engage in peer learning, and utilise GSA's various technical, library, and archive resources.

The programme encourages students to consider the human form as a limitless opportunity for creative expression and to develop an individual visual language accordingly. The programme employs a range of pedagogical approaches, enabling students to acquire key skill sets and attributes, enhance design thinking, develop innovative strategies, and reflect on their professional practice, through a learning journey that embraces acclimatisation and immersion, origination and experimentation, and progression and resolution. Throughout, students take significant responsibility for managing their learning, and the programme emphasises self-reliance and personal academic development. The programme emphasises formal and informal cross-disciplinary discourses within the Stage 1 core course on design research methods and Stage 2 PGT elective courses and reflects a sharing and collaborative ethos.

The programme fosters independence, creativity, experimentation, and critical thinking, enabling students to address the evolving needs of society with empathy, social awareness, conceptual mindsets, and diverse forms of expression. The programme encourages students to be resourceful and to take inventive and rule-breaking approaches to surface and silhouette. Students take playful and unrestrained dressing-up-box approaches to fashion and textiles, subverting and disrupting craft and clothing conventions. The programme supports students to move effortlessly and expertly between 2D and 3D, to make spontaneous and reasoned responses, to consider outermost and innermost details, and to design responsibly for optimum social, environmental, and cultural impact.

4. Programme Aims

The aims of the programme are to:

1. acquire an understanding of how fashion design practices and processes are informed by historical and cultural contexts through engagement with the visual and tactile language of fashion using a variety of learning approaches.

2. investigate making practices and material culture through participation in a range of independent and collaborative studio projects and interdisciplinary interactions.

3. develop an understanding of research, experimentation, and realisation processes within fashion design, motivated by curiosity, individuality, reflection, and self-expression to communicate and inform ideas.

4. challenge traditional disciplinary boundaries and definitions through the constructive disruption of processes, materials, and technologies to nurture innovative and creative design outcomes.

5. encourage self-direction and ethical responsibility to inform project work using critical thinking and experimental methodologies.

6. reflect on the role and socio-cultural responsibilities of a designer through the communication and exchange of ideas with a wide range of audiences and contexts.

5. Programme Intended Learning Outcomes

After full participation in and successful completion of the programme, students will be able to:

1. evidence critical engagement with the fundamental conventions, features and language associated with specialised fashion interests to support understanding of how design practices and processes are informed by historical and cultural contexts.

2. integrate and synthesise creative research using analytical and reflective methods to evaluate and inform design context and production processes.

3. explore the disciplinary boundaries of fashion-making and material culture through constructive disruption as a way of creating inventive work.

4. plan and execute a project that demonstrates investigation, experimentation, and the resolution of specialised disciplinary ideas.

5. evaluate, present and exchange complex ideas with specialist and non-specialist audiences.

6. Description of Learning and Teaching Approaches

A variety of teaching and learning approaches are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes. These include:

- briefings
- inductions and demonstrations
- technical classes and design workshops
- studio activities
- individual and group tutorials and crits
- talks, lectures, seminars, and study visits
- group critiques and reviews, peer review, peer learning, and presentations
- presentations and writing
- self-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.

A variety of teaching and learning approaches, including in person, blended and online learning and delivery, are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes.

7. Description of Assessment Methods

Formative assessment offers students the opportunity to obtain ongoing tutor and peer feedback through the development of their summative submissions over the length of each course. Students are supported in their learning through a range of formative activities with staff and peers, such as workshops, reviews and tutorials offering ongoing formative feedback as they progress through each course within this programme.

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 programme and its courses.

Submissions will be assessed and moderated in line with the Code of Assessment.

8. Programme Structure

Stage 1

Course	Credits	SCQF Level	Semester	Course Code
Studio 1: Acclimatisation and Immersion	40	11	1	
Design Research Methods – Core Course	20	11	1	
Total Stage Credits	**60**			

Stage 2

Course	Credits	SCQF Level	Semester	Course Code
Studio 2: Origination and Experimentation	40	11	2	
Postgraduate Elective	20	11	2	
Total Stage Credits	**60**			

Stage 3

Course	Credits	SCQF Level	Semester	Course Code
Studio 3: Progession and Resolution	60	11	3	
Total Stage Credits	**60**			

9. Outgoing Exchange and Visiting Student Arrangements

Not applicable.

10. Relevant QAA Subject Benchmark Statements and Other External Reference Points

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. For further information relevant to this programme see:

QAA (2019) *Subject Benchmark Statement: Art and Design*. Gloucester: QAA. Available from: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22

11. Programme Regulations and Requirements for Progression

All GSA Degree programmes are validated by the University of Glasgow and the GSA's Programme Regulations are published in the University of Glasgow University Regulations.

These regulations include the requirements in relation to:
(a)   Award of the degree
(b)   Progression requirements
(c)   Early exit awards

In referring to regulations for degree programmes, students should consult the University Regulations which were in force in the academic session in which they first registered for the degree programme in question.