

Glasgow School of Art Programme Specification
Programme Title: BA (Hons) Interior Design



Image: Hanya Kamel

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2024-25 Academic Year.

| 1. Programme Details | |
|------------------------------|--|
| Programme Title | BA (Hons) Interior Design |
| School | Design |
| Programme Leader | Pamela Flanagan |
| Award to be Conferred | BA (Hons) Interior Design |
| Exit Awards | Stage 1 – Certificate of Higher Education Stage 2 – Diploma of Higher Education Stage 3 – BA Interior Design (Ordinary) Stage 4 – BA (Hons) Interior Design |
| SCQF Level | Stage 1 – Level 7 Stage 2 – Level 8 Stage 3 – Level 9 Stage 4 – Level 10 |
| Credits | 480 |
| Mode of Study | Full-time |
| HECOS Code | 101316/100048/100783 |

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|-------------------------|----------------------------------|
| Academic Session | 2024-25 |
| Date of Approval | Programme Approval February 2024 |

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|--|-----------------------|
| Awarding Institution | University of Glasgow |
| Teaching Institutions | 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 | Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject |
| A Levels | Standard: ABB and GCSE English at A/7 grade or above Minimum: BBC and GCSE English at A/7 grade or above |
| Other | International Baccalaureate: 30 points overall in the Diploma, including 18 at Higher Level, normally including English and Maths. Irish Leaving Certificate: Four Highers at H2 or above - subjects required as per Scottish Highers. Other eligible qualifications for entry include Foundation Diplomas in Art & Design, Higher National Certificates (HNC), Higher National Diplomas (HND), Foundation Degrees, Level 3 Diplomas, and other Further Education and Higher Education qualifications in related subjects. Entrants may begin their studies in Stage 2 or Stage 3 depending on the level of prior qualifications and other entry criteria. Detailed information about the required |

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| | <p>grades for individuals holding or studying these qualifications can be access on the website.</p> <p>Applicants from outside the UK and Ireland should also consult our International student pages for details of accepted qualifications from specific countries.</p> <p>Applicants who do not meet entry requirements through formal qualifications but can demonstrate experience, skills and abilities at the appropriate level can also be considered.</p> <p>Additional entry requirements: Applicants are normally required to submit a portfolio or work and may be required to attend an Interview as part of their admissions assessment.</p> |
| <p>English Language Requirements</p> | <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • IELTS for UKVI Academic with an overall score of 6 with a minimum of 5.5 in all components; • An alternative Accepted English Language Test which can be found on the Postgraduate 'How to Apply' page of the GSA website. |

3. Programme Introduction

BA (Hons) Interior Design nurtures a dynamic, inclusive and supportive learning environment that centres on project-based learning to prepare students for future pathways in interior design practice, associated creative fields of set design, film and television, or postgraduate study. Interior Design graduates are professional and assured creative practitioners who embody ethical practice with authority to equip graduates to enter design practice, set up businesses, or continue their educational journeys.

The programme embeds an ethical ethos engaging with social and environmental issues regarding design's responsibility towards the planet, people, and place. Students explore the practice of interior design as a means for change within a studio community that extends personal and critical skills to enable self-directed learning and working with others. Each project develops creative propositions for user, space and function in a process-led exploration of interior design practice.

The curriculum encourages curiosity, experimentation and risk-taking. Through the studio projects, students explore the breadth of the discipline that examines a range of typologies, contexts and spatial challenges. We value analogue and emerging digital approaches to analysing and challenging the boundaries of interior design to generate new insights and propositions. Students learn skills to convey their ideas, including research, iterative design processes, model making, orthographic drawing, visualisation, and storytelling. Students explore analogue and digital tools that transverse 2D, 3D and 4D. The programme balances conceptual design and idea generation alongside conventional practical methods. Students develop an individual position in a creative learning space that provides freedom to explore concepts, processes and practices to support their creative aspirations.

Within the programme, Studio courses provide a series of incremental project-based experiences with opportunities to reflect upon learning as it develops and towards building a critical practice. Design History and Theory courses explore critical and contextual perspectives of the discipline and broader design discourse. Co-Lab and Design Domain's shared courses foster expanded perspectives by connecting broader domains of learning and knowledge. Opportunities for student international exchanges, collaborative learning, external partnership projects, competitions, and careers and enterprise experiences help support how students develop graduate skills and attributes.

4. Programme Aims

The aims of this programme are to:

1. equip our graduating students with the curiosity and creative skills to sustain lifelong learning
2. encourage initiative, innovation and risk-taking within their practice
3. develop critical, practical, and digital skills to provoke new insights and to expand the discipline of interior design
4. build personal and professional skills to enable independent and collaborative learning
5. engage with ethical practices and socially responsible design which respects people, place and environment
6. develop professional communication skills to exchange, present ideas and interests with a variety of audiences

5. Programme Intended Learning Outcomes

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

1. inform and enrich their interior design practice through contextual research skills
2. explore through experimentation and innovation, employing criticality and reflection through the design process
3. apply practical, analytical and critical skills appropriate to their interior design interests
4. manage their learning working both independently and in collaboration with peers, GSA staff, and partners
5. critically engage in complex societal, ethical, and environmental discourse within and outwith the discipline of interior design
6. effectively communicate to a range of audiences, including peers, staff, and partners, engaging with perspectives and professional practices

6. Description of Learning and Teaching Approaches

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. As an indication, these include:

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

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 1A | 40 | 7 | 1 | |
| Co-Lab | 20 | 7 | 1 | |
| Studio 1B | 40 | 7 | 2 | |
| Design Objects, Ideas, Contexts, Histories | 20 | 7 | 2 | |
| Total Stage Credits | 120 | | | |

| Stage 2 | | | | |
|------------------------------|----------------|-------------------|-----------------|--------------------|
| Course | Credits | SCQF Level | Semester | Course Code |
| Studio 2A | 40 | 8 | 1 | |
| Design History and Theory 2A | 10 | 8 | 1 | |
| Design Domain 2A | 10 | 8 | 1 | |
| Studio 2B | 40 | 8 | 2 | |
| Design History and Theory 2B | 10 | 8 | 2 | |
| Design Domain 2B | 10 | 8 | 2 | |
| Total Stage Credits | 120 | | | |

| Stage 3 | | | | |
|------------------------------|----------------|-------------------|-----------------|--------------------|
| Course | Credits | SCQF Level | Semester | Course Code |
| Studio 3A | 40 | 9 | 1 | |
| Design History and Theory 3A | 10 | 9 | 1 | |
| Design Domain 3A | 10 | 9 | 1 | |
| Studio 3B | 40 | 9 | 2 | |
| Design History and Theory 3B | 10 | 9 | 2 | |
| Design Domain 3B | 10 | 9 | 2 | |
| Total Stage Credits | 120 | | | |

| Stage 4 Option 1 | | | | |
|----------------------------------|----------------|-------------------|-----------------|--------------------|
| Course | Credits | SCQF Level | Semester | Course Code |
| Studio 4 | 80 | 10 | 1 & 2 | |
| Design History and Theory 4 (40) | 40 | 10 | 1 & 2 | |
| Total Stage Credits | 120 | | | |

| Stage 4 Option 2 | | | | |
|---|----------------|-------------------|-----------------|--------------------|
| Course | Credits | SCQF Level | Semester | Course Code |
| Studio 4 | 80 | 10 | 1 & 2 | |
| Extending Design: Reflective Encounters | 20 | 10 | 2 | |
| Design History and Theory 4 (20) | 20 | 10 | 1 | |
| Total Stage Credits | 120 | | | |

9. Outgoing Exchange and Visiting Student Arrangements

BA (Hons) Interior Design students may apply to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Stage 3 of study and be for the duration of one full semester, either Semester 1 or Semester 2. BA (Hons) Interior Design welcomes incoming exchange students studying at a registered exchange partner who may apply to GSA for a period of exchange, usually one full semester, either Semester 1 or Semester 2.

Study Abroad (Visiting Students) is open to applications for full-year, Semester 1, and Semester 2 entry on Stage 2 and Stage 3 of the BA (Hons) Interior Design programme. Study Abroad students will be entered into the most appropriate year entry point based on their portfolio and application.

| Stage 2 Exchange and Visiting Student Courses | | | | |
|---|---------|------------|----------|-------------|
| Course | Credits | SCQF Level | Semester | Course Code |
| Studio 2A | 40 | 9 | 1 | |
| Design History and Theory 2A | 10 | 9 | 1 | |
| Design Domain 2A | 10 | 9 | 1 | |
| Studio 2B | 40 | 9 | 2 | |
| Design History and Theory 2B | 10 | 9 | 2 | |
| Design Domain 2B | 10 | 9 | 2 | |

| Stage 3 Exchange and Visiting Student Courses | | | | |
|---|---------|------------|----------|-------------|
| Course | Credits | SCQF Level | Semester | Course Code |
| Studio 3A | 40 | 9 | 1 | |
| Design History and Theory 3A | 10 | 9 | 1 | |
| Design Domain 3A | 10 | 9 | 1 | |
| Studio 3B | 40 | 9 | 2 | |
| Design History and Theory 3B | 10 | 9 | 2 | |
| Design Domain 3B | 10 | 9 | 2 | |

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.