

**Glasgow School of Art Course Specification**  
**Course Title: Interior Design Studio 2B**



Image: Olga Serdyukova

*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 2024-25 Academic Year.*

Course Code	HECOS Code	Academic Session
		2024-25

Course Title	Interior Design Studio 2B
Course Contact	Pamela Flanagan

Credits	40
SCQF Level	8
When Taught	Stage 2, Semester 2

Associated Programmes	BA (Hons) Interior Design
Lead School	School of Design
Other Schools	n/a
Date of Approval	Programme Approval February 2024

### Course Introduction

In this course, students consolidate their skills through project briefs to further explore the breadth of interior design typologies and contexts. The course supports students in refining fundamental skills through familiar and unfamiliar processes. The projects focus on the relationship between body, space and atmosphere in the occupied interior.

Students explore how materiality, lighting, sensory qualities and technology create experiential opportunities for incorporation within the interior. Students apply experimental approaches to test and critically evaluate the design process using a range of analogue, orthographic and digital approaches, including 2D and 3D tools.

The course continues to enhance student's awareness of their role and responsibility in design and broader societal issues surrounding interior design discourses. The projects explore themes such as adaptive reuse, accessibility and inclusion, standard regulations and sustainable design practice.

The community of learning is core to the development of each student within a collaborative learning environment. Teaching sessions utilise a variety of approaches to share and articulate ideas to support the development of discipline-based terminology through visual and verbal communication within a supportive learning environment.

### Course Aims

The aims of this course are to:

1. develop and embed core research methods, and the examination of findings to generate concepts which enrich and support creative ideas
2. broaden and expand core knowledge, skills, experimentation, exploration, and resolution as core components of interior design processes
3. enhance core 2D and 3D skills through a range and command of subject-specific techniques, processes, and materials.

4. establish independent and collaborative learning that considers guidance from staff and peers to evaluate progress and inform learning
5. develop and implement an understanding of ethical, societal, and environmental issues concerning interior design and the role of the responsible practitioner
6. further develop core communication skills to support presentation of project work in a coherent form and to effectively communicate with peers and tutors

### **Course Intended Learning Outcomes**

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

1. evidence use of primary, secondary, and contextual research to inform concepts and creative ideas
2. critically employ core design skills and processes to test and evaluate ideas, materials and design development appropriate for interior design
3. apply core skills from 2D representation and 3D making informed decision making for spatial exploration of ideas
4. coordinate learning and resources, evaluating progress and guidance from others to direct own learning, and to bring project work to a conclusion
5. evidence a consideration of ethical, societal, and environmental practice within their own work and work of others
6. evidence considered use of core presentation methods and skills to communicate research, experimentation, process and curation of project work to peers and tutors

### **Indicative Content**

The course will introduce students to:

- respond to unique site contexts and typologies
- exploring 3D space through verticality, adjacencies, and spatial interventions
- considering user(s) experience and appropriateness of proposal
- realising concept to proposal using orthographic, digital design tools, model making and alternative methods of representation of ideas
- skills in managing project requirements and working independently
- communication methods to document research and collate project work

### **Description of Learning and Teaching Methods**

This studio course is designed as a project-based course. Project briefs encourage an independent, tutor-supported approach to directed and 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. 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.

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.

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 feedback supports students in developing and refining their project work towards submission for summative assessment.

Formative feedback offers students the opportunity to present the progress of their project work to staff and or peers, receiving feedback to support the development and refinement of their project work towards 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
<p>Students are required to submit a body of work produced in response to project brief/s and learning and teaching activities, which is assessed holistically against the intended learning outcomes for this course.</p> <p>For example, this may include:</p> <ul style="list-style-type: none"> <li>- Digital portfolio</li> </ul>	100%	Semester 2 Week 13

<ul style="list-style-type: none"> <li>- Artefacts</li> <li>- Reflective statement</li> <li>- Developmental works in a sketch book and/or journal</li> <li>- Pre-recorded presentation</li> </ul>		
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<b>Exchange/Study Abroad</b>	
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<b>Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>Are all the students on the course taught wholly by distance learning?</b>	No
<b>Does this course represent a work placement or a year of study abroad?</b>	No
<b>Is this course collaborative with any other institutions?</b>	No
<b>If yes, then please provide the names of the other teaching institutions</b>	

<b>Reading and On-line Resources</b>
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The course indicative reading and online resource list is accessible via [Key Links](#). This list will be reviewed and updated annually to reflect course content and subject developments.