Glasgow School of Art Course Specification
Course Title: Interior Design Studio 1A

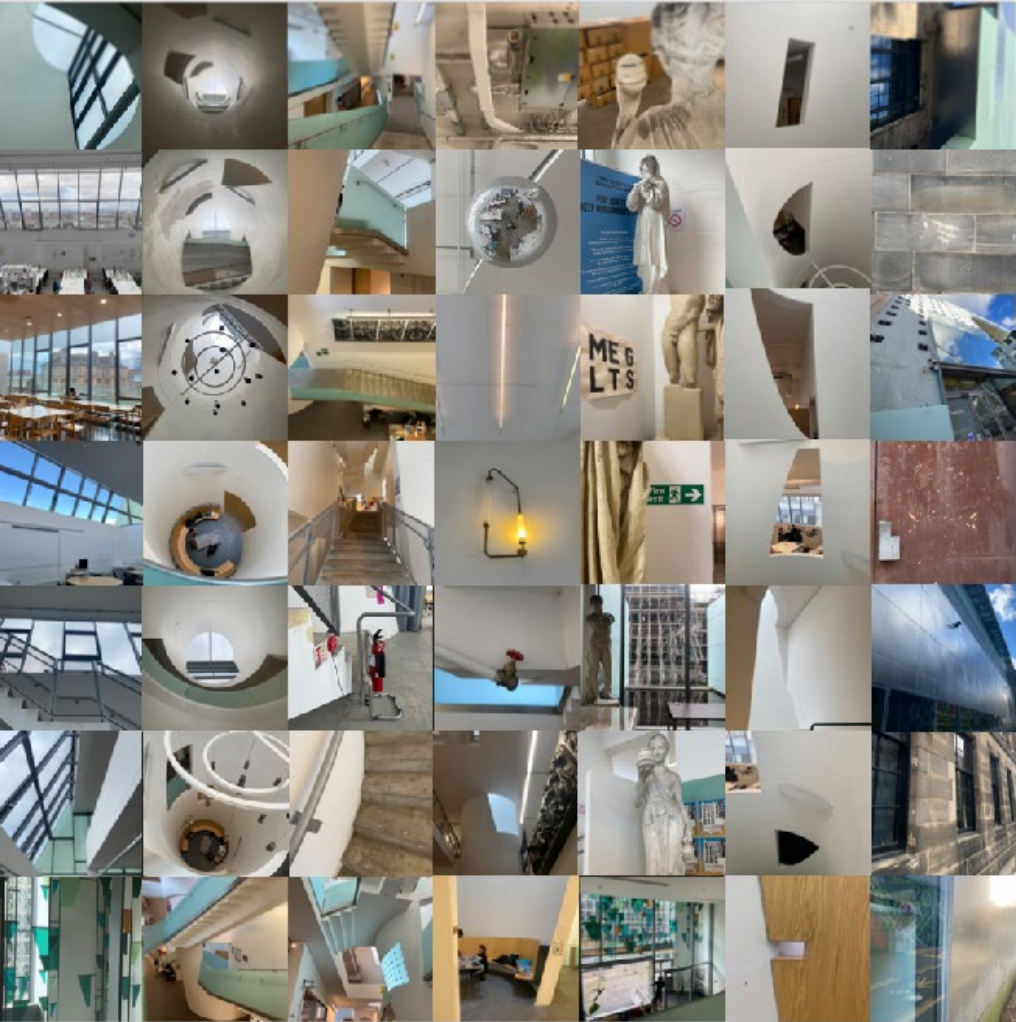

Image: Site Project Group Collage, 2022

Course Code	HECOS Code	Academic Session
UIND101A		2025-26

Course Title	Interior Design Studio 1A
Course Contact	Pamela Flanagan

Credits	40
SCQF Level	7
When Taught	Stage 1, Semester 1

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

Course Introduction

This course introduces students to the fundamentals of Interior Design via studio-based projects that explore the discipline's basic characteristics, knowledge, techniques, and skills. It supports students in building an outline knowledge of the main principles of Interior Design, including observational skills, iterative processes, visual representation and experimental making.

The course supports a playful and experimental approach where students can deconstruct prior expectations of the discipline through creative responses to space, function, and body. It offers structured learning activities in which students build their understanding by undertaking a process-led exploration of interior design practice.

The course introduces students to work with unfamiliar and familiar methods to communicate and represent ideas. The course provides studio projects and processes that introduce analogue and digital means of working in 2D and 3D, working with real and hypothetical interior spaces and the role of design in shaping the spaces we occupy.

The course fosters a community of learning through teaching activities to build skills and confidence in articulating ideas. Students continue to develop an understanding of reflective practice and collaborative engagement as core to learning. The course develops reflective and curious ways of working to support the learner journey and facilitate the transition into an art school learning environment.

Course Aims

The aims of this course are to:

1. introduce fundamental research methods and principles for interior design
2. encourage curiosity, iterative approaches, and playful experimentation within the subject of interior design
3. introduce fundamental design processes, practical and critical skills associated with interior design

4. foster fundamental independent study and collaboration in community of learning through peer-led activities
5. introduce ethical, societal, and environmental issues surrounding creative practice
6. introduce basic presentation skills to communicate creative ideas visually and verbally in a coherent form

Course Intended Learning Outcomes

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

1. demonstrate fundamental research skills supporting design development
2. explore a range of creative responses to familiar and unfamiliar processes and materials relevant for interior design
3. apply fundamental practical skills and creative processes for project work
4. navigate project learning and resources using tutor and peer interaction and feedback to inform learning
5. recognise ethical, societal, or environmental challenges in relation to interior design
6. demonstrate basic presentation skills to communicate research, processes and outputs of project work to tutors and peers

Indicative Content

The course will introduce students to:

- a series of structured activities to support understanding of design process
- looking at interior spaces through methods of visual documentation
- representations of the interior in 2D drawing and 3D model making
- orthographic and discipline terminology
- ways to collate, research, document and communicate work
- participating in a community of learning
- reflecting on individual process

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
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. For example, this may include: - Digital portfolio - Artefacts - Reflective statement - Developmental works in a sketch book and/or journal - Pre-recorded presentation	100%	Semester 1 Week 13

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.