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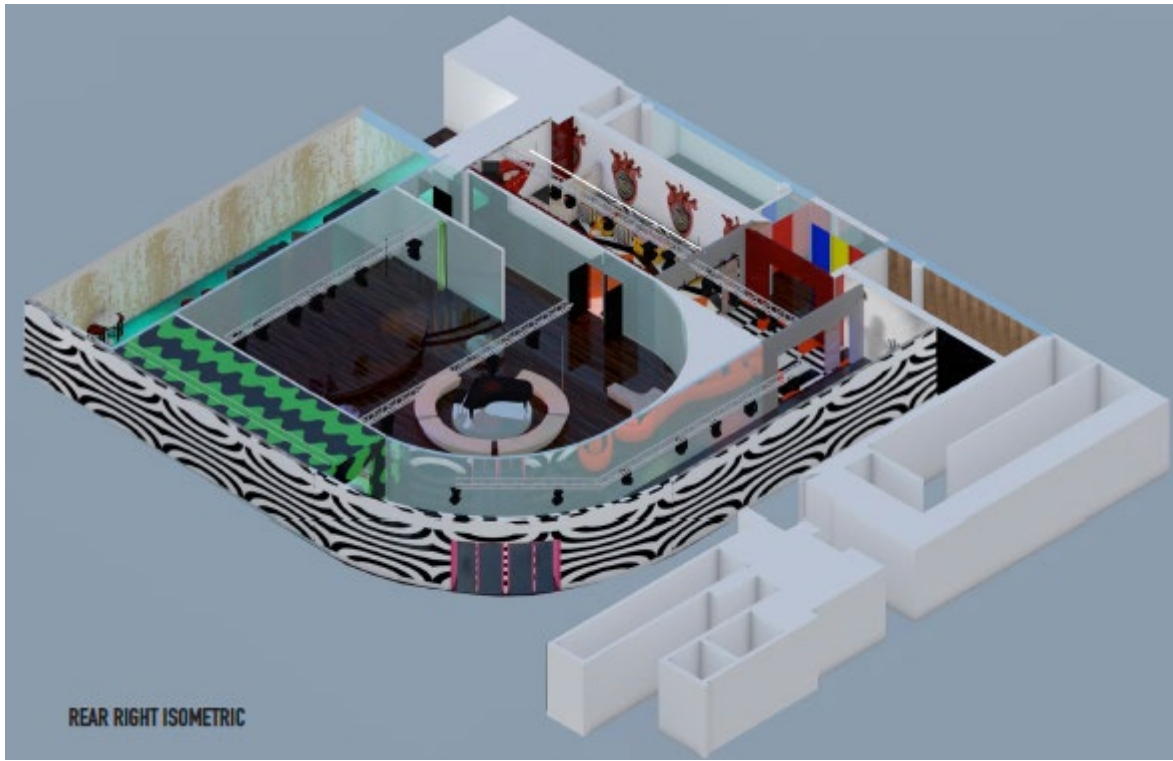

Image: Sophia Cavalluzzi

Course Code	HECOS Code	Academic Session
UIND201A		2025-26

Course Title	Interior Design Studio 2A
Course Contact	Pamela Flanagan

Credits	40
SCQF Level	8
When Taught	Stage 2, 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

In this course, students undertake a range of subject-specialist projects using knowledge, techniques, and skills specific to the discipline of interior design. The studio projects provide the opportunity to analyse real and hypothetical interiors using various typologies and contexts. The projects focus on interrogating site, function, and user to inform an understanding of the complexities of interior design.

Students broaden existing design and subject-specific skills for orthographic drawings, materiality, detail, and specification of furniture and finishes. The students use virtual and augmented digital tools to experience 3D space through form, scale, and material application.

The course develops awareness of the role and responsibility of design within broader societal issues surrounding interior design discourses. The projects introduce key themes of adaptive reuse, accessibility and inclusion, standard regulations and sustainable design practice.

The course supports students transitioning from Stage 1 at GSA or other entry routes. 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. strengthen and develop appropriate research methods to inform creative practice
2. broaden core knowledge, skills, methods and strategies for idea generation and exploration as core components of interior design processes
3. acquire core 2D and 3D skills through the introduction of subject-specific techniques, processes, and materials
4. foster independent and collaborative learning that considers guidance from staff and peers to evaluate progress and inform learning

5. develop an understanding of ethical, societal, and environmental issues concerning interior design and the role of the responsible practitioner
6. 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. explore a range of primary, secondary, and contextual research to inform concepts and creative ideas
2. employ core skills and processes to test and evaluate ideas, materials, design development through iterative approaches
3. explore the application of 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 staff and peers to inform learning
5. evidence a consideration of ethical, societal, and environmental practice within their own work and work of others
6. utilise 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:

- responding to unique site contexts and typologies
- considering user(s) experience and appropriateness of proposal
- exploring 3D space through verticality, adjacencies, and spatial interventions
- 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
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?	Yes
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.