

**Glasgow School of Art Course Specification  
Course Title: Interior Design Studio 3A**

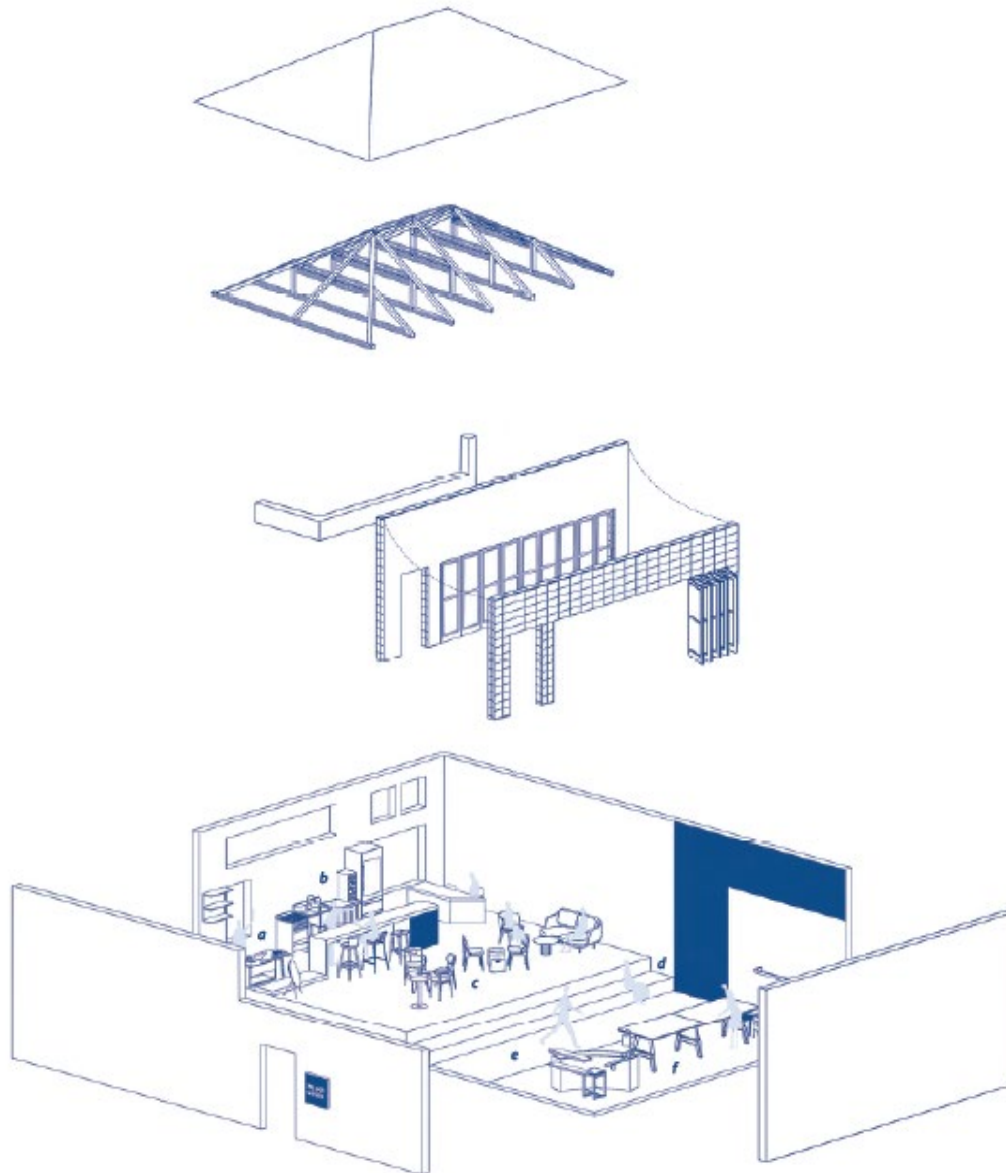


Image: Kim HaEun

*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 2025-26 Academic Year.*

Course Code	HECOS Code	Academic Session
UIND301A		2025-26

<b>Course Title</b>	Interior Design Studio 3A
<b>Course Contact</b>	Pamela Flanagan

<b>Credits</b>	40
<b>SCQF Level</b>	9
<b>When Taught</b>	Stage 3, Semester 1

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

### Course Introduction

This course expands knowledge, design skills and working methods for interior design. Students use primary and secondary research as an established approach to considering and making meaningful design decisions within given contexts grounded in the subject of specialism. In each project, students develop skills in gathering, editing and presenting their findings, as well as learning how to manage working with uncertainty and multi-layered decision-making.

By exploring challenges within existing conditions of site, building or typology, students design and manage complex spatial puzzles that evaluate the interior design beyond aesthetics. Students develop critical skills in identifying and resolving interior detail and how it impacts the function and user. Students develop the autonomy of their creative process by synthesising an iterative design process, detailing, materiality, and technical competence within their portfolio of work. This course advances design communication skills in applying orthographic drawings, model making, and digital tools. Students develop technological awareness by acquiring virtual and augmented methods to explore spatial propositions.

The course provides the opportunity to work with external partners and mature communication and professional practice skills to various audiences. Students manage ethical and professional issues by demonstrating insights into broader societal issues and how these impact their interior design practice. The studio projects embed themes of adaptive reuse, accessibility and inclusion, standard regulations, materiality, and sustainable engagement as core principles within their design process.

The course supports students transitioning from Stage 2 at GSA or other entry routes, with a supportive learning community central to building confident designers who can adapt to challenges to articulate, innovate, and evolve their ideas.

### **Course Aims**

The aims of this course are to:

1. identify appropriate research methods and findings to inform exploration of concepts and creative processes
2. expand knowledge and understanding of interior design processes by refining skills and methods for idea generation, exploration, and analytical skills
3. develop advanced range and command of design, professional and technical skills in response to studio projects
4. advance independent study skills, responsible working, and effective relationships with peers, tutors, and external partners
5. expand knowledge of ethical, societal, and environmental issues concerning the role and critical discourse for interior design
6. develop advanced communication skills to present project work and to effectively converse with peers, tutors and external partners

### **Course Intended Learning Outcomes**

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

1. articulate informed concepts and creative ideas using advanced approaches to primary, secondary, and contextual research relative to interior design practices
2. evidence-advanced design skills through experimentation, iterative processes, and critical reflection in response to project briefs and spatial challenges
3. demonstrate advanced design, technical and professional skills with critical analysis
4. responsibly manage learning and resources, reflecting and critically evaluating progress and guidance from others to inform learning
5. identify and initiate informed responses to ethical issues within the discourse and context of contemporary design practice
6. demonstrate advanced communication methods and skills to professionally and coherently present project work to peers, tutors or external partners

### **Indicative Content**

The course will introduce students to:

- scoping a project from site analysis, context, and existing conditions
- designing and implementing 3D space through verticality, adjacencies, and spatial interventions
- critical responses to unique site contexts and typologies with theoretical and practical sensibilities relative to adaptive reuse
- considering user(s) experience and appropriateness of proposals through an inclusive design approach
- 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

Digital skills, materials 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> <li>- Artefacts</li> <li>- Reflective statement</li> <li>- Developmental works in a sketch book and/or journal</li> <li>- Pre-recorded presentation</li> </ul>	100%	Semester 1 Week 13

Exchange/Study Abroad	
<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>	

Reading and On-line Resources
<p>The course indicative reading and online resource list is accessible via <a href="#">Resource Lists</a>. This list will be reviewed and updated annually to reflect course content and subject developments.</p>