

**Glasgow School of Art Course Specification
Course Title: BA Hons Interior Design Studio 4**



Image: Aino Larvala

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
		2025-26

Course Title	Interior Design Studio 4
Course Contact	Pamela Flanagan

Credits	80
SCQF Level	10
When Taught	Stage 4, Semesters 1 and 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

This course refines knowledge, design skills and working methods that students have acquired in previous stages to consolidate the final year of specialist study. The course uses a structured framework to support students in advancing their design and professional skills. Each student undertakes a substantial interior design proposition demonstrating their individual interests in a self-directed project that expresses originality and innovative ways of working. The project provides autonomy in a meaningful design process which is informed by critical reflection and judgement.

Students undertake a rigorous analysis of site context and an informed interpretation of typology and proposed functionality. This includes a detailed appraisal of the needs and conditions of the chosen site, how it choreographs body and space to offer an interior design proposition with specific attention to the inclusion of users. Students identify, evaluate, and prioritise complex ethical issues relative to their design project.

Students demonstrate autonomy and independent learning through synthesising an iterative design process, detailing, materiality, storytelling, and technical competence within their portfolio. They consolidate professional practice and communication skills by employing orthographic drawings, digital software, model making, and 3D and 4D digital technologies to convey a concise design proposal to a range of audiences. On completion, students will be confident and agile in working across hypothetical, speculative, and real-life conditions. This supports how students manifest graduate attributes at the threshold of professional practice.

Course Aims

The aims of this course are to:

1. provide the opportunity to formulate and undertake a sustained period of creative, specialist self-directed study at the threshold of professional practice
2. construct specialist knowledge and understanding of interior design processes, utilising criticality and reflection throughout
3. develop specialist critical, practical, and technical skills to provoke new insights and to expand the discipline in line with individual interests
4. build personal and professional skills to enable independent and collaborative working in preparation for lifelong learning
5. position project work within contemporary context(s) which exemplifies responsible design in relation to area of expertise and individual interests
6. provide opportunities to rehearse and execute professional communication and presentation skills to a variety of audiences

Course Intended Learning Outcomes

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

1. formulate a robust concept and specialist approach to primary, secondary, and contextual research, generating a considered project proposal which aligns with individual interests
2. consolidate and implement specialist knowledge, employing criticality and reflection to navigate stages in an iterative design process
3. execute specialist practical and technical skills, underpinned with in-depth analysis, to generate a comprehensive brief to resolve project work in line with interior design interests
4. manage and prioritise own learning with self-awareness and resourcefulness, to implement robust strategies for the development and completion of self-directed project
5. position a self-directed project within relevant interior design context(s) that engages in relevant responsible design ideas, materials, and processes
6. professionally communicate an individual design process, development, detail, specialist knowledge within the production of a final folio of work to present to a range of audiences

Indicative Content

The course will introduce students to:

- scoping an individual project proposal from site analysis, context, and existing conditions
- critically and creatively responding to unique site context and typology supported by theoretical and practical sensibilities
- designing and implementing 3D space including consideration of verticality, adjacencies, and spatial interventions
- defining user(s) experience and appropriateness of proposal through an inclusive design approach
- realising concept to final proposal using orthographic, digital design tools, model making and alternative methods of representation of ideas
- effectively managing and organising project requirements and work independently.

- communication methods to document research, development, iterative design process, and key decision-making to support a final resolved design proposal

Description of Learning and Teaching Methods

This studio course is designed as a project-based course. Project briefs encourage an independent, tutor-supported approach that emphasises individual and in-depth self-directed study at the threshold of professional practice.

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
80	800

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.

As a course taught over two semesters, the course includes a formative assessment point in which a student submits formative work. This is marked, with feedback and an indicative grade recorded, and made available to the student.

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.

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">- Digital portfolio- Artefacts- Reflective statement- Developmental works in a sketch book and/or journal- Pre-recorded presentation	100%	Semester 2, 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 subject developments. Tutors and peers will provide further recommendations appropriate to student's chosen area of research and focus.