

Glasgow School of Art Course Specification

Course Title: Studio Work 1B Interior Architecture

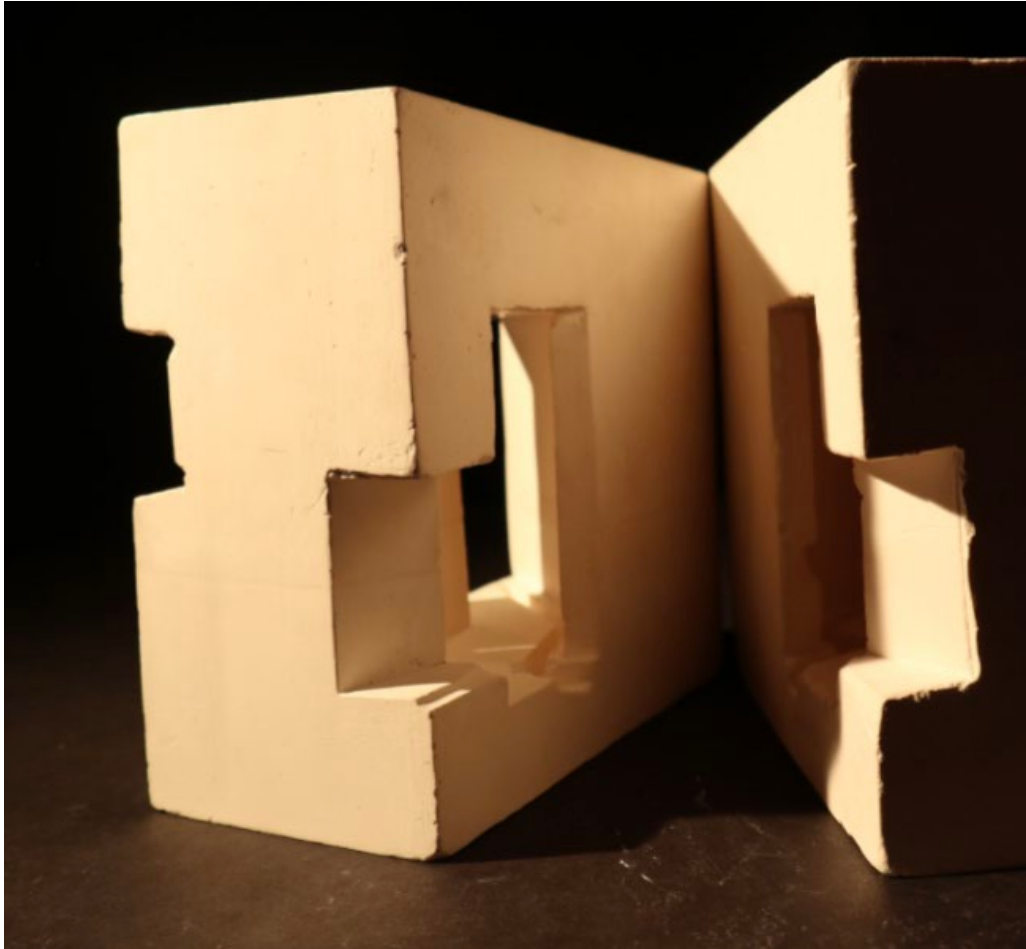


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Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the Academic Year.

Course Code	HECOS Code	Academic Session
TBC	100122/100583	2026-27

Course Title	Studio Work 1B Interior Architecture
Course Contact	

Credits	30
SCQF Level	Level 7
When Taught	Semester 2

Associated Programmes	BSc in Interior Architecture with Honours
Lead School	Mackintosh School of Architecture
Other Schools	N/A
Date of Approval	Programme Approval September 2025

Course Introduction
Following on from the Studio Work 1A course, <i>Studio Work 1B Interior Architecture</i> engages students with the contemporary challenges and opportunities in the design of interior environments. Set within context of rural Scotland the course explores the interplay between landscape, settlement, and interior space, enabling students to further develop their capacity to analyse, interpret, and creatively respond to place through regenerative and adaptive spatial interventions. The course develops students' understanding of how interiors mediate between people, buildings, and the environment, emphasising the experiential, environmental, technological and material qualities of space. Students are encouraged to make value judgements that support socially and ecologically responsive design, while further refining their drawing, modelling, and making skills through a comprehensive interior design project. This project synthesises the creative and analytical skills introduced in Studio Work 1A, with a focus on spatial transformation and the expressive potential of interior architecture. Students are introduced to professionalism, design and creative processes, research methods, communication, and the architectural knowledge and representational skills required to create safe, sustainable and efficient design proposals, while expressing the architectural character and meaning of their design outputs. These are supported through integrated inputs from subject-specialist courses in architectural technology, history and theory. Emphasis is placed on iterative design development, human-centred experience, and the role of the interior as a site of architectural innovation and cultural expression. The course is delivered through a combination of studio-based tutorials, peer and tutor critiques, fieldwork, and guided readings. Formative feedback and peer review are embedded throughout the semester, allowing students to reflect critically on their process and outputs. Studio briefs are accompanied by a curated selection of texts that situate interior projects within a wider architectural and cultural discourse.

Through Studio Work 1B Interior Architecture students explore interior architecture within a shared pedagogical framework, while developing specialist skills in spatial design, adaptive reuse, and atmospheric thinking. The course reinforces the Interior Architecture programme's commitment to environmental responsibility and regenerative design, positioning the interior as a vital and responsive site of architectural enquiry.

Course Aims

The aims of the course are to:

professionalism: develop a student's ability to use the principles and practices of legal, regulatory, and statutory compliance in relation to the design of architectural environments.

design/create: develop a student's capacity to address the environmental, cultural, socio-economic, and aesthetic dimensions of interior architecture through an iterative and imaginative design process, producing contextually responsive and regenerative spatial proposals.

research: develop a student's ability to use design-led research methods to investigate and interpret the relationships between people, buildings, and environments, informing the design of interior spaces that are safe, efficient, inclusive, and environmentally conscious.

Communication: develop a student's ability to communicate interior architectural ideas and intentions clearly and effectively through visual and verbal means, using both analogue and digital tools across a range of representational techniques.

skills: develop a student's proficiency in the use analogue representational tools in the development and articulation of interior design proposals.

knowledge: develop a student's understanding of interior architectural concepts, theories, and design strategies, and their application in the creation of spatial interventions that respond meaningfully to context, use, and atmosphere.

Course Intended Learning Outcomes

On successful completion of the course, students will be able to explain and demonstrate:

professionalism: an understanding of professional ethics and responsibilities in relation to the design of interior environments, demonstrating inclusive, sustainable, and safe design principles within the context of a small-scale rural interior intervention.

design/create: a creative and iterative design process in the development of interior architectural proposals, showing sensitivity to the cultural, environmental, and experiential context of a rural setting.

research: the application of basic design-led research methods to support the analysis and development of interior spatial proposals that are contextually, socially, and environmentally responsive.

communication: the ability to communicate interior architecture concepts visually, verbally, and spatially through a range of analogue and digital media, appropriate to the scale and complexity of a rural interior design project.

skills: competence in the use of analogue tools including drawing and modelmaking in the development and representation of interior architectural proposals.

knowledge: a foundational understanding of interior architectural theories, concepts, and techniques, and their application in the creation of meaningful, site-responsive, and human-centred interior design proposals.

Indicative Content

Students develop their understanding of interior architecture through a design project situated in a rural Scottish context. Building on the foundation of Studio Work 1A, the course challenges students to explore the spatial, environmental, and cultural conditions of interiors as they relate to the wider landscape, settlement patterns, and modes of dwelling.

During the course students will:

- **build on earlier fieldwork and site appraisals** to develop a deeper, design-led understanding of a specific rural location, focusing on how interior spaces are shaped by their surrounding environmental and cultural context.
- **produce a comprehensive interior architecture project** exploring themes of dwelling, adaptive reuse, and spatial transformation, while responding to the ecological and material conditions of a rural setting.
- **explore regenerative interior architecture strategies**, considering environmental performance, material resourcefulness, and spatial adaptability in relation to climate resilience and sustainable practice.
- **investigate the relationship between interior and exterior**, critically analysing how the building envelope mediates environmental conditions, material transitions, and user experience.

- **collaborate with peers in various group formats**, developing teamwork, peer feedback, and interdisciplinary dialogue to inform their design development and outputs.
- **use analogue tools** to represent the rural landscape and settlement, and to design, visualise, and evaluate interior interventions
- **present design proposals** communicating their design intent to peers, tutors, and guest critics through verbal presentations and a range of representational media, including immersive and experiential techniques.

Description of Learning and Teaching Methods

Pedagogy:

Studio is both a learning space and a form of reflective practice where knowledge, skills and attributes are transformed into design competencies. Integration of the six learning domains enables design work to be grounded in specialist subject areas, Architectural Technology/ HAUS/ Professional Studio, and enacted through design projects. The course is intended to develop students' use of iterative and reflective design practices while developing their critical, ethical and professional position as an architect and designer. Student learning is developed through the course, supported by staff and student field trips, which enable students to address real-world issues in the context of specific communities and places. Groupwork and collaboration are core to the student learning experience, enabling students to both work productively with others while contextualising the role of the architect in relation to other disciplines and practices. Studio tutors along with visiting guests offer students insights into the constantly changing world of architectural practice. Independent learning is fostered throughout the year.

Delivery:

The course is delivered through regular studio sessions, using a range of learning and teaching activities, including individual and group tutorials, design reviews, seminars, workshops and lectures by staff and invited guests. Design forums offer the opportunity for critical discourse around issues raised by the studio project, enabling staff and students to enter a dialogue around contemporary architectural issues. A hybrid approach to learning through in-person and on-line support offers students access to flexible and inclusive learning. Private study consists of both staff-directed study and independent student- directed study.

Timetable:

Studio tutorials are delivered on a weekly basis either in groups or individually with pin-up tutorials and design reviews at set points throughout the session concluding with design forums at the end of the projects.

Canvas:

The virtual learning environment tool Canvas is used for the dissemination, discussion, and access to relevant course information, and to signpost students to other relevant teaching and learning platforms used by GSA.

Indicative Contact Hours	Notional Learning Hours
30	300

Description of Formative Assessment and Feedback Methods

Formative feedback is delivered during the course, offering students the opportunity to obtain ongoing staff and peer feedback through presentation, discussion and review of design projects.

As such Formative feedback provided throughout the course fosters reflective learning while supporting the Summative graded assessment and feedback process, which generally happens at

the end of the course. During the academic session staff deliver assessment workshops with students, clarifying both the Formative and Summative assessment processes delivered within the Programme.

Description of Summative Assessment arrangements

Summative assessment is generally undertaken at the end of the course. Students' work is assessed against the Intended Learning Outcomes (ILOs) for each course, which are aligned with the professional competencies required for architectural practice.

Summative assessment in studio courses is undertaken through coursework assignments in the form of studio design projects. Coursework assignment submissions involve visual and text-based submissions utilising both digital and physical tools and formats. Students are supported in preparing their submissions with feedback and provided with example submissions. Written feedback is provided on all summative assessments.

All submissions will be assessed and moderated in line with the GSA Code of Assessment. Reassessment opportunities where a student has not passed the course are outlined in the GSA Code of Assessment.

During the academic session, staff deliver assessment workshops with students, clarifying the assessment process delivered within the Programme.

Description of Summative Assessment Method	Weight %	Submission week
Portfolio Students are required to submit a digital Portfolio of their studio design work for assessment	100%	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

Supporting the course, an indicative reading and on-line resource list is accessible via [Resource Lists](#). This list will be reviewed and updated annually. Supervisors, tutors and peers will provide further recommendations appropriate to student's chosen research subject.