

Glasgow School of Art Course Specification

Course Title: Studio Work 2B Interior Architecture

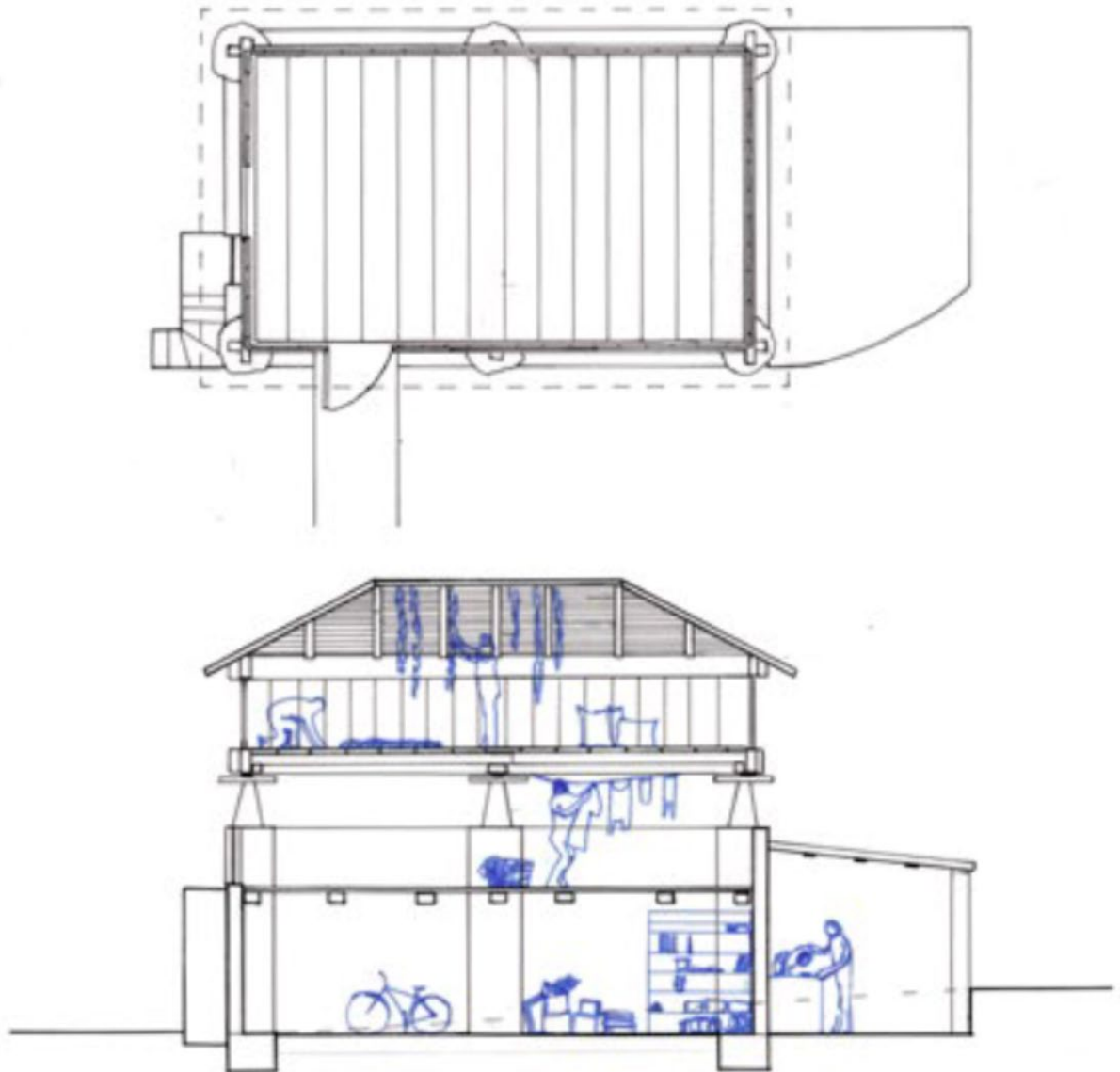


Image Credit: Tomasz Sawczuk

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 2B Interior Architecture
Course Contact	

Credits	30
SCQF Level	Level 8
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
The Studio Work 2B Interior Architecture course builds upon the knowledge and skills developed in Studio Work 2A, enabling students to deepen their understanding of the contemporary challenges and opportunities of architectural design in rural settings, with a particular focus on the urban scale of rural towns. The course offers an opportunity to explore the interior as a critical site of spatial and environmental intervention - a lens through which to examine how people, buildings, and contexts interact over time. Design projects in Studio Work 2B Interior Architecture are tailored to foreground interior-specific challenges, such as material and constructional continuity, atmosphere, circulation, and enclosure, while remaining embedded within the wider architectural and ecological rural context. These proposals explore how interior architecture can express character, meaning, and identity while responding to the complexities of reuse, performance, and wellbeing. The course supports the development of professionalism, design and creative processes, research methods, and communication skills. Students gain architectural knowledge and advanced representational abilities through iterative design work and interior-focused workshops, including digital modelling, spatial analysis, and immersive visualisation techniques. Studio pedagogy is enriched by subject-specialist teaching in architectural technology, history and theory, and professional practice. Students are supported through a combination of individual and group tutorials, fieldwork, talks, and peer reviews. Each studio brief is accompanied by a carefully curated set of readings that frame interior architecture within a wider design discourse and foster critical thinking.

Course Aims

The aims of the course are to:

professional: broaden a student's ability to apply principles of legal, regulatory, and ethical practice in the context of interior architecture, with particular attention to health, safety, accessibility, and environmental performance in rural and adaptive reuse projects.

design/create: broaden a student's ability to address environmental, socio-cultural, spatial, and material demands through the design of interior environments within multi-storey buildings in rural towns, with an emphasis on atmosphere, circulation, enclosure, and character.

Research: broaden a student's ability to use design-led research methods and tools to analyse, develop, and propose interior architectural interventions that are sustainable, contextually responsive, and experientially meaningful.

communication: broaden a student's ability to articulate architectural intent, visually, spatially, and verbally, through a range of analogue and digital tools, including immersive and parametric techniques suited to interior representation.

skills: broaden a student's ability to develop and communicate a clear, iterative design methodology using advanced analogue and digital tools, with attention to materiality, performance, and spatial atmosphere in interior proposals.

knowledge: broaden a student's ability to critically apply interior-specific architectural strategies and techniques in relation to interior architecture design proposals.

Course Intended Learning Outcomes

On successful completion of the course, students will be able to **experiment with and demonstrate:**

professional: professional ethics through collaborative, inclusive, sustainable, and safe design principles in the production of coherent interior architecture design proposals in relation to a rural town.

design/create: a creative design process that responds to the material, spatial, environmental, and experiential dimensions of interior architecture, leading to coherent design proposals in relation to a rural town.

research: fundamental design-led research skills to inform and support interior-specific architectural proposals in relation to a rural town.

communication: the ability to clearly and effectively communicate interior architectural intent through a range of media, in relation to a rural town.

skills: the use of analogue and digital tools to explore, represent, and resolve interior architecture proposals in relation to a rural town demonstrating an understanding of atmosphere, materiality, and spatial sequence.

knowledge: knowledge of interior architectural theories, concepts and techniques — including adaptive reuse, enclosure, and material performance, applied to the development of interior spaces that are contextually and environmentally appropriate for rural towns.

Indicative Content

Set within the context of a rural town, this course supports students in developing a deeper knowledge of the environmental, spatial, and societal conditions that shape rural life, with a particular focus on the adaptive reuse of existing public buildings. Students explore the interior as a site of architectural transformation, addressing how environmental performance, material strategies, and spatial experience can be reconsidered to serve contemporary rural communities.

During the course, students will:

- undertake research into the contemporary issues of adaptive re-use in relation to the economies and ecologies of rural living
- undertake fieldwork and desktop research to record, analyse, and evaluate an existing building in a rural town
- develop interior-focused spatial and planning strategies in response to programmatic briefs, site-context and available technologies considering accessibility, circulation, atmosphere, and user experience.
- Produce a coherent design proposal using a range of design investigations supported by material selection, environmental evaluation, and considerations of wellbeing and human comfort.
- collaborate with peers in a range of groups sizes to produce design outputs
- use both analogue and digital media to explore and communicate their interior architecture proposals, with an emphasis on spatial representation and user experience
- present their interior architecture design proposals at various stages of development to various audiences in a range of settings

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 broaden students' development of iterative and reflective design practices while broadening 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 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 into a dialogue around contemporary architectural issues. A hybrid approach to learning through in-person and on-line delivery 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%	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.