

Glasgow School of Art Course Specification

Course Title: Studio Work 3B Interior Architecture



Image Credit: Hannah Wesseling

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 3B Interior Architecture
Course Contact	TBC

Credits	30
SCQF Level	Level 9
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 3B Interior Architecture course builds on the investigations and design thinking undertaken in the Studio Work 3A course, allowing students to explore how interior architecture can respond to the complex environmental, spatial, and societal challenges present in rural contexts. Rooted in the conditions and research developed in Semester 1, students examine the role of interior architecture in shaping regenerative, adaptive, and meaningful spatial experiences within the framework of a small rural town. In this semester, students undertake a comprehensive design project that focuses on the interior transformation of a building set in a rural context. The project enables students to develop integrated design responses that prioritise material performance, environmental resilience, human experience, and spatial atmosphere. Emphasis is placed on understanding the interior as a site of interaction between users, buildings, and wider landscapes, including non-human ecologies and natural systems.

The course further develops student's professionalism, design and creative processes, research methods, communication, and the architectural knowledge and representational skills required to create safe and sustainable buildings, spaces and places that can contribute positively to contemporary social and environmental challenges. Students continue to develop their critical thinking and design methodology, supported by specific knowledge delivered through subject specialist courses in professionalism, technology, and history.

Students are taught using a combination of individual and group tutorials, talks, site visits, fieldwork, and workshops, encouraging peer learning and discursive exchange. Design projects are informed by selected texts that position interior architecture within broader architectural and ecological discourse, and students are supported in articulating their proposals visually, spatially, and verbally at multiple stages of the design process.

Studio Work 3B Interior Architecture challenges students to think critically and creatively about the relationship between people, interior spaces, and the rural environments that support them. It equips them with the tools to design interiors that are not only technically resolved and environmentally responsive, but also socially purposeful and experientially rich, advancing their ability to contribute to a sustainable and regenerative built environment.

Course Aims

The aims of the course are to:

professional: reinforce a student's ability to apply legal, regulatory, and ethical principles in the design of interior spaces

design/create: reinforce a student's ability to develop integrated, contextually responsive interior architectural proposals that address environmental, cultural, socio-economic, technological and experiential challenges through creative spatial strategies and regenerative design thinking

research: reinforce a student's ability to use design-led research methods to analyse and evaluate existing buildings, site conditions, material systems, and environmental factors, informing the design and re-design of interior spaces with a focus on sustainability, resilience, and wellbeing.

communication: reinforce a student's ability to clearly and effectively communicate interior architectural intent through a variety of media, including sketches, models, drawings, digital simulations, and verbal presentation, at all stages of the design process.

skills: reinforce a student's ability to apply analogue and digital tools in the development and representation of interior architecture proposals, demonstrating a clear design methodology, spatial logic, and environmental responsiveness in climactically and socially sensitive contexts.

knowledge: reinforce a student's understanding of interior-specific design strategies, spatial and material tactics, and environmental techniques in the adaptive transformation of buildings, particularly as they relate to rural settings, performance criteria, and user needs.

Course Intended Learning Outcomes

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

professional: professional behaviours and ethics in terms of collaborative, inclusive, sustainable and safe design principles in the production of interior architectural proposals in a rural context.

design/create: the ability to engage a creative and integrated design process to develop interior architectural proposals that respond to environmental, cultural, socio-economic, and experiential demands in the adaptive transformation of buildings within a rural setting.

research: the application of design-led research tools and methods to critically analyse existing buildings, site conditions, and environmental performance, informing the development of resilient and sustainable interior environments.

communication: the ability to communicate interior architectural intent visually, spatially, and verbally through a wide range of analogue and digital media, across all stages of design development and to a variety of audiences.

skills: the skilled use of analogue and digital tools in the design, evaluation, and representation of interior spaces including spatial planning, material specification, environmental simulation, and immersive presentation techniques.

knowledge: knowledge of interior architectural theories, spatial concepts, material strategies, in the production of adaptive reuse projects in rural environment.

Indicative Content

Through a comprehensive interior-focused design project, students develop a nuanced understanding of the challenges and opportunities of designing for rural contexts with specific attention to the transformation and performance of interior spaces within buildings located in remote and climatically challenging conditions.

Students explore how interiors mediate the relationship between people, buildings, and wider landscapes including non-human ecologies and how regenerative interior architecture can contribute to the environmental and social resilience of rural towns. Emphasis is placed on spatial character, interior atmosphere and material resourcefulness in relation to environmental performance and cultural meaning.

During the course, students will:

- conduct fieldwork and desktop research to record, analyse, and evaluate a rural town and its landscape context, focusing on how spatial, environmental, and social conditions inform the adaptive transformation of existing buildings
- develop a comprehensive interior architecture proposal within an existing or new architectural framework, supported by a range of spatial, environmental, and material investigations that respond to user needs, cultural context, and ecological sensitivity
- formulate spatial and planning strategies for the interior, shaped by programmatic briefs, site-specific conditions, material constraints, and environmental performance requirements including daylight, thermal comfort, and circulation
- explore regenerative design approaches through technologies such as prefabrication, local material sourcing, and low-carbon detailing, integrating these into coherent interior architectural strategies that address both spatial experience and performance
- collaborate in various group sizes, within Interior Architecture and across construction-related disciplines to develop coordinated and interdisciplinary design responses

- use advanced digital and analogue tools to represent and test interior design proposals, including environmental simulation software for evaluating daylighting, thermal conditions, and material impact within the interior environment
- present design work throughout the semester to a range of audiences in varied formats and settings, using immersive, verbal, and visual methods to articulate interior architectural intent and contextual responsiveness

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 reinforce students' development of iterative and reflective design practices while reinforcing their critical, ethical and professional position as an architect and designer. Student learning is developed by enabling 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. Part-time 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 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 and 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
Students are required to submit their studio work for assessment through presentation of selected visual and physical artefacts such as drawings, text and/or models, supported by a digital portfolio with both submissions assessed together against the course ILO's with one final course grade awarded.	100%	Week 12

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

A supporting course indicative Reading and online 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.