

Glasgow School of Art Course Specification
Course Title: Studio Work 4 Interior Architecture



Image Credit: Kate Bacarreza

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 4 Interior Architecture
Course Contact	

Credits	60
SCQF Level	Level 10
When Taught	Semester 1 and 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
Studio Work 4Interior Architecture course marks a significant stage in the Interior Architecture programme, supporting students as they refine their spatial thinking, technical capability, and critical design methodology in relation to interior transformation within an urban context. Using Glasgow as the primary site of investigation, the course encourages students to explore the cultural, technological, environmental, and experiential dimensions of urban interiors as a response to the broader complexities of city life. At this stage, students engage with two interrelated studio projects, Urban Housing and Urban Building, each offering a distinct but complementary focus on the challenges of designing interiors that are socially responsive, environmentally conscious, and spatially rich. The projects situated in Glasgow address the relationship between buildings and their urban fabric, providing opportunities for students to investigate how interior spaces can mediate between individual experience and collective urban life. Students are supported in advancing their design capabilities through the integration of specialist knowledge from architectural technology, with an emphasis on building performance, construction detailing, environmental systems, and material specification. Interior architectural proposals are expected to demonstrate a clear understanding of spatial sequence, structural integration, and environmental impact, while fostering meaningful and inclusive human experience. Students refine their skills in representation, communication, and environmental evaluation, using both analogue and digital tools including immersive modelling and performance simulation. The course promotes an understanding of the city and its interiors, positioning interior architecture as an active contributor to sustainable and regenerative urban environments. Teaching is delivered through individual and group tutorials, talks, visits, workshops, and reviews, creating a dynamic space for collaborative learning and critical dialogue. Each studio brief is accompanied by a curated set of texts and references that position student work within a wider architectural and theoretical discourse, encouraging connections between design intent, spatial ethics, and urban life.

Studio Work4/Interiors enables students to consolidate their understanding of interior architecture as a strategic and situated practice, capable of engaging with the material, social, and ecological demands of contemporary urban living. By focusing on the interior within the wider city, the course prepares students to work across architectural scales, contributing to more inclusive and resilient urban environment.

Course Aims

The aims of the course are to:

professional: refine a student's ability to apply knowledge of professional behaviours, ethics, and responsibilities in the development of a personal design position, demonstrated through complex interior architectural proposals that respond to the social, cultural, and environmental conditions of urban life.

design/create: refine a student's ability to engage a creative and integrated design process to develop complex interior architectural projects that are spatially rich, environmentally conscious, and contextually responsive within an urban setting.

research: refine a student's ability to apply advanced design-led research methods, including contextual, material, and environmental analysis to inform the development of innovative interior architecture proposals embedded within the urban fabric.

communication: refine a student's ability to visually and verbally communicate complex interior architectural proposals using advanced analogue and digital tools, including immersive visualisation techniques and performance-based representations.

skills: refine a student's ability to demonstrate a clear and structured design methodology using both digital and analogue tools to develop, evaluate, and present complex design work that integrates spatial, technical, and experiential dimensions.

knowledge: refine a student's ability to critically apply interior architectural theories, concepts, and environmental design techniques to address the social, ethical, and climate-related challenges associated with urban environments and their interiors.

Course Intended Learning Outcomes

On successful completion of the Course, students will be able to **appraise, integrate and articulate:**

professionalism: professional behaviours and ethical responsibilities in relation to collaborative, inclusive, sustainable, and safe design practices. Demonstrate an individually defined interior architectural position through complex spatial interventions within existing urban contexts in Glasgow.

design/create: a creative design process to produce a range of spatially and materially complex interior architecture proposals, responding to the conditions and opportunities of multiple urban settings in Glasgow

research: advanced design-led research skills in the critical investigation of existing buildings, interior environments, and urban contexts, informing the development of adaptive and contextually sensitive interior architecture proposals.

communication: advanced analogue and digital media to visually, verbally, and spatially communicate complex interior architecture proposals with clarity and critical intent, across varied audiences and platforms.

skills: a defined methodology using both analogue and digital tools and techniques to realise and represent complex interior spatial strategies, detailing, and technical resolutions across urban project contexts.

knowledge: integrated knowledge of interior architectural theories, concepts, and techniques to address social, ethical, cultural, and environmental challenges, particularly those associated with climate change and urban transformation through adaptive reuse and reimagination of built environments in Glasgow.

Indicative Content

Students are encouraged to appraise, integrate and articulate their prior architectural and educational experiences developing rigorous, context-sensitive interior architecture methodologies through new-build and adaptive re-use design projects. Through studio-based dialogue and critical reflection, students explore the challenges and opportunities of contemporary interior architecture practice, in relation to existing urban fabric and urban context of Glasgow. In Semester 1, the course begins with a detailed investigation of Glasgow's built environment, including historical, material, and spatial readings of the city's interiors and architectural fabric. Emphasis is placed on the "*retrofit first*" principle, inviting students to consider sustainable and regenerative approaches to the adaptation of existing buildings. Studio themes are supported by collaborative group research, with topics that explore the intersection of climate action and interior practice. These include:

- The circular economy and material re-use

- The cultural and environmental impact of material selection
- Social justice and inclusive interior environments
- The relationship between interior comfort, well-being, and environmental sustainability

Students undertake site analysis and thematic research, culminating in the development of strategic spatial concepts for contemporary living which inform the evolution of detailed proposals, exploring interior spatial character and quality, material expression and user-design.

In Semester 2, students build on their individual positions to develop proposals for a contemporary civic interior that explores ideas of belonging, participation, and shared experience. The focus shifts toward the experiential and performative qualities of interior space, including spatial sequencing, light, acoustics, materiality, and technical integration.

Throughout the course students will:

- engage in research to critically appraise the cultural, material, spatial, technological and environmental challenges posed by the design of urban buildings with a specific focus on internal spatial and environmental quality
- integrate spatial, technical, and social research to formulate a personal design position, addressing the project briefs through the lens of interior architecture and its impact on urban life
- develop interior architecture proposals exploring spatial character and quality, materiality, and user experience in response to an urban context
- critically evaluate and evidence the environmental and spatial quality of interior propositions with a focus on user-design and inhabitation, spatial character and materiality
- present and communicate interior architectural proposals at various stages of development using analogue and digital tools including hand-drawing and sketching, immersive modelling and environmental simulation while engaging in critical dialogue with peers, tutors, and external audiences

This integrated process enables students to test and evidence the value judgements necessary for responsible, inventive, and contextually grounded interior architecture. It also prepares them to confidently navigate the complex relationships between interior space, technology, sustainability, and social use within the urban environment.

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, History and Theory and Professional Studio, and enacted through design projects. The course is intended to develop students' command of iterative and reflective design practices while defining their critical, ethical, and professional position within architectural practice.

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 projects, 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
60	600

Description of Formative Assessment and Feedback Methods

Formative activities are provided during the course, offering students the opportunity to obtain ongoing staff and peer feedback through presentation, discussion, and review of design projects. This course is taught over two semesters, as such formative work will be marked with an indicative grade and feedback will be given at an appropriate mid-way point. Written feedback will be provided via Canvas.

Formative assessment and 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.

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. 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.

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%	Semester 2 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
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.