Glasgow School of Art Programme Specification
Programme Title: BSc in Interior Architecture with Honours

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

1. Programme Details	
Programme Title	BSc in Interior Architecture with Honours
School	Mackintosh School of Architecture
Programme Leader	Alan Hooper
Award to be Conferred	BSc Interior Architecture with Honours
Exit Awards	Stage 1: Certificate of Higher Education Stage 2: Diploma of Higher Education Stage 3 : BSc in Interior Architecture Stage 4: BSc in Interior Architecture (Honours)
SCQF Level	Level 7 - 10
Credits	480
Mode of Study	Full-time
HECOS Codes	100122(25%)/100583(25%/100121(25%) /100782 (15%)/10078(10%)

Academic Session	2026-27
Date of Approval	Programme Approval September 2025

Awarding Institution	University of Glasgow
Teaching Institutions	The Glasgow School of Art
Campus	Glasgow
Lead School/Board of Studies	Mackintosh School of Architecture
Other Schools/Board of Studies	N/A
Programme Accredited By (PSRBs)	N/A

2. Entry Qualifications	
Highers	Standard: ABBB, including a literate subject and Maths or Physics Minimum: BBCC, including a literate subject and Maths or Physics
A Levels	Standard: ABB, including Maths or Physics and GCSE English at A/7 Grade or above Minimum: BBCC, including Maths or Physics and GCSE English at A/7 Grade or above
Other	International Baccalaureate: 30 points overall in the Diploma, including 18 at Higher Level, normally including English and Maths. Irish Leaving Certificate: Four Highers at H2 or above - subjects required as per Scottish Highers. Other eligible qualifications for entry include Foundation Diplomas in Art & Design, Higher National Certificates (HNC), Higher National Diplomas (HND), Foundation Degrees, Level 3 Diplomas, and other Further Education and Higher Education qualifications in related subjects. Entrants may begin their studies in Stage 2 or Stage 3

	depending on the level of prior qualifications and other entry criteria. Detailed information about the required grades for individuals holding or studying these qualifications can be access on the website. Applicants from outside the UK and Ireland should also consult our International student pages for details of accepted qualifications from specific countries. Applicants who do not meet entry requirements through formal qualifications but can demonstrate experience, skills and abilities at the appropriate level can also be considered. Additional entry requirements: Applicants are normally required to submit a portfolio or work and may be required to attend an Interview as part of their admissions assessment.
English Language Requirements	Applicants who are not a national of, nor have obtained a degree in one of the countries on the approved UKVI exemption list or those who require a Student Visa, will need to provide evidence of their English language ability. GSA's preferred test is the IELTS for UKVI (Academic) test taken at a UKVI approved test centre. GSA require all students, who require a student visa, to meet the following requirements to gain entry: • IELTS for UKVI Academic with an overall score of 6.5 with a minimum of 5.5 in all components; • An alternative Accepted English Language Test which can be found on the Postgraduate 'How to Apply' page of the GSA website.

3. Programme Introduction
The Bachelor of Science (BSc) in Interior Architecture with Honours at The Glasgow School of Art builds upon the established strengths of MSA's professionally validated architecture programme, sharing a common academic structure and ethos while offering a focus on the design of building interiors and their material, environmental, and experiential qualities. The Programme positions the design of building interiors within the broader discipline of architecture rather than a separate design discipline. Situated within a creative community of designers, artists, and architects, the Interior Architecture programme foregrounds the integration of spatial design and architectural technology. Studio courses are underpinned by structural, environmental, and building technology teaching informed by the Mackintosh Environmental Architecture Research Unit's (MEARU) research-led industry collaborations. This integration ensures a technologically rigorous approach where students apply advanced technical knowledge directly within their interior architecture design projects. Pedagogically, the programme is centred on the idea that interior architecture is not a discipline

apart from architecture, but rather a mode of architectural practice that is mediated through the building envelope, the threshold between interior and exterior, user and environment.

The curriculum shares core components with MSA's professionally validated architecture programme, including design, architectural technology, history and theory, and professional studies, positioning interiors as both distinct and interdependent within the broader architectural context. Students on the Interior Architecture programme engage in parallel studio projects but with interior-specific design briefs, enabling them to explore in detail, adaptive reuse spatial transformation, building atmosphere and performance, and human-centred experience. These projects are supported by interior-focused workshops and digital inputs, including advanced modelling, parametric design, and immersive representation techniques.

Through collaboration with peers in architecture and other disciplines, students develop a broad, critical understanding of spatial practice, while building specialist skills in the making and re-making of interiors, construction detailing, material performance, and user engagement. The design studio remains central to the learning experience, supported by a holistic framework across six learning domains: Professionalism, Design/Create, Research, Communication, Skills, and Knowledge.

The programme is strongly informed by MSA's commitment to addressing pressing global challenges, particularly the Climate Emergency, and frames interior architecture as a regenerative practice that works at the intersection of material resourcefulness, adaptive reuse, and wellbeing. Students are introduced to a range of design strategies that consider environmental, cultural, and social dimensions of space-making, from bioregional thinking and embodied energy to inclusive and accessible design.

The first three years of the Programme utilise Scotland's landscapes, villages, and towns as an extended laboratory for spatial and material exploration. Students investigate the relationship between people, place, buildings, and interiors. Through site-based study and contextual design interventions within Scotland's villages and towns, students develop the ability to analyse, evaluate, and transform architectural contexts, preparing for more complex engagements with the interior spaces and fabric of Glasgow in Stage 4. Using Scotland as a model of diverse and resourceful contexts, students also gain insights applicable to global challenges in, sustainable design, adaptive reuse, and the regenerative transformation of the built environment.

In the early stages of the programme, students develop foundational architectural design, representation, and communication skills alongside students on MSA's professionally validated architecture programme. This shared foundation ensures that all students gain a comprehensive understanding of architectural design, representation and communication. Building upon this foundation, students will progressively develop specialist skills through a structured sequence of Interior Studio courses designed to deepen students' knowledge and understanding of the design and making of interior environments**,** and to apply that learning through their design practices**.** The Interior Studio courses enable students to engage design challenges with increasing complexity addressing:

- integration of structural, constructional and environmental strategies
- space planning and spatial sequencing
- environmental performance, including thermal comfort, daylighting, and acoustics
- material specification and detailing
- sustainable design practices and circular material use

- user experience and human factors

Through this progressive structure, students develop from foundational learners to reflective practitioners capable of synthesising technical, environmental, and aesthetic considerations in the creation of adaptive, performative, and sustainable interior environments.

The Programme develops professional and regulatory competencies essential for contemporary architectural practice, with a focus on interior architecture and construction. Graduates of the BSc in Interior Architecture will be equipped with the critical and technical capabilities to contribute to contemporary spatial practice, whether working within architectural practice or emerging interdisciplinary contexts. They will be confident, climate-literate, and collaborative designers with a deep understanding of how interiors shape, and are shaped by people, buildings, and the wider built environment, ready to pursue diverse and impactful careers in architecture, design and construction related destinations.

4. Programme Aims

The aims of the Programme are to enable students to:

- Critically engage with interior architecture as a mode of architectural thinking focused on the design of building interiors and their material, environmental, and experiential qualities.
- Develop as emergent, self-reflective interior architects whose creative practices are inclusive, ethical, collaborative, and iterative, evidenced through spatial design propositions that integrate architectural technology, environmental responsibility, and user experience.
- Build foundational and emergent research skills through critical engagement with design, theory, and technology, communicated via a range of visual, verbal, spatial, and immersive media.
- Communicate interior architectural ideas and design strategies effectively to diverse audiences through both digital and analogue methods of representation, including advanced modelling, parametric design, and immersive techniques.
- Acquire the core skills of interior architectural design, representation, and communication within studio-based learning, supported by workshops that explore construction detailing, material systems, building performance, and adaptive reuse.

Develop interdisciplinary knowledge of architectural design, environmental design, and professional practice, with a focus on interiors as sites of social engagement, environmental responsibility, and regenerative potential.

5. Programme Intended Learning Outcomes

After full participation in and successful completion of the programme, students will be able to apply and demonstrate:

Professionalism

Knowledge of professional behaviours and ethics through collaborative, inclusive, sustainable, and safe design principles in relation to interior architectural practice and its role in shaping responsible, regenerative, and socially engaged environments.

Design/Create

A creative, iterative, and human-centred design process to develop coherent, comprehensive, and technologically informed spatial proposals, with a focus on the transformation, adaptation, and experiential quality of interior environments.

Research

Directed and self-directed research methods to inform the design of interior spaces, drawing on environmental, cultural, and material insights, and evidenced through a range of design-led and critical outputs.

Communication

Deployment of a broad range of analogue, digital, and immersive media to visually and verbally communicate interior architectural ideas and spatial strategies to diverse audiences.

Skills

Effectively use digital and analogue tools to investigate, develop, model, and communicate interior architectural proposals — including advanced modelling, construction detailing, and performance-based design approaches.

Knowledge

Critical and creative engagement with architectural theories, concepts, and techniques, applying them through the lens of interior architecture in the development of adaptive, environmentally responsive, and materially expressive spatial interventions.

6. Description of Learning and Teaching Approaches

MSA offers a comprehensive and innovative learning experience that combines the richness of traditional studio-based architectural education supported by digital tools and online delivery methods. The programme content and delivery provide students with a solid foundation in architectural principles, design theories, and practical skills founded on hands-on learning and immersive studio experiences, where students use hand-drawing, and physical and digital modelling to explore design projects, supported by lectures in technology, history and theory, and professional studies.

While curriculum delivery is predominantly in-person, a range of blended learning methods supplement on-campus teaching to enhance flexibility, accessibility, and engagement. These include online lectures, virtual workshops, live-streamed and recorded sessions, interactive design tutorials, and digital collaboration platforms that allow students to present work and receive feedback in real time. Students have access to digital software and tools commonly used in contemporary architecture, including 3D modelling, Building Information Modelling (BIM), visualization software, and other digital platforms that facilitate innovative design processes and foster creativity.

Collaborative courses and projects with peers and students from other disciplines, both in-person and virtually, foster strong teamwork and communication skills essential for successful architectural practice in today's interconnected world.

Design tutorials are offered in a range of groups sizes including one-to-one tutorials between students and studio tutor. Group tutorials encourage peer-to-peer learning through the exchange of ideas and critical engagement with the work of others. Design Forums are generally arranged at the mid and endpoint of studio projects to encourage discussions around the design issues raised by the studio project.

Lectures and seminars are delivered through the Specialist Subject courses in technology, history and theory, and professional studies, offering students the opportunity to broaden their architectural knowledge and understanding coupled with analytical and critical thinking skills.

Project field trips are an essential aspect of the student experience connecting their projects with real world situations and grounding their design propositions in places and communities with specific societal and environmental issues.

7. Description of Assessment Methods

Work is assessed and feedback given against intended learning outcomes (ILOs) for each course.

All courses are subject to both formative and summative assessment. Formative assessment offers constructive feedback that enables students to develop their work prior to final submission. Summative assessment provides evaluative feedback accompanied by a final grade
In each course, students are required to complete a coursework assignment. Coursework may be in the form of an essay, presentation, technical study or design work.

All submissions will be assessment and moderated in line with the GSA Code of Assessment, which outlines reassessment opportunities where a student has not passed courses.

8.Programme Structure				
Stage 1				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Studio Work 1A	20	7	1	UBAR101A
CoLab	20	7	1	
HAUS 1	20	7	1	UBAR105
Studio Work 1B Interior Architecture	30	7	2	
Architectural Technology 1	30	7	2	AT1101
Total Stage Credits	**120**			

Stage 2				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Studio Work 2A	30	8	1	UBAR201A
Architectural Technology 2	30	8	1	AT2102
Studio Work 2B Interior Architecture	30	8	2	
Professional Studio 2	20	8	2	UBAR205
HAUS 2 Core	10	8	2	
Total Stage Credits	**120**			

Stage 3				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Studio Work 3A	30	9	1	UBAR301A
Architectural Technology 3	30	9	1	AT3103
Studio Work 3B Interior Architecture	30	9	2	
Professional Studio 3	20	9	2	UBAR206
HAUS 3 Core	10	9	2	
Total Stage Credits	**120**			

Stage 4				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Studio Work 4 Interior Architecture	60	10	1 and 2	
Architectural Technology 4	30	10	1 and 2	AT430CRED
Research Project 4	20	10	1 and 2	RP4104
Professional Studio 4	10	10	1	PS4104
Total Stage Credits	**120**			

9. Outgoing Exchange and Visiting Student Arrangements
n/a

10. Relevant QAA Subject Benchmark Statements and Other External Reference Points
Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. For further information relevant to this programme see: https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement--architecture https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement--art-and-design

11. Programme Regulations and Requirements for Progression
All GSA Degree programmes are validated by the University of Glasgow and the GSA's Programme Regulations are published in the University of Glasgow Regulations. These regulations include the requirements in relation to: (a) Award of the degree (b) Progression requirements (c) Early exit awards In referring to regulations for degree programmes, students should consult the University Regulations which were in force in the academic session in which they first registered for the degree programme in question.