THE GLASGOW SCHOOL OF ART

Programme Specification

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
BA (Hons) Interior Design	W250	DESIND

Head of School	Irene McAra McWilliam
Head of Department/Programme Leader	Patrick Macklin
Programme Contact	Patrick Macklin

Minimum Duration of Study	48
Maximum Duration of Study	72
Mode of Study	Full-time
Award to be Conferred	BA (Hons) Interior Design
Exit Awards	Stage 1 Certificate of Higher Education Stage 2 Diploma of Higher Education Stage 3 BA Interior Design Stage 4 BA (Hons) Interior Design
Source of Funding	SFC

2. Academic Session:
2011/2012

3. SCQF Level:
SCQF 10

3.1 Credits:
480

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
The Glasgow School of Art

6. Lead School/Board of Studies
School of Design

Date of production/revision:	03 September 2012

7. Programme Accredited By:
None

8. Entry Qualifications	
8.1 Highers	4 Highers at ABBB (one sitting) or AABB (two sittings).
8.2 A Levels	3 A Levels at ABB (one sitting) or AAA (two sittings) AND GCSE English at Grade A
8.3 Other	Fine Art and Design, and Product Design 30 points overall in the IB Diploma, including 5 in 3 subjects at Higher Level, normally including English and Visual Arts or Design Technology. Students not presenting English at grade 5 or above at Higher Level will be required to submit an IELTS or TOEFL.
8.4 IELTS Score Required on Entry	6.0

9. Programme Scope:
Rationale Interior Design within The Glasgow School of Art aims is to produce skilled and confident graduates, able to enter the profession as accomplished designers, and life long learners able to make significant contribution to the subject's practical, intellectual and critical evolution. The Interior Design department at GSA has an approach to the subject centred upon the production of appropriate, practical and creative solutions working within specific types of constructed space. It asserts that, as interior designers, digital methods of representation, such as CAD, 3D-printing and immersive virtual imaging are integral to the way proposals are understood and developed, produced and discussed. This opens up a space to include more corporeal concerns such as the narrative properties of materials and the relationship between site and proposal. It is this interior design 'project/problem' based learning that helps generate a thorough understanding of the key components in an interior designers repertoire.

10. Programme Aims:
The aims of the programme are: to produce assured graduates ready to enter practice; pursue further study at postgraduate level; as individualistic, creative, knowledgeable, informed and articulate design(er) experts.

10.1 Stage 1 Aims:
The aims for Stage 1 offer students the opportunity to: Stage 1: Domain

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- Through a series of project based learning activities within the 'Specialist – Interior Design' core of Stage 1 students are exposed to the range of Interior Design activities[1], with an integrated approach to subject specific skills including drawing, technology, model-making, and importantly verbal communication of design intention.

- A Study Trip is offered, giving exposure to range of significant examples of different Interior Design.

- Final assessment of studio practice is facilitated through the presentation of a portfolio.

- An understanding of the domain of Interior Design is gained.

10.2 Stage 2 Aims:

The aims for Stage 2 offer students the opportunity to:

Stage 2: Principles

- Through a series of project based learning activities within the 'Specialist – Interior Design' core of Stage 2 students are exposed to a range of Interior Design fundamentals. Focussed on a particular concern per project, these may include planning, spatial relationships, circulation, materiality, detailing, workplace relationship, privacy, etc.

- An acknowledgement of, and engagement with, site contingency is introduced.

- A project is developed and concluded as a group.

- The contextualisation and consideration of pertinent theories of design and Interior Design are considered throughout.

- Final assessment of studio practice is facilitated through the presentation of a portfolio

- An understanding of the principles of Interior Design is gained.

10.3 Stage 3 Aims:

The aims for Stage 3 offer students the opportunity to:

Stage 3: Synthesis

- Through a series of project based learning activities within the 'Specialist – Interior Design' core of Stage 3 students will interrogate the subject of Interior Design and their position within it.

- A level of sustained inquiry will be applied to projects developing a further understanding and incorporation of constraints, including but not exclusive to: elements of construction, aspects of regulations, budget, and proximities. These elements are under constant

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[1] Interior design activities: would include but not be exclusive to, retail, leisure, office, residential, healthcare etc.

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development and refinement due to industry trends and regulations.

- Projects require a higher level of design resolution, coming out of an understanding and exploration of design process.

- An overseas Study Trip is offered, giving exposure to range of significant examples of Interior Design solutions providing an opportunity for detailed reading and understanding of design solutions.

- The contextualisation and consideration of pertinent theories of design and Interior Design are considered throughout.

- Final assessment of studio practice is facilitated through the presentation of a portfolio relevant to access employment.

- An understanding of Interior Design as an integrated activity, synthesising wider areas of influence, including but not exclusive to, branding, signage, structure, service design, mechanical and electrical and marketing, etc is gained.

10.4 Stage 4 Aims:

The aims of Stage 4 offer students the opportunity to:

Stage 4: Expertise

- Through a combination of a self-selected and a self-generated project learning activities within the 'Specialist – Interior Design' core of Stage 4 students will define their own field of interest within Interior Design and refine their personal stance.

- Provide opportunity to re-visit previous work and conduct a re-appraisal.

- By providing conclusion of self-directed sustained inquiry, an individual position can be defined within a field of Interior Design.

- The contextualisation and consideration of pertinent theories to the students' own field of interests are considered and refined.

- Final assessment of studio practice is facilitated through the presentation of standardised portfolios suitable for use as a tool to access professional graduate employment. Discussion as to a suitable form for this portfolio occurs annually to ensure the format remains relevant.

- A public Degree Show of portfolios, models, animations, etc provides the students with both an informed audience of industry professionals and a lay audience of those interested in art and design. It also provides the means for potential students to assess the department's output and industry standards.

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11. Intended Learning Outcomes of Programme:
After full participation in and successful completion of the programme, students should be able to:
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11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

- An outline knowledge of the fundamental characteristics of the subject of Interior Design.
- An understanding of the fundamental creative processes and methods associated with Interior Design.
- An outline knowledge of the design contexts associated with Interior Design.
- An understanding of the accepted theories and principles associated with Interior Design.

Applied Knowledge and Understanding

- Fundamental practical skills and processes associated Interior Design
- A range of set projects investigating aspects of research, exploration and outcomes
- Awareness of the contexts associated with Interior Design

Professional Practice: Communication, Presentation, Working with Others

i) Generic Cognitive Skills:

- Present and evaluate ideas familiar to the discipline of Interior Design
- Use a range of approaches to create responses to and answer set project briefs

ii) Communication, ICT and Numeracy Skills

- Convey ideas in a structured and coherent form
- Use a range of forms of communication effectively
- Use standard applications to process and obtain a variety of information

iii) Autonomy, Accountability and Working with Others:

- Exercise a degree of independence in carrying out set project work
- Manage organization of work within set deadlines
- Take account of health and safety regulations and develop safe working practices
- Work with others in developing awareness of the broader subject of design in relation Interior Design

11.2 Intended Learning Outcomes of Stage 2

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Knowledge and Understanding

- A working knowledge of the differing characteristics and practices associated with a range of Interior Design subject specialisms.

- An understanding of the key stages of the design process associated with Interior Design.

- A broad knowledge of a range of design contexts associated with subject specialist Interior Design.

- An outline knowledge and understanding of some core theories, principles and concepts associated with Interior Design.

Applied Knowledge and Understanding

- A range of skills, processes and materials associated with Interior Design subject specialisms

- A range of set projects with an emphasis on skill acquisition across Interior Design subject specialisms

- The application of skill acquisition to familiar Interior Design contexts

Professional Practice: Communication, Presentation, Working with Others

i) Generic Cognitive Skills:

- Undertake analysis, evaluation and synthesis of ideas and matters associated with the Interior Design subject specialisms

- Use a range of approaches to create responses and solutions to defined project briefs

- Evaluate responses and solutions Interior Design subject specialisms

ii) Communication, ICT and Numeracy Skills

- Convey specialist information to a range of audiences for a range of purposes

- Use a range of standard applications to process and obtain subject discipline information and for image manipulation

iii) Autonomy, Accountability and Working with Others:

- Exercise initiative in carrying out and interpreting set project work

- Manage organization of work in relation to resources and deadlines

- Take account of health and safety regulations in studio and workshop practice and continue to develop safe working practices

- Continue to work under guidance with a range of qualified practitioners

- Work with others in developing a broad understanding of the wider discipline Interior Design

- Take account of broad discipline matters including any ethical or professional issues raised by the discipline

11.3 Intended Learning Outcomes of Stage 3

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Knowledge and Understanding

- A broad knowledge of the scope and practice characteristics of Interior Design.

- An understanding of the design process specific to a subject specialism and how it can be applied to Interior Design.

- A broad knowledge of potential design contexts for subject specialist Interior Design.

- An understanding of selected theories, concepts and principles associated with Interior Design.

Applied Knowledge and Understanding

- A selection of the key processes, materials, practical and technical skills associated with a particular Interior Design subject specialism

- A range of subject specialist projects of research, exploration and outcomes

- A range of subject specific Interior Design contexts

i) Generic Cognitive Skills:

- Undertake analysis, evaluation and synthesis of ideas, concepts and matters raised by the subject specialist Interior Design disciplines

- Identify and analyze subject specific Interior Design matters

- Draw on a range of sources to make objective judgements

ii) Communication, ICT and Numeracy Skills

- Make formal and informal presentations to a range of audiences about specialist Interior Design matters

- Use a range of IT applications to support and enhance work

iii) Autonomy, Accountability and Working with Others:

- Exercise autonomy in carrying out and interpreting set project work

- Manage time and resources in relation to set project briefs

- Continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices

- Work under guidance with qualified and/or specialist practitioners

- Work with others in developing a subject specialist understanding of Interior Design

- Deal with subject specialist matters including any ethical or professional issues raised by the discipline

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

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- Specific knowledge relating to the characteristics, terminology and practices of an Interior Design subject specialism.

- An informed understanding of the design process and Interior Design subject specialism is developed using a range of research,

- Exploration and interpretation methodologies and approaches

- An informed knowledge of design contexts for individual, subject specialist, Interior Design

- Informed understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with Interior Design interests.

Applied Knowledge and Understanding

- Subject specialist processes, materials, practical and technical skills associated with individual Interior Design interests

- A self defined subject specialist project of research, exploration and outcomes which reflects individual Interior Design interests

- A defined, subject specialist, Interior Design context

Professional Practice: Communication, Presentation, Working with Others

i) Generic Cognitive Skills:

- Identify, define, conceptualize and analyze individual, subject specialist, Interior Design interests

- Offer insights and specialist interpretations and solutions to matters raised by individual Interior Design interests

- Review and consolidate knowledge, skills, the practice and thinking associated with individual, subject specialist Interior Design interests

- Demonstrate individuality and judgement in dealing with subject specialist Interior Design interests

ii) Communication, ICT and Numeracy Skills

- Make formal presentations to informed audiences about specialist Interior Design matters

- Communicate with professional level peers, senior colleagues and discipline specialists

- Use a range of digital technologies appropriately to support and enhance specialist work

iii) Autonomy, Accountability and Working with Others:

- Exercise autonomy and initiative in undertaking self directed project work

- Manage time and resources effectively in relation to self directed project work

- Continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices

- Work effectively under guidance in a peer relationship with qualified and/or specialist practitioners

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•	Work with others in developing a critical position as an individual Interior Design practitioner and contribute to ongoing studio debate
•	Deal with complex subject specialist matters including any ethical or professional issues raised by the discipline

11.5 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

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Applied Knowledge and Understanding

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Professional Practice: Communication, Presentation, Working with Others

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12. Assessment Methods:

Integrative Assessment

Integrative Assessment is an assessment process applied to the range of projects constituting the 'Specialist Interior Design' component, used for both Formative and Summative Assessment.This assessment is enabled through the submission of a portfolio including all individual projects undertaken up to that point.

(Integrative) Formative Assessment

Formative assessment offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses and gives advice on future direction. A 'Cause for Concern' can be issued at any point, and highlights any performance concerns and/or risk of failure alongside required 'Actions'.

(Integrative) Summative Assessment

Summative assessment evaluates individual performance for the stage in its entirety.Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme. The final grade is determined by aggregation of grades for each course. Methods of assessment include portfolio presentation of project work, reviews, formal presentations and essays for The Forum for Critical Inquiry.

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13. Learning and Teaching Approaches:

Teaching and Learning Methods

The following teaching and learning methods are employed through the programme of study:

Evaluation–group, staff and self;
Presentation–reviews, formal presentations, external presentations, publication;
Community–seminars, group tutorials, one-to-one tuorials, peer-review;
Resources–VLE and other web based resources and online tutorials;
Projects–set briefs, personal projects, live projects, competitions;
Student–self directed study, group work, directed study.

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14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

Art and Design 2008

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15. Additional Relevant Information:

Enrichment of Learning Experience

Archives and Collections Centre (ACC) - The School has one of the largest and most important museum and archive collections of any UK art school and these provide an excellent study resource.

The institutional archive dates back to the School's foundation in 1845 and documents over 150 years of art, design and architectural education at the School through official papers, correspondence, photographs and press cuttings relating to the School, its staff and students. Together with over 30 Deposited Archive Collections, the size and significance of the archive continues to grow.

Cross GSA workshops

Students on the programme also have access to specialist workshops across GSA, however the formal mechanism for accessing these facilities is via the Programme Leader who will negotiate with the relevant Head of Department.

Ethics Statement

The Glasgow School of Art is committed to the ethical conduct of research and has developed policies and procedures to ensure that the importance of individual and corporate responsibility is communicated to staff and students, and that ethical approval is sought where appropriate, particularly in the case of human subject research.

In case of an ethical concern arising from their individual projects of research (e.g. research involving human participants), students will be asked to seek the advice of the programme team, where appropriate. They may also be required to complete the GSA Application Form for Ethical Approval, for consideration by the programme team and, where appropriate, the GSA Ethics Committee.

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16. Programme Structure and Features:

Programme structure and characteristics

The program is structured over four years, with the skills and knowledge of each level building on the previous one.

It provides students with a balanced set of problem based learning projects that allow them to test, develop and evaluate their design skills, alongside technical and professional skills/knowledge. The integrative assessment of projects within the studio skills course provides the opportunity to explore and take risks. This produces designers able to perform in the industry, whether as part of a design team or independently. These core technical and professional skills are embedded within projects providing Project Based Learning, and enhancing the students understanding of the direct application of the skills. These projects continually evolve, making them relevant to current industry concerns and students needs.

Core skills are covered in each Level with complexity building as students progress. Projects encompass specific areas including drawing, presentation, construction-detailing, material specification, sustainability, lighting, space planning, etc.

Peer discussion and assessment occur at each Level with students contributing via discussion during design development and conclusion. Seminars, reviews and post briefing pick-up sessions also contribute to the discursive structure of the course. Seminars led by industry professionals inform specific projects. .

In Levels 1, 2 and 3 technical and design skills are developed through projects. Level 4 students exercise an independent approach to project selection, brief writing, and group project development, culminating in the creation of an individual portfolio that demonstrates individual design and technical abilities to future employers.

ID GSA considers the method of drawing and development of design projects to be intrinsic to the way other Interior Design skills are developed. Computer aided drawing is integrated into students' design practice from the outset with these skills being acquired via design projects. The rigour, precision and self-examination that this demands of the students present a solid platform for development. It also means that graduates have strong skills in drawing for both design development and presentation that are increasingly being demanded by the industry. ID GSA has been at the forefront of the provision of computer aided drawing skills, being one of the only courses to fully integrate contemporary professional drawing skills into the course structure, and this is reflected in the high standing of graduates within the industry.

ID GSA has over the past 10 years provided the industry with graduates who are leading the usage of CAD within design firms. These same graduates, as lead designers and design practice managers, now look to GSA for graduate level designers who have industry leading skills in both design, drawing and communication.

This integrated way of embedding contemporary and cutting edge technical skills within design projects has enabled ID GSA to use technologies such as rapid prototyping and VR modelling within the student workflow alongside more traditional forms such as hand drawing and model making.

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Forum for Critical Inquiry

The Forum for Critical Inquiry provides a theoretical and critical underpinning within a wider design, art and architecture context, and exists to support all undergraduate and postgraduate programmes at GSA, including doctoral study, and to produce high quality research into the histories and contemporary contexts of creative material practices.

REFERENCE NUMBER	TITLE OF COURSE		CREDIT	ASSESSMENT WEIGHTINGS %
STAGE 1	TERMS 1, 2 AND 3		CRD: LEVEL 7	EX CW
TOTAL CREDITS		120		
	Studio 1		80	66.8%
	Design Theory 1		10	8.3%
	Design Process 1		10	8.3%
	Cross-School Course		10	8.3%
	FoCI Critical Inquiry 1: Places, Economies, Cultures		10	8.3%
STAGE 2	TERMS 1, 2 AND 3		CRD: LEVEL 8	EX CW
TOTAL CREDITS		120		
	Studio 2		80	66.8%
	Design Theory 2		10	8.3%
	Design Process 2		10	8.3%
	FoCI 2: Contemporary Cultures in Art, Design and Architecture		10	8.3%
	FoCI - Origins, Histories and Consequences of Design		10	8.3%
STAGE 3	TERMS 1,2 AND 3		CRD: LEVEL 9	EX CW
TOTAL CREDITS		120		
	Studio 3		80	66.8%
	Design Domain 3		20	16.6%
	FoCI 3: Approaches to Research in Art and Design Criticism		10	8.3%
	FoCI - Contexts of Critical Inquiry in Design: Situation, Relation, Research		10	8.3%
STAGE 4 (Essay)	TERMS 1,2 AND 3		CRD: LEVEL 10	EX CW
TOTAL CREDITS		120		
	Studio 4		100	83.3%
	FoCI 4 (Essay / Curatorial Rationale / Critical Journal)		20	17.0%

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STAGE 4 (Dissertation)	TERMS 1,2 AND 3		CRD: LEVEL 10	EX CW
TOTAL CREDITS		120		
	Studio 4		80	66.8%
	FoCI 4 (Dissertation)		40	33.2%

17. Can exemptions be granted?

Yes ☐   No ☐

If yes, please explain: Click here to enter text.

18. Does the programme comply with GSA APEL policy?

Yes ☐   No ☐

If yes, please explain:
GSA recognizes that applicants come from a wide variety of social, cultural and educational backgrounds and are willing to consider applications for admission from those who do not have the published conventional qualifications for admission and/or who wish to gain recognition for formal or informal study undertaken elsewhere.

19. Are there any arrangements for granting advanced entry?

Yes ☐   No ☐

It is possible to enter the programme at Stages Two and Three on submission of a portfolio and evidence of accredited prior learning.

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20. Are there any arrangements for allowing students to transfer into the programme?

Yes ☐   No ☐

If yes, please explain stating requirements and levels to where this can apply:
Via GSA internal transfer process (dependant on evidence of aptitude and potential and space availability)

21. Are there any arrangements for allowing students to transfer into other programmes?

Yes ☐   No ☐

If yes, please clarify:
As above

22. What are the requirements for progressing from each stage?

Pass all Studio and FoCI components.

23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:

Yes ☐   No ☐

If no, please explain: Click here to enter text.

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

Responsibility for the conduct of the programme will rest with the Programme Leader. A staff/ student consultative committee will meet to consider operational matters, while the examination board will be responsible for the award of the degree and for issues relating to progression. All committees connected to the programme will operate according to standard procedures determined by the Academic Council of the Glasgow School of Art. The staff/ student consultative committee will report to the School of Design Board of Studies, which in turn reports to the Undergraduate Committee.

The Programme Leader leads the teaching team, and has executive responsibility for direction, coordination and administration of the programme. He/she will be primarily responsible for the initiation of the programme developments and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced the BA (Hons) Interior Design Programme will undertake the following:

- regular Programme Team meetings
- student/staff consultative committee
- Annual Programme Monitoring

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- Periodic Review
- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme
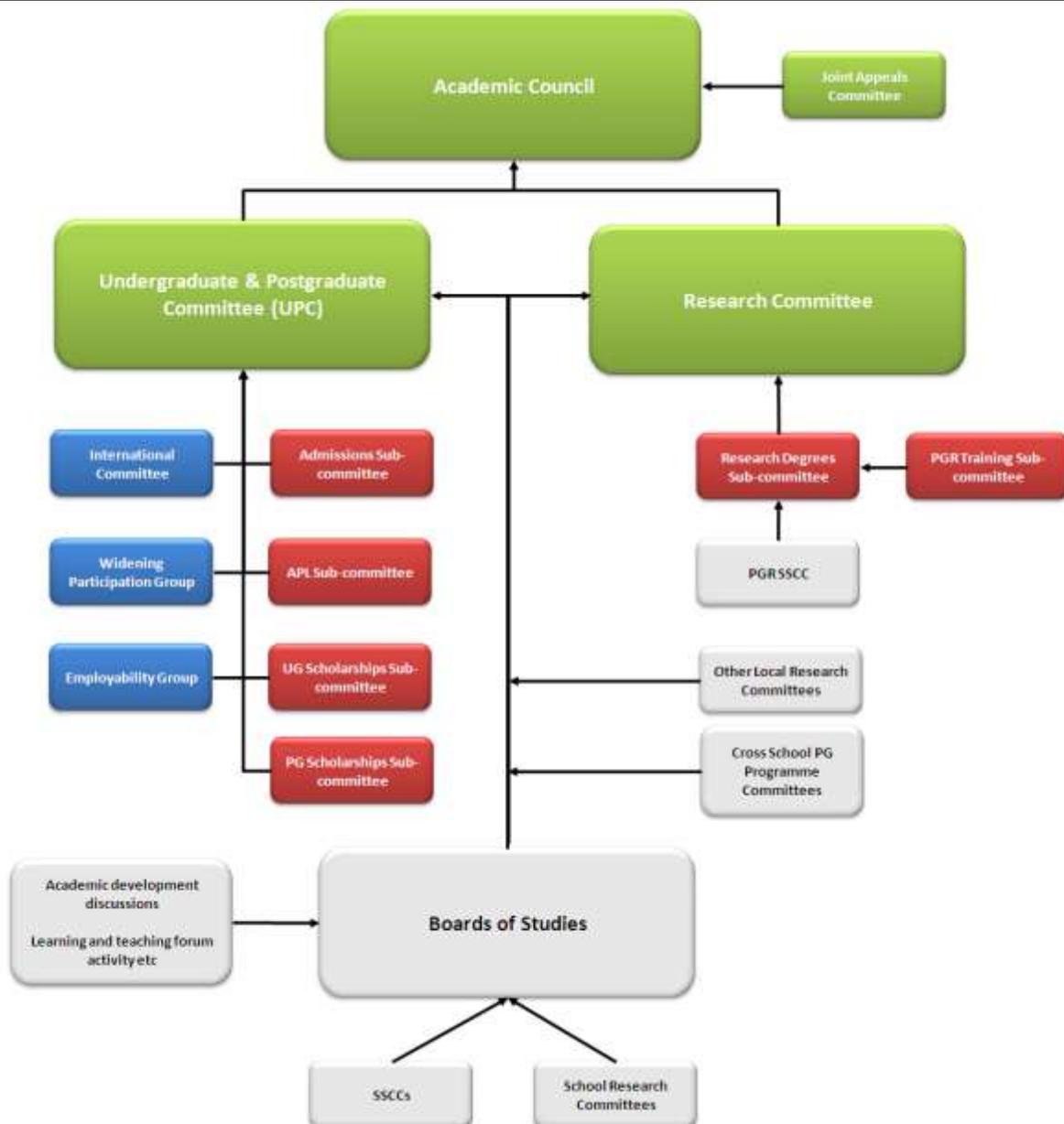
b) Student feedback and representation

The Programme has an established Staff Student Consultative Committee mechanism which reports to the Board of Studies of the School of Design.

c) Programme based student support

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Project Briefs

In anticipation of the learning and teaching support needs of a cohort which is likely to include ESL students and, dyslexic students, the programme will employ the same briefing guidelines used on the previous BA (Hons) Design, Interior Design undergraduate pathway to ensure a clear understanding of the teaching and learning experience.

Briefs will be dyslexia-friendly and use plain language (therefore clearer for all students). Academic and support staff contact time will be made explicit. Students will be aware of with whom and when they can expect contact. Reading lists and online resources will be identified to encourage students to use independent study time effectively. Aims and level learning outcomes of the brief will be made clear and relate directly to those in the student handbook. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. Briefs will include a suggested timetable for students (highlighting key dates) to assist them manage their studio and independent study time effectively.

Support for International Students and Pastoral Care

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students.

The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their studies.

Students may contact any member of staff if they are experiencing problems of a personal nature or relating to general welfare that may be affecting their academic progress. Staff will then advise students as to the most appropriate sources of support where required.

EXTERNAL EXAMINER:
Mr Graeme Brooker
Head of School of Fashion and Interiors, Middlesex University

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