



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

1	Programme Title	Architecture and Town and Regional Planning
2	Programme Code	ALAU003
3	JACS Code	Not applicable
4	Level of Study	Undergraduate Masters
5a	Final Qualification	MArch (continuation of BA Architecture K100 programme)
5b	Position in the QAA Framework for Higher Education Qualifications	M level
6a	Intermediate Qualification(s)	Not applicable
6b	Position in the QAA Framework for Higher Education Qualifications	Not applicable
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Social Sciences
9	Department	Architecture
10	Other Department(s) involved in teaching the programme	Department of Urban Studies and Planning
11	Mode(s) of Attendance	Full-time
12	Duration of the Programme	2 years
13	Accrediting Professional or Statutory Body	ARB (Architects Registration Board) RIBA (Royal Institute of British Architects) RTPI (Royal Town Planning Institute)
14	Date of production/revision	March 2004, March 2017, March 2026

15. Background to the programme and subject area

The **MArch in Architecture and Town and Regional Planning** is the continuation of BA Architecture K100 programme, offered jointly by the School of Architecture and the Department of Urban Studies and Planning. It runs closely in parallel with the MArch in Architecture and the MA in Town and Regional Planning and it is formed largely from modules from these two programmes. The intention is that the MArch in Architecture and Town and Regional Planning is a professionally accredited course that will be validated by the RIBA, ARB and the RTPI (see section 19). The MArch in Architecture and the MA in T&RP have received recognition and the intention is to seek recognition for the Dual at the earliest possible moment. The RTPI has so far only accredited single postgraduate qualifications and cannot consider others until the new Partnership Boards are in place. The programme is validated at RIBA Part 2 level. The programme is a full time, two-year Undergraduate Masters (Following the norm in architectural education, the two years that comprise the programme are referred to as year 5 and 6. In University terms, the two years are referred to as Level 4.)

Architecture is often defined as the marriage of the arts and sciences. Whilst it is true that architecture draws on creativity and ideas on the one hand, and rigorous analytical techniques on the other, the subject of architecture significantly differs from the arts and sciences. The distinct character is given through the act of designing spaces; this allows the designer to express and explore ideas, using both creativity and analysis. Architecture brings together conceptual, contextual, ethical and material considerations in the realisation of space or form.

The design studio is thus central to the MArch programmes at Sheffield, acting as a laboratory for the testing of creative and critical ideas, whilst at the same time developing fundamental architectural skills. Design work is fully supported by taught courses that range from the humanities to the sciences. This combination of studio and lectures develops the intellectual requirements of a University education, as well as preparing students for a professional career. Teaching draws on the exceptional research base of the School which means that lectures and design teaching are delivered by people at the forefront of their discipline. The ethos of the School combines innovation with rigour, qualities that are sought after by future employers.

The programme at Sheffield takes issues of sustainability seriously, addressing the social, economic and environmental responsibility of the architect. It promotes these values through innovative methods of teaching, which develop each student's own critical faculties and self-awareness. The programme does not promote any one style or approach over another but encourages each student to develop their own response to the social, physical and environmental contexts presented by projects and coursework. Our aim is to develop individuals who are self-critical, confident enough to make appropriate decisions, and aware of the wider responsibilities of the architect.

Planning

The University of Sheffield has been at the forefront of planning education, particularly at postgraduate level since the 1960s. The Department of Town and Regional Planning was established in 1965 and an MA programme started in 1967. The Department rapidly established a reputation for excellence in both teaching and research, achieving a grade of 23 in the Teaching Quality Assessment in 1997 and grade 5A in the Research Assessment Exercise in 2001. The employment opportunities for planning graduates are currently excellent. Moreover, the Department's record in employment for graduates from its postgraduate courses is extremely good. In the past five years of 58 students graduating, 85% were known to have employment in planning and 90% were known to have full-time employment within six months of finishing the course.

The Royal Town Planning Institute has accredited a masters' level programme for 35 years, and the Department has built up strong links with the Institute. The Institute is also leading changes in thinking about planning education and appointed an Education Commission to review the need for change in planning education and the role of the Institute in this. The Education Commission reported in January 2003 and made a number of recommendations which were subsequently adopted by the Institute. Most importantly, the Institute has changed the requirements of accredited masters' programmes.

The change has led to a fundamental re-examination of the aims and relevant learning outcomes of the Department of Town and Regional Planning's accredited postgraduate programmes in planning. The change to a one-year Master's degree in Town and Regional Planning and the new approach that it embodies is fully reflected in the revisions to the MArch in Architecture and Town and Regional Planning.

Distinctive features of the MArch include:

- Structured progression of learning from initial understanding of core knowledge and skills, through their application and onto specialist study
- Integration of learning between modules to develop understanding of linkages between fields of knowledge and how they might be drawn together in practice
- Continuous assessment as the only form of assessment in both years, thus allowing students' progress to be structured and monitored closely throughout the whole programme
- A variety of teaching techniques, with seminars, workshops, project-work and site visits an essential part of the teaching and learning strategy
- Understanding of actual planning problems and how they might be solved through the use of real-life cases and work with planners

Further information is available at the departmental web sites:

<http://www.shef.ac.uk/architecture>

<http://www.shef.ac.uk/usp>

16. Programme aims

Programmes offered by the Faculty of Architectural Studies have the following general aims consonant with the Mission Statement of the University of Sheffield:

1. to provide high quality teaching at undergraduate and postgraduate levels that is informed and invigorated by the research and scholarship of its staff in order to provide a stimulating culture of learning and enthusiasm for the subject.
2. to educate able and well-motivated students from a wide range of backgrounds.
3. to support students in developing intellectual curiosity, critical thinking and independent judgement.
4. progressively to develop competencies in a wide range of transferable and employment skills.
5. to instil in students a commitment to self-improvement and the development of life skills.

6. to emphasise informed applicant choice and equal opportunities in the admissions process.
7. to provide a supportive environment for students and involve them in the ongoing development of the programme.
8. to enable students to maximise their potential in all aspects of the programme.

More specifically the MArch in Architecture and Town and Regional Planning has the following additional aims:

9. to develop an ability to produce coherent and well resolved architectural designs.
10. to develop the ability to integrate knowledge of technical issues, including construction, structure, servicing, sustainability and environmental issues.
11. to develop an understanding of the influence of historic and cultural background of architecture.
12. to develop an understanding of the relationship of architecture and town planning to other allied disciplines.
13. to develop the ability to use an appropriate range of visual, verbal and written communication methods.
14. to develop knowledge of the professional context of architecture and town planning and practice and offer a programme of study which meets accreditation requirements.
15. to provide students with education and training throughout the full range of the planning discipline informed by research-led teaching.
16. to develop students' critical understanding of the nature of planning and its practice, including its administrative, institutional and legal framework.
17. to develop students' critical skills in understanding the different contexts and environments relevant to the practice of architecture and planning, including the political and economic environments in which the disciplines operate.
18. to instil an appreciation of the diversity of cultures and values in society and how planners may respond to these.
19. to provide students with research skills, the ability to analyse and synthesise knowledge and an understanding of the role of research.
20. to develop professional and policy making skills needed to analyse complex planning problems, recommend appropriate courses of action, take decisions and communicate effectively to diverse audiences.
21. to develop through specialised studies, a deeper knowledge of a selected aspect or aspects of architecture and planning.
22. Develop a commitment to self-learning and the development of life skills and foster intellectual curiosity, critical thinking and independent judgement.

17. Programme learning outcomes

Knowledge and understanding: On successful completion of the programme, students will have:	
K1	an understanding of conceptual ideas, research paradigms, methods and approaches within histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate.
K2	an understanding of the nature of research and its relationship with design and theory.
K3	an understanding of briefs and critical appraisal techniques, to ensure that the design response is appropriate to the site and the physical and social context, and for reasons such as sustainability and budget.
K4	an understanding of current regulatory, legal and professional requirements that guide building construction and practice, including the needs of the disabled, health and safety issues, building regulations and development control.
K5	knowledge of a wide range of architectural strategies and theoretical approaches.

K6	an understanding of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider social and global issues, along with the economic, social, historic and environmental factors which shape places and an ability to identify the links between these factors.
K7	an understanding of the various technologies relevant to their project along with an understanding of how these are part of the current and emerging trends within the architectural profession and the procurement of buildings.
K8	an understanding of sustainability and current environmental design issues and their impact on world resources and human well-being.
K9	an understanding of project delivery and its aspects, including the relationships between the parties involved in the procurement process.
K10	an understanding of new forms of contracts in the construction industry and the way that forms of contract affect the cost control mechanisms of an architectural project.
K11	Critical understanding of the theoretical justifications for planning, the role of the professional within planning practice and an awareness of the moral and ethical dimensions of planning practice
K12	Detailed understanding of the political basis for planning and the surrounding administrative, institutional and legal framework.
K13	Understanding of plans and policies, the techniques, methodologies and forms of research which inform policy and plan making.
K14	Detailed and substantive knowledge of specialised areas of planning.

Skills and other attributes: On successful completion of the programme, students will:	
S1	possess the ability to produce and demonstrate coherent and well resolved architectural designs that integrate knowledge of the social, political, economic and professional context that influences building construction.
S2	be able to demonstrate that they can analyse and appraise design options and draw conclusions which display methodological and theoretical rigour.
S3	have the ability to use architectural representations having critically appraised the most appropriate techniques available.
S4	be able to independently define, and critically appraise, their ideas in relation to a design and to the work of others.
S5	have the ability to work as part of a team, including team leadership.
S6	be able to produce a comprehensive written report, examining a range of issues relevant to a design project.
S7	be able to explain architectural design proposals and the related social, political, economic and professional context of the project.
S8	be able to demonstrate the synthesis of all the design thinking related to technologies and the sustainable environment.
S9	demonstrate knowledge of the principles and theories of contemporary sustainable environmental design and how this relates to the design and construction process.
S10	be able to appraise and form considered judgements and develop a research proposal, a research strategy, theoretical programme and a project such as a dissertation, independently defining and critically appraising their ideas in relation to a specialist area.
S11	have the ability to express their critical position in a coherent written form following academic standards.
S12	demonstrate ability to make links between theoretical positions and planning problems and to learn how theory may inform planning practice.
S13	have the ability to analyse and evaluate the economic, social, historic and environmental factors which shape places and influence planning responses.

S14	have the ability to identify the impact of planning decisions at different scales.
S15	have the ability to formulate policy responses to defined problems in a creative manner through the use of different sources of information and the employment of different techniques.
S16	have the ability to communicate policy and planning decisions through the development of oral, written and graphic skills.
S17	have developed skills in a specialist area of planning and relate specialist knowledge to the wider contexts in which knowledge and skills sit.

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

The programme uses a wide range of teaching techniques:

Approximately half the programme is delivered through **studio teaching**, with regular individual and group tutorials, workshops, project crits and portfolio reviews. The design studio is promoted as a place of integration of skills and knowledge; thus, all of these teaching and learning methods combine to develop design understanding and research, analytical and communication skills of the students in order to meet the appropriate objectives listed in K1-10 and S1-S11 above. Specific tutorials and workshops on technology and management are given to ensure that a range of technical and procurement issues are fully integrated into project designs. Associated reports demonstrate how these issues have been considered and integrated into the design approach. Cross crits between studios are used to ensure that students are exposed to a wide range of approaches and criticism. A range of diverse project types and architectural approaches is offered through the variety of studios and live projects that are offered by different tutors. The different studios each have their own teaching patterns and assessment methods. Students select to join one of a number of studios on offer. To ensure students gain an awareness of differing approaches to design, they may not follow the same studio in fifth and sixth year. An individual learning contract with each student reinforces the need to cover a full range of skills. The School of Architecture also prides itself in its pioneering teaching of communication skills for architects.

The remainder of the modules employ a variety of techniques, including:

1. **lecture series**, used in both years, in order to impart essential knowledge relating to K1-K13 above. They are given by both internal staff of the two departments and external visitors. They are an important means of efficiently ensuring that students from a wide range of backgrounds develop core knowledge.
2. **workshops sessions**, frequently used in combination with lectures, to explore practical issues and develop key skills listed in S2, S4, S5, S7 and S15. This form of teaching will be particularly used to develop skills and apply knowledge to practical examples. Workshops will be used to develop research and analysis skills, particularly using quantitative methodologies and associated techniques. They will also be used to develop skills in decision and recommendation-making, communication and analytical techniques and will be used in conjunction with project-work to develop skills necessary for the completion of projects.
3. **IT based workshops**, to develop skills in using design-based software and multimedia applications.
4. **seminars**, are usually student-led and allow students to present research work undertaken in the design studio. They are encouraged to analyse, understand and respond to that information, developing areas K1-9, K11, K14, S2, S4, S7-9, S12, S16. Seminars are an important means of developing students' *critical* understanding of core issues, developing theoretical knowledge and explore relationships between seemingly discrete bodies of knowledge. Seminars will contain small numbers of students and are therefore an effective environment for students to get involved in discussing core issues, themes and linkages in planning.
5. **project work** is particularly important, as many of the skills of analysis, team-working, decision-making and communication used in planning practice are developed through project work. Project work will be used to develop students' understanding of economic, social, historic and environmental factors which shape places and potential planning responses in these places. As such this project work will be important in developing learning outcomes K6, K8, K11, K12, K13, S13, S14 and S15.
6. **tutorials**. Aside from the design studio mentioned above, small group and individual tutorials are used to support the preparation for written assessments, dissertation and reports (S6, S10 and S11). Students are allocated to individual tutors, according to their areas of specialist knowledge and expertise.

7. **independent study**, which is essential to the successful completion of the programme. Independent study is important to both the work undertaken in the design studio and in the supporting modules; in the former it has a central role in the design process, where a student's own design proposals develop around issues identified in small group and individual tutorials; in the latter, it is generally geared towards the assimilation and further clarification of material gleaned from lectures and workshops, the preparation for assessments, and the broader development of knowledge of the field of study. Supervised independent study is central to the researching and writing of the dissertation and sixth year reports. One of the key learning outcomes for the whole programme is development of not only team-working, but also independent working and this becomes increasingly important through the programme, culminating in the dissertation.
8. **field trips and site visits**, which are generally associated with the different design studios, are used to expand the range of students' experience of architecture. Visits are made to particular buildings and to sites of more general urban, natural and historical interest, both in the UK and abroad. Such visits support both analytical and design work and contribute to the development of all the programme learning outcomes, but in particular K5-8.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

The programme will use a wide variety of assessment methods to enable different skills and knowledge to be developed and to be assessed. All assessment on the MArch in Architecture and Town and Regional Planning is continuous and is organised as a structured mechanism by which skills and knowledge are developed by students. The programme has been designed so that assessments required by different modules fit within the overall structure and progression of the programme. In addition, whilst assessments will be used to develop all key areas of understanding and skills, there is an expectation that students will also develop their skills and knowledge without sole recourse to assessments. Skills in time management and self-motivation as well as self-development will not be solely fostered through teaching and assessment; instead, students are expected to develop these outside formal assessment mechanisms.

Studio based courses make up nearly 50% of the total credits taken at both levels. The learning and assessment processes mirror one another and take place and develop concurrently. Formative assessment occurs through dialogue with oneself, with other students, with and among tutors in tutorials and reviews, where judgments concerning quality are generally reached by consensus. Summative assessment will generally occur through the submission of **coursework**, usually in the form of a **portfolio**. This will, in particular, address the design and technical aspects of the programme (K5, K7, K8, S1-3, S8, S9), but students are also expected to demonstrate awareness of cultural, theoretical, historical (K1, K2, K6, S4, S7) and professional aspects (K3, K4, K7, S5) in their design.

The studio-based courses also directly assess transferable skills such as group working (S5), the ability to express these skills being inherent in the submission of a successful portfolio of work. Much of the preparatory work in the design studio involves either independent study or group work, and without this the later work would not show signs of the required development. The design portfolio is often seen as an exemplar of the expression of transferable skills, in as much as it necessarily integrates a diverse set of skills and broad range of knowledge into a single, but complex, document. The School of Architecture also prides itself in its pioneering teaching of communication skills for architects.

Assessment of modules in Town and Regional Planning and other subjects in Architecture (Theory and Research; Environment and Technology and Management) uses appropriate combinations of the following:

- **essay writing and coursework** designed to test subject knowledge, communication skills, increasing autonomy in student learning, and the development of transferable skills (K1-3, K5, K6, K8, K11, K12, S3-6); as well as demonstrating evidence of knowledge of, and a critical attitude towards, the components covered in the programme objectives. Essays also help to develop the students' ability to communicate clearly through fluent writing and the construction of well-developed arguments (S16). Essays and papers are also used by some modules in the demonstration of students' specialist knowledge and skills.
- **project reports** will be used to test students' skills in applying their knowledge to particular situations and contexts. They are particularly important in assessing skills in analysis (S13, S14), formulation of responses and making decisions (S15) and the ability to communicate findings and recommendations in a clear manner (S6). They also provide a means of checking students' ability to work as teams as well as independently (S5, S10).

- **oral presentation** is seen as an important part of the assessment strategy. Students are required to present project findings and recommendations to peers, outside professionals and members of staff, and such presentation is assessed. Oral presentation particularly allows the assessment of the ability to communicate clearly and effectively (S16). Oral presentation will be used throughout the programme as a means of students presenting their work and reporting back to the year or module group. Oral presentation is a particularly important skill for planners, and students are expected to develop their abilities in this throughout the programme.
- **graphic presentation** will be used as a means of assessment to test the ability of students to communicate the results of analysis, research and make recommendations in a graphical form (S16). This is an important skill for planners to acquire. It will particularly be developed through the Integrated Project in the second semester.
- **presentation of numerical data and analysis** will be used to evaluate the students' knowledge and skills in different techniques of analysis (S15, S16). Much of this work will require the application of computer skills which have been developed throughout the programme.
- the **dissertation** is the culmination of the programme. Whilst it allows the expression of core and particularly specialist knowledge and skills to be demonstrated, it is not intended as a summative assessment for the whole programme. Instead, the dissertation is intended to demonstrate particular understandings and skills. In particular, the dissertation is seen as a key expression of specialist knowledge and skills (K15, S17) and the ability to identify research problems and formulate and carry out a programme of research (S10). It does however also allow other forms of knowledge (K6, K8 K11-K13) and skills (S12 to S15) to be demonstrated, including such skills as the ability to formulate policy responses to defined problems (S15).

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

The following **internal** documents and positions have been used. These generally reflect on the distinctive nature of the programme in terms of research led teaching, student self-development, integration of all aspects of the programme, and the aspiration for a rigorous knowledge base. They also inform the emphasis on social and environmental aspects within the programme.

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2016-21)

<https://www.sheffield.ac.uk/als/strategy>

The research interests of departmental staff and the research strategy of the Faculty of Architectural Studies

The external examiner has also been consulted and has made a number of comments regarding this programme

Students (through specific consultation) have had an input into the development of the programme

The following **external** documents have been used. These generally inform the benchmark level that is required for professional validation purposes and cover the more generic requirements for architecture programmes at this level.

Subject Benchmark Statements

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

Framework for Higher Education Qualifications (2008)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

The Architects Registration Board (ARB) Prescription of Qualifications: ARB Criteria (2011). (http://www.arb.org.uk/qualifications/arb_criteria/arb_criteria.php)

These in turn draw on the requirements of the European Commission Architecture Directive for Professional Education.

<http://www.architecture.com/MemberUpdate/International/2011/March/Internationalpolicy.aspx#EUQualificatio>

Royal Town Planning Institute (RTPI) 'A New Vision for Planning' statement (2001), Report of the RTPI's Education Commission and draft Education Policy Statement (2003)

20. Programme structure and regulations

The MArch is a continuation of the BA Architecture (K100) programme. Between completing the BA and embarking on the MArch, students will have normally completed a year or more working in practice. Approximately 80% of the students will have completed their degree (and gained RIBA Part One) at Sheffield. Other students transfer from other schools of architecture.

(Following the norm in architectural education, in the context of this programme, Years 1-3 designate the BA (K100) programme, Year 4 refers to the year spent in practice, and Years 5 and 6 are the two years of the MArch. In University terms, Years 5 and 6 are referred to as Level 4.)

The programme structure is modular, and in each year students study modules worth a total of 120 credits per Level. The programme is based on modules developed for the MArch in Architecture and the MA in Town and Regional planning. Level 5 comprises of modules with a value of 75 credits from Architecture and 45 credits from TRP. Level 6 comprises 75 credits from Architecture and 45 credits from TRP, along with a 60 credit dissertation in TRP that is completed by the following September. This gives an overall total of 150 credits from Architecture and 150 credits from TRP.

The programme provides a very **coherent programme of study** and progression across the two levels. Due to the nature of the discipline and the requirements of external validation by two separate professional bodies, over 95% of the programme comprises of core modules. Also, due to requirements of external validation, students have to pass all components of all modules in order to pass each year and gain a degree.

Within this coherent framework, **student choice** is provided for in a variety of ways:

1. within core modules, a significant amount of responsibility is taken by students in identifying and developing their own particular area of interest and specialism, as well as in relating these choices to their studio projects
2. in years 5 and 6 students are given considerable choice in the range of live projects and individual studios that form studio-based courses. Within these choices there is the freedom to choose a site and develop their own brief. To ensure students gain an awareness of differing approaches to design, they may not follow the same studio in year 5 and 6. An individual learning contract with each student reinforces the need to cover a full range of skills.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/regs>.

21. Student development over the course of study

Year 5 - aims to develop student's skills, awareness and thinking and make the shift to a more mature Masters level of study. Students are encouraged to become more self-reliant and take a greater responsibility for their individual development. The range of choices within the programme allows considerable freedom for students to direct their studies in a number of different directions, whilst still complying with the requirements of professional recognition. Teaching in Town and Regional Planning aims to develop understanding of core knowledge and skills during this year.

All design project work is carried out working alongside Year 6 students, with associated research work often being carried out in groups with Year 5 and 6 students working together. This allows the Year 5 students to see directly the level of aspiration of the programme and to begin to engage in the issues with which the Level 6 students are working. The size of the individual studios and regular group tutorial sessions encourages students to seek advice from each other and to constructively discuss and critique each other's work.

Outside of the design studio, taught courses in Architecture are generally organised as three-day intensive workshops. This is intended to allow the possibility of a part-time route through the programme, as well as allowing greater flexibility in the mode of delivery of these courses. The workshops use a variety of teaching techniques (lectures, seminars and group working) to achieve the desired learning outcomes in the most effective way. External experts and practitioners are frequently brought in to teach alongside departmental staff. Whilst certain workshops are aimed specifically at Year 5 students and relate to the assessment for the taught programme modules, the evolving nature of the workshops with different speakers each year, means

that Year 6 students are also encouraged to attend. This further encourages dialogue and mutual learning between students in the two levels. Modules in the Department of Town and Regional Planning follow a weekly teaching format.

The idea of research, research methods and ethics are introduced in Year 5 teaching, giving guidance on how to develop a research strategy, programme and a project such as a dissertation/thesis.

Year 6 – the knowledge and awareness that students have gained in Year 5 is developed into a demonstrable and systematic understanding in Year 6. Particular emphasis is placed on the synthesis and integration of their thinking and in their design projects. By the time they have completed Year 6, students should be able to show methodological and theoretical rigour in the way that they generate, test, analyse and critically evaluate options, and draw conclusions in the full range of their work. Within the planning modules students apply the core knowledge and skills they have learned in Year 5 and also develop their specialist skills and specific knowledge.

In the design studio there is a significant re-iterative element to the development of design skills. Student's abilities develop further with every design project that they undertake. The structure of Year 6 therefore follows a similar pattern of studio programmes to Year 5, but expects creative design solutions that are further developed, with a greater level of integration and detailed resolution. Year 6 projects are expected to be more ambitious, and are often at a larger scale, than work carried out in Year 5.

The majority of submissions in the other subject areas relate to the final design project carried out by each student. These are intended to reinforce the ability to successfully bring together a diverse range of complex issues into an original coherent and comprehensive architectural project. Again, external experts and practitioners are used, this time mainly in small group and individual tutorials, exposing the students to cutting edge ideas and solutions.

The dissertation is introduced in Level 6. This allows students time to fully develop their own research agenda and to relate their thinking to the wider context of the subjects studied in the other modules of the course.

22. Criteria for admission to the programme

An upper second or first class degree in architecture, together with exemption from RIBA Part 1 is normally required for entrance to the MArch programme, though other qualifications will be considered. Further information is available at: <http://www.shef.ac.uk/architecture>

23. Additional information

The programme includes field trips at both levels. These vary considerably in nature depending on the student's choice of studio. Trips are not subsidised by the department.

Further information is available at the web sites of the 2 departments:

<http://www.shef.ac.uk/architecture>

<http://www.shef.ac.uk/usp>

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at www.shef.ac.uk/ssid.