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 Landscape
2	**Programme Code**	ARCU102
3	**JACS Code**	KK13
4	**Level of Study**	Undergraduate
5a	**Final Qualification**	BA with Honours (BA Hons)
5b	**QAA FHEQ Level**	Honours
6	**Intermediate Qualification**	None
7	**Teaching Institution** (if not Sheffield)	Not applicable
8	**Faculty**	Social Sciences
9	**Co-ordinating Department**	School of Architecture
10	**Other Departments involved in teaching the programme**	Landscape Architecture
11	**Mode of Attendance**	Full-time
12	**Duration of the Programme**	3 years
13	**Accrediting Professional or Statutory Body**	ARB (Architects Registration Board) RIBA (Royal Institute of British Architects)
14	**Date of production/revision**	March 2015, August 2023, March 2024

Dual Degrees

The University of Sheffield defines a dual degree as the independent study of two parallel subjects. Dual degrees offer students the flexibility to choose a programme of study that reflects their interests and gives the opportunity to develop detailed knowledge and key skills in two major subjects. Whilst the two subjects may be taught independently, they will complement, inform and illuminate one another. Where there are two programme specifications for dual degrees, one for each half of the programme, students should refer to both documents for a full description of the whole programme. Where there are clear links between the two subjects, details will be included in Sections 15 and 20 of the programme specifications. However, there are some single programme specifications for dual degree combinations where there is a substantial degree of integration between the two subjects.

15. Background to the programme and subject area

The impetus behind the BA in Architecture and Landscape stems from a nationally recognised need, highlighted by the Urban Task Force Report, for a new type of professional who is aware of the full range of issues that go to make the built and natural environment. The School of Architecture at the University of Sheffield is in a unique position to respond to this challenge because it includes two of the country's leading teaching and research departments of Architecture and Landscape. The background to the separate subject areas of Architecture and Landscape are summarised on the programme specification for the BA Architecture and those for the BA and BSc Landscape Architecture. The BA Architecture and Landscape draws on these programmes, indeed most of the teaching is done within these programmes, but at the same time has its own specific aims and identity.

The programme is unique in the United Kingdom in bringing architecture and landscape together in a studio-based environment. It aims to integrate the two disciplines to develop a new type of designer whose skills range from the detailed design of buildings through to wider scale environmental planning. With its emphasis on the integration of the built and green environment, there is a focus on the way that designs may address sustainability in terms of the economic, social and environmental issues involved. Design work is fully supported by lecture courses that range from the humanities to the sciences. This combination of studio work 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. 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 students to develop their own response to the social, physical and environmental contexts presented by projects and coursework. Our aim is to develop graduates who are self-critical and confident enough to make appropriate decisions, and aware of the wider responsibilities of the architect and landscape designer.

We anticipate that graduates from the programme will be in great demand in both the architecture and landscape professions, and particularly within project teams that focus on the critical areas of urban regeneration and sustainable communities. The programme is recognised by the Royal Institute of British Architects as giving exemption from RIBA Part 1. The qualification is also prescribed by the Architects Registration Board (ARB), subject to periodic review by ARB, for the purposes of entry onto the United Kingdom Register of Architects.

Further information is available at the departmental web site: https://www.sheffield.ac.uk/architecture.

16. Programme aims

Programmes offered by the School of Architecture have the following general aims consonant with the Vision and Strategic Plan 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 BA in Architecture and Landscape has the following additional aims:

9.   To provide a thorough introduction to both architectural and landscape design, and the relationship between the two.

10.   To provide the historical and cultural background within which architecture and landscape are considered.

11.   To develop skills in communication which allow students to express their ideas orally, visually and through writing.

12.   To provide an introduction to the technologies employed in architecture and landscape.

13.   To develop an understanding of the sustainability issues which affect both landscape and architectural design, including a strong awareness of environmental issues.

14.   To introduce the professional and social context of architecture and landscape.

17. Programme learning outcomes

Knowledge and understanding:	
K1	A knowledge and understanding of the design process, and the way that this is informed by analysis, research, context, budget and brief.
K2	A knowledge and understanding of the physical, social and historical and cultural contexts of architectural and landscape design, and the way this may inform the design process.

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K3	A knowledge and understanding of the representational conventions in architecture and landscape as well as the ability to use them appropriately.
K4	A knowledge and understanding of how buildings and landscapes are designed and built in the context of professional practice, as well as the wider construction and regulatory framework.
K5	Knowledge and understanding of architectural and landscape technologies, environmental design and construction methods, and the way that these may be integrated in a design.
K6	Knowledge and understanding of environmental issues which inform the design and production of architecture and landscape, including an awareness of sustainability issues.
K7	Knowledge and understanding of the nature, characteristics and performance of both the organic and inorganic elements and processes employed in the creation of landscapes, and the ability to relate them to building design.
K8	Awareness and understanding of some key histories, theories, philosophies and methodologies of architectural and landscape design.
K9	Awareness of the professional context of architecture and landscape and of their interface with other professions.

Skills and other attributes:	
S1	Ability to engage as a designer, in an integrated way which is responsive to people, place and nature.
S2	Ability to develop both a design brief and a design proposal in response to that brief, including exploration and evaluation of alternative ideas.
S3	Ability to produce coherent designs that integrate historical, theoretical, practical, technical, environmental and professional aspects of the programme.
S4	Ability to make informed judgements about the spatial, aesthetic, technical, intellectual and social qualities of a design within the context of both the community and the wider environment.
S5	Ability to use a range of visual, written and verbal techniques, including digital and non-digital communication methods, and an ability to use these appropriately in order to critically appraise architectural and landscape designs and ideas and communicate them to a variety of interest groups.
S6	Ability to conduct independent investigation as well as to work in groups, including the ability to manage and appraise working practices in these contexts.
S7	Competence in design-based software and multimedia applications.
S8	Further transferable skills, valuable for employment in a variety of areas, including information gathering, the development of individual resourcefulness, analytical thinking, the ability to identify problems together with logical and lateral ways of resolving them, self-management, time and task management and personal reflection.
S9	The ability to listen to, and respond appropriately to the views of others, as well as the ability to acknowledge the limits of one's own skills and knowledge.

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:

● A large part of the programme, whether in architecture or landscape, is based in the design studio, with problem based learning based on practical projects delivered through frequent small group and individual tutorials. These are complemented with reviews, where design work is discussed by student peers, members of staff and invited critics. The number of people involved in any review is generally kept small (10-12) in order to encourage discussion and reflection on the review as a learning process. 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 the design understanding, research, analytical and communication skills of the student in order to meet the appropriate objectives listed in K1-K8 and S1-S9 above.

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

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Lecture series, used frequently at all Levels in order to impart essential knowledge relating to K1-K8 above.

Workshop sessions, used at all Levels to introduce and develop key skills listed in S5-S9.

IT based courses, which introduce and develop ability to use design-based software and multimedia applications, library research skills, databases, relating to K3, K8, and S5-S9 above.

Seminars (used less frequently), which are usually student-led and designed to reinforce information imparted through lectures by allowing students to work through, analyse, understand and respond to that information, developing areas K1-K2, K4-K6, and S1-S4.

Tutorials. Aside from the frequent individual tutorials in the design studio mentioned above, small group and individual tutorials are used infrequently at all Levels. When they are used, they generally address the preparation for written assessments and address the outcomes listed in K1-K2, K4-K6, K8, S4-S6.

Independent study, which is essential to the successful completion of the programme. New students are introduced to study skills through practical experience in all Level 1 modules. 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, the preparation for assessments, and the broader development of knowledge of the field of study. Independent study thus contributes to the development of all the programme learning outcomes K1-K8 and S1-S9.

Field trips and site visits, which are used at all Levels to expand the range of students' experience of architecture. Visits are made to particular buildings and to areas and landscapes of more general urban, natural and historical interest, both in the UK and abroad. Such visits support both analytical and design work, and again contribute to the development of all the programme learning outcomes, but in particular K1-K2, K4-K6 and S1-S4.

This range of teaching methods assists in developing transferable skills listed in S8, as well as encouraging students to develop a reflective and informed response to the range of issues facing the architectural designer.

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

● Studio based courses make up at least 50% of the total credits taken at each Level. The learning and assessment processes mirror one another, and take place and develop concurrently. Formative assessment occurs through dialogue with oneself, with other students and with and among tutors, where judgments concerning quality are 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 (K1, K3-K6, S1-S2), but students are also expected to demonstrate awareness of cultural, theoretical, historical and professional aspects in their design. Integration of all these aspects is also covered through design work. (K2, K7-K8, S3-S5).

Whilst the studio-based work does not directly assess the transferable skills noted in S6 and S8-S9, the ability to express these skills is 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.

Assessment of modules in supporting subjects (Humanities, Science and Technology, Landscape Planning etc.) 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 (K2, K4-K6, S3-S6); as well as demonstrating evidence of knowledge of, and a critical attitude towards, the components covered in the programme objectives.

● **Written examinations** designed to test subject knowledge (K4-K5).

In accordance with University regulations, extra weighting is given to third year grades when determining degree classifications. Grades at Level 3 (FHEQ Level 6) are weighted 2:1 compared to grades at Level 2 (FHEQ Level 5). Grades at Level 1 (FHEQ Level 4) are not included in the final degree classification, but core modules must be passed for purposes of professional validation.

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 Vision and Strategic Plan
https://www.sheffield.ac.uk/vision

Education Strategy (2020-27)
https://www.sheffield.ac.uk/vision/our-pillars/education

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

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 Statement
https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements

Higher Education Credit Framework for England (2021)
https://www.qaa.ac.uk//en/the-quality-code/higher-education-credit-framework-for-england

The Architects Registration Board (ARB) Criteria for the Prescription of Qualifications
https://arb.org.uk/information-for-schools-of-architecture/arb-criteria/

The Landscape Institute's guidance notes for Schools seeking Accreditation of Landscape Design programmes and consultations with the Landscape Institute's Annual Review Group.

20.   Programme structure and regulations

The programme provides a very **coherent programme of study** and progression across Levels. Due to the nature of the discipline and the requirements of external validation, all the modules are core and must be taken by all students. Within this coherent framework, **student choice** is provided for in a variety of ways:

●   Within core modules, an increasing amount of responsibility is taken by students in identifying and developing their own particular area of study as they pass from Level 1 through to Level 3.

●   At Level 2, students are allowed to choose from options in one of the design projects.

●   At Level 3, students have options in one of the semester 1 design projects, and in the second semester are asked to develop their own brief and choose a site for an integrated design project.

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

21.   Student development over the course of study

Level 1 students begin the first year with a wide and differing range of skills and preconceptions about architecture and landscape. The Level 1 course sets out to begin a more informed debate as to what these disciplines may be and what skills are needed to develop as a designer. The course aims to widen students' perception of architecture and landscape by introducing them to the diversity and richness of historical and contemporary ideas and in so doing offers a range of potential starting points for the design process. Primary issues of cultural and technological significance are introduced within a series of studio projects that are intended to stimulate both individual exploration and collective discussion.

The studio project work is supported and complemented by the series of lecture courses. The content of these courses is designed to unfold from general ideas and concepts towards more specific detailed concerns in both humanities and technical subjects, encouraging an increasing awareness and cross-fertilisation of theoretical and abstract ideas to the practical activity of designing and making. Students are also introduced to the nature of landscape and the physical and environmental factors which shape it as well as the nature of landscape architecture as a discipline and its relationship to other environmental disciplines. The principles of landscape

planning are also introduced, including ideas about diversity and distinctiveness in landscape character, the nature of landscape change and the role of different land uses and development activities in shaping the landscape.

Communication workshops are run on a regular basis, and provide the practical opportunity to experiment with and develop representational skills in graphics, multi-media, and model-making through which architectural ideas can be communicated.

Level 2 pursues two broad aims. Firstly, to consolidate, expand, and increase confidence in manipulating the approaches to understanding and generating architectural and landscape designs, along with technical and communication skills, that were introduced during Level 1. Secondly, to increase the range and scope of analysis undertaken in order to enable students to design a wider range of building types and external spaces with more complex cultural, planning and technical requirements. There is also more of a focus on understanding landscape processes and materials including landscape ecology and the use of planting.

Studio project work is again supported and complemented by the series of lecture courses and skills workshops. There is an emphasis in at least one of the design projects on the integration of architecture and landscape.

Level 3 generally seeks to develop greater complexity in its consideration of design philosophy, building design and technology, and landscape design developing from the achievements of Levels 1 and 2. Students will be expected to be able to synthesise the knowledge gained in the different subject areas during the degree programme and demonstrate this through integrated design projects. In the final semester the studio projects for architecture and landscape are combined in order to encourage an integrated approach to design. Students are encouraged to develop their own philosophies and approaches, and take the initiative for pursuing their projects in greater depth.

As with Levels 1 and 2, studio project work is supported and complemented by the series of lecture courses and skills workshops.

In all areas of teaching and assessment from Level 1 through to Level 3, emphasis is increasingly placed on autonomy in student learning, as studio project work and coursework for other modules demand increasingly independent approaches (S6-S9).

Modules from Level 1 through to Level 3 employ teaching and assessment methods introduced in Section 18 that are designed increasingly to encourage and test the development of analytical, problem-solving and transferable skills such as those set out in Section 17 (S6-S9) above.

22. Criteria for admission to the programme

Because architecture and landscape courses range over the academic territory from humanities to science, students are not expected to have a particular subject background, but will need to show some evidence of Art. A mixture of science and arts based experience is often useful but not mandatory.

Detailed information regarding admission to the programme is available in the University's online prospectus at https://www.sheffield.ac.uk/study.

23. Additional information

Further information is available at the departmental web site: https://www.sheffield.ac.uk/architecture.

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 website at https://students.sheffield.ac.uk/ssid.