



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: Collaborative Practice
2	Programme Code	ARCT28
3	JACS Code	K100
4	Level of Study	Masters
5a	Final Qualification	MArch (linked to BA Architecture)
5b	QAA FHEQ Level	Level 7
6a	Intermediate Qualification(s)	Not applicable
6b	QAA FHEQ Level	Not applicable
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Social Sciences
9	Department	School of Architecture
10	Other Departments providing credit bearing modules for the programme	None
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)
14	Date of production/revision	April 2018, Revised August 2023, March 2024

15. Background to the programme and subject area

Architecture at the University of Sheffield brings together conceptual, contextual, social, political, economic, ethical and material considerations in the realisation of space, form and activity. Sheffield is a unique and diverse School that already has an established reputation for its ethos, approach and excellence in architectural education.

The MArch in Architecture: Collaborative Practice is validated by the RIBA and prescribed by the ARB at Part 2 level.

The programme is a full time, 2 year Masters with two semesters of practice-based education in the initial year, after which point the student will move to Sheffield for two semesters of University-based education. The duration is a requirement of professional recognition.

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.

The RIBA visiting board in 2022 wrote: The Board commends the development of the School Part 2 Masters course portfolio through innovative new provision that embeds collaborative and cross-disciplinary practices, introduces specialisms, and offers flexible study models to foster inclusion.

A programme structure equipping graduates with excellent skill sets and enabling their development as versatile problem solvers in a variety of professional contexts'.

MArch Architecture: Collaborative Practice builds upon existing connections with well-established and reputable practices - the partner practice network that underpins the Collaborative Practice programme - many of which are alumni from the Sheffield School of Architecture. These active links with leading London and regional

practices are nurtured to the mutual benefit of the student, the employer and the School. The MArch Architecture: Collaborative Practice programme allows key practices to develop their methodologies to include practice-based research through their association and employment of the graduates.

The collaborative design studio is central to the MArch in Architecture: Collaborative Practice programme, acting as a laboratory for the testing of creative and critical ideas, whilst at the same time developing fundamental architectural skills. Reflective design work at Year 1 is fully supported by taught courses that range from the humanities to the sciences. A combination of practice-based seminars, tutorials, peer-to-peer learning and lectures develops the intellectual requirements of a University education within a professional context. In doing so, this will enhance future employability by preparing students for a professional career. Teaching draws on the exceptional research base of the School, which means that people at the forefront of their discipline deliver lectures and design teaching. The ethos of the School encourages evidence based, user-led design leading to a rigorous, sustainable and inclusive built environment.

The programme 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. The aim of SSoA is to develop individuals who are self-critical, confident and reflective enough to make appropriate decisions, and aware of the wider responsibilities of the architect.

After graduation from the programme, a further year of work in the profession and successful completion of professional practice courses will allow access to the register of Architects through the ARB (Architects Registration Board), use of the title of Architect and application for full membership of the RIBA (Royal Institute of British Architects).

16. Programme aims

Programmes offered by the School of Architecture have the following general aims consonant with the Mission Statement of the University of Sheffield:

- 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;
- to educate able and well-motivated students from a wide range of backgrounds;
- to support students in developing intellectual curiosity, critical thinking and independent judgement;
- to develop competencies in a wide range of transferable and employment skills;
- to instil in students a commitment to self-improvement and the development of life skills;
- to emphasise informed applicant choice and equal opportunities in the admissions process;
- to provide a supportive environment for students and involve them in the on-going development of the programme;
- to enable students to maximise their potential in all aspects of the programme.

More specifically the MArch in Architecture: Collaborative Practice has the following additional aims:

- to develop an ability to produce coherent and well resolved architectural designs;
- to develop the ability to integrate knowledge of technical issues, including construction, structure, servicing, sustainability and environmental issues;
- to develop an understanding of the influence of historic and cultural background on architecture;
- to develop an understanding of the relationship of architecture and practice to other allied disciplines including the technology of the Fine Arts;
- to collaborate and liaise with clients, users and contractors as part of a Live design project;
- to develop the ability to use an appropriate range of visual, verbal and written communication methods;
- to develop knowledge of the professional context of architecture and its practice;
- to encourage progressive development of the range of knowledge and skills required by an architect, supported and encouraged by live dialogue with practice and academia;
- to encourage active learning through practical projects involving reflective, independent study and the achievement of collective goals through teamwork;

- to provide a programme which is relevant to professional practice and which meets professional accreditation requirements;
- to provide a programme which collaborates with well-established partner practices to improve graduate employability;
- to foster and encourage greater dialogue between practice based learning and academic development;

17. Programme learning outcomes

Knowledge and understanding:	
K1	an understanding of conceptual ideas, research paradigms, methods and approaches within histories and theories of architecture and urban design, the related disciplines of art and cultural 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 and urban design 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.
K7	knowledge and understanding of finance in relation to everyday practice including an awareness of business development, resourcing, fees and economic sustainability.
K8	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 and urban environments.
K9	an understanding of current environmental design issues and their impact on world resources and human well-being.
K10	an understanding of project delivery and its aspects, including the relationships between the parties involved in the procurement process.
K11	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.
K12	knowledge of how the theories, practices and technologies of the arts influence architectural design; how the creative application of the fine arts has relevance to the impact on architecture; and the creative application of such works to studio design projects, in terms of their conceptualisation and representations.
K13	direct awareness and understanding of working directly with other built environment professionals.

Skills and other attributes:	
S1	possess the ability to produce and demonstrate coherent and well resolved architectural and urban realm 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.
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 and urban 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	have the ability to express their critical position in a coherent written form following academic standards.
S11	demonstrate knowledge of how the theories, practices and technologies of the arts influence architectural design; and how the creative application of the fine arts and their relevant impact on architecture; the creative application of such works to studio design projects, in terms of their conceptualisation and representations.
S12	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.
S13	have the ability to coherently research, analyse and evolve evidence-based design through to considered and reflective spatial solutions.
S14	develop skills in working remotely with individuals and a group, and utilise contemporary networks (for example, through social media) to strengthen professional practice.

18. Teaching, learning and assessment

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

The MArch Architecture: Collaborative Practice is a two-year full time programme where Year 1 is based in practice. Upon the students' individual decision, Year 2 is based either in practice or at the University of Sheffield full time. The programme uses a wide range of teaching techniques:

In Year 1 the focus is centred on Practice-Based Learning. Students will be employed 4 days per week by the architecture practice, leaving the final day of the working week to focus on academic teaching, learning and study. This will include a variety of teaching methods including face-to-face, peer-to-peer, group seminars, distance learning and interaction with staff in Sheffield and Practice Mentors in the student's offices.

The unlocking factor to realise this opportunity relates to connecting practice work to academic learning and subsequent credit. Using the Practice outputs as the driver for the content of the Collaborative Practice modules exploits the students' day-to-day practice work as live content and also encourages cross-fertilization between the students' practice and academic endeavours. This move ensures that the student is not overloaded and allows a sharing of knowledge and experience throughout the programme. Teaching will be delivered through regular tutorials, seminars and peer-to-peer learning. This will be supported by appropriate online tuition and support, using web-conferencing, email, shared resources areas and social media.

For the Live Projects (ARC552) students will operate remotely as consultants to the larger team, which has proved successful in the past with international students. Where possible allocation of Live Projects for students will be in London or other locations convenient to the students.

Students participate in existing Year 1 modules either as block teaching returning to Sheffield i.e. for the Theory Forum (ARC598 Architectural Research Methods) and Management & Practice 1 (ARC555) or as a remote consultant for the Live Projects (ARC552 above).

This model has been discussed at length with Key Practices who are supportive and see many benefits relating to developing practice-based research methodologies, which can support and inform current and future practice at all levels. Practice based enquiry utilised to benefit from the technology expertise and critical position of the specific practices.

In Year 2 students are supported to develop their own direction and to set the terms of their own enquiry. Each student develops an individual collaborative design thesis project through the year's five modules. The design thesis (ARC696/560/561) 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 K1-13 and S1-S14 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 (ARC583, ARC584 and

ARC585) demonstrate how these issues have been considered and integrated into the design thesis.

Cross reviews 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 each partner practice will be working on. The different studios and practices may have their own teaching patterns but teaching assessment methods will be consistent across the cohort. Students in both years will be part of practice-based seminars and group reflective reviews to develop their individual reflective design projects.

An individual learning contract with each student reinforces the need to cover a full range of skills. The School of Architecture also prides itself on its pioneering teaching of communication skills for architects.

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

1. **block teaching and lecture series**, used at both levels, in order to impart essential knowledge relating to K1-K13 above. They are given by both internal staff and external visitors.
2. **workshops sessions**, frequently used in combination with lectures, to explore practical issues and develop key skills listed in S2, S4, S5, S7 and S11.
3. **distance learning**, following a specially-devised programme for students in practice-based education, will complement group and individual tutorials, developing areas K8-10 and S8-11, 14.
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, S2, S4, S7-9, S14.
5. **tutorials**. Aside from the design studio mentioned above, small group and individual tutorials are used to support the preparation for written assessments, and reports (S6, S11). Students are allocated to individual tutors, according to their areas of specialist knowledge and expertise. Students studying at a distance will be supported via web-conferencing, such as 'Skype' or 'Hangouts'.
6. **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.

field trips and site visits, which are generally associated with the different design studios/theses and partner practice projects, 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 the entire programme learning outcomes, but in particular K5-9.

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

Thesis-based modules in Year 2 and Practice-based modules in Year 1 constitute at least 50% of the total credits taken at both levels (this is an ARB and RIBA requirement). The learning and assessment processes mirror one another, take place and develop concurrently. Formative assessment occurs through dialogue with oneself, with other students, with and among tutors in tutorials and reviews, where judgements 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 course (K5, K7, K8, K9, S1-3, S8, S9, S11, S13), but students are also expected to demonstrate awareness of cultural, theoretical, historical (K1, K2, K6, K12, S4, S7, S11) and professional aspects (K3, K4, K7, K10, K11 and S5) in their design.

The studio-based modules also directly assess transferable skills such as group working (K13, S5, and S14). 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 (Theory and Research; Environment and Technology;

Management; and Dissertation) 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, K13, S3-6, S11); as well as demonstrating evidence of knowledge of, and a critical attitude towards, the components covered in the course objectives.
- **written reports**, which test the student's ability to develop research in depth and formulate a coherent written argument (S10, S12).

Assessments will be aligned to lecture content and developed in conjunction with studio design work. Independent learning utilised to allow students to synthesise the taught content into their own design applications. Practice-based enquiry utilised to benefit from the technology expertise and critical position of the specific practices, all of which are recognised as being at the forefront of architectural practice in the UK.

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 course, and the aspiration for a rigorous knowledge base. They also inform the emphasis on social and environmental aspects within the course.

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

The research interests of School staff and the research strategy of the School of Architecture.

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 courses at this level.

[Subject Benchmark Statements](#)

[Framework for Higher Education Qualifications \(2024\)](#)

[The Architects Registration Board \(ARB\) Prescription of Qualifications: ARB Criteria](#)

[Royal Institute of British Architects \(RIBA\) Validation Criteria](#)

[RIBA Education Review](#)

[Standing Conference of Heads of Schools of Architecture \(SCHOSA\) Report outlining the current status of Architectural Education 2013](#)

20. Programme structure and regulations

The programme provides a very coherent course of study and progression across the two levels. Due to the nature of the discipline and the requirements of external validation, 100% of the programme comprises of core modules. Due to requirements of external validation, students have to pass all components of all modules in order to pass each year and gain the final qualification.

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 practice projects.
2. In Year 1, students have an opportunity to build upon current 'live' work in practice and choose their own critical reflective project, which forms the basis of ARC590 Reflective Design Practice. ARC594 Environment and Technology in Practice 1 will work in a similar way, allowing the student to proactively analyse and test real world technological processes and affect future environmental methodologies. Everyday practice experience will form the basis of the ARC597 Reflections on Architectural Practice.
3. In Year 1, students take ARC596 Dissertation Proposal: Collaborative Practice worth 15 credits; this will allow students to undertake an extended period of contextual/applied research on a historical, technological or sociological subject, with guidance from individual practice mentors and the module tutor. This will then form the basis of ARC696 Dissertation: Collaborative Practice, which is completed during Semester 1 of Year 2.

4. In both years students are given considerable choice in the range of live projects and individual studios that form studio based courses. These can be initiated and developed by the cohort to complete during Year 2.

In Year 2, the Collaborative Design Theses should have the opportunity to follow and develop the students' own area of interest, with the possibility to choose a site and develop their own brief. An individual learning contract with each student reinforces the need to cover a full range of skills. This is reviewed and agreed at key milestones throughout the course so as to ensure all relevant topics are covered including alignment with relevant ARB and RIBA validation criteria. There will also be integrated and coordinated dialogue between student, course director, and practice mentor and practice director.

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/>.

21. Student development over the course of study

The MArch in Architecture: Collaborative Practice is the continuation of the BA Architecture K100 course. Between completing the BA and embarking on the MArch, students will have normally completed a year or more working in practice. During the initial year in practice it is likely that students will already be developing connections as they have already been working in the same practice.

(In the context of this programme Levels 1-3 designate the BA (**K100**) course, Level 4 refers to the year spent in practice, Levels 5 and 6 are the two years of the MArch).

The continuation of this year in practice experience with the same key practice allows the student to build upon and develop that experience and evolve their education within a professional context. It is intended that this will help with long-term employability and fast-track career progression. The student should feel more connected to the practice, empowered, and to take responsibility for their own development within a structured professional setting. The key partner practices in the Collaborative Practice Network are all leading UK practices based in London, Manchester and Sheffield, working at a variety of scales both nationally and internationally. Professional development support will be offered by practice mentors and, occasionally, practice directors. The ongoing collaborative relationship between practice and research-led design ensure that students' working methods are mindful and flexible enough to deal with an ever-changing work environment.

Year 1 - aims to develop students' skills, awareness and thinking and make the shift to a more mature post graduate 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.

Outside of the practice-based learning and reflective modules (Reflective Design Practice, Environment and Technology in Practice 1, Dissertation: Collaborative Practice and the Reflections in Architectural Practice), taught modules are organised as one or two day intensive blocks of teaching sessions or forums based on campus at the University of Sheffield. These modules are Architectural Research Methods (ARC598) and Management & Practice (ARC555).

Reflections in Architectural Practice will encourage an understanding of input from practices and will include opportunities to liaise with others from associated professions i.e. Structural Engineers, Cost Consultants, Project Managers and Contractors as well as clients and user groups where appropriate. The reflective work will also help to evolve dialogue with clients, contractors and users who are involved in the students' practice experience.

This collaboration will be further developed in Year 2 where external experts and practitioners (some being from the key practices) are brought in to teach alongside departmental staff. Whilst certain workshops are aimed specifically at Year 1 Sheffield based students and relate to the assessment for the established MArch course modules, the evolving nature of the workshops with different speakers each year, means that Year 2 students are also encouraged to attend. This further encourages dialogue and mutual learning between students in the two levels.

All return points to Sheffield will be integrated with Sheffield-based students so as to encourage dialogue and mutual learning between the Collaborative Practice cohort and full time MArch students based in Sheffield. This will also form the basis of future interactions and relationships when the two cohorts join together during Year 2.

The idea of research, research methods and ethics are introduced in Year 1 teaching, giving guidance on how to develop a research strategy and programme for a study such as Dissertation Proposal: Collaborative

Practice. The dissertation is introduced in Year 1 and assessed in Year 2. This allows students time to fully develop their own research agenda and to relate their thinking to the wider context of the work done by the employer practice.

During the summer, students will be encouraged to participate and lead workshops in our innovative Summer School Programme. Students can share their experiences of practice with current and future students during this session, as well as with students from other schools, including global exchanges. This would encourage dissemination and tie into future mentoring by Collaborative Practice students of UG students. This work would be an ideal opportunity to reflect and present work produced to date. This would also be an ideal networking opportunity for Undergraduate Level 2 and 3 students thus helping them with their future employment opportunities. The School has a strong theme of student pedagogical studies, especially at MArch level.

Year 2 – the knowledge and awareness that students have gained in Year 1 is developed into a demonstrable and systematic understanding in Year 2. Particular emphasis is placed on the synthesis and integration of their thinking and in their design projects. By the time they have completed Year 2, 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.

In the Collaborative Practice Design studio there is a significant re-iterative element to the development of design skills. Students' abilities develop further with every design project that they undertake. The structure of the Collaborative Design Thesis during Year 2 therefore follows a similar pattern of practice-based design to Year 1 students, but expects creative design solutions that are further developed, with a greater level of integration and detailed resolution. Year 2 projects are expected to be more ambitious, and are often at a larger scale, than work carried out in Year 1, and should demonstrate: handling of spatial complexity; resolution of design ambitions; articulation of a clear critical position; appropriate ethical and aesthetic professional judgement; and sophistication in visual and verbal communication. These could follow a number of lines of inquiry, dependent on the research interests of the students, and have a variety of structures -- e.g. post-occupancy evaluation, practice aligned research, or student-initiated pro bono work.

The reflective element of the Year 1 Collaborative Route will form a robust and essential grounding for students when they embark on the embedded reports (ARC583 Design Manifesto, ARC585 Management and Practice 2 and ARC584 Environment and Technology 2) which are required as part of the overall thesis (ARC696/560/561).

It is also hoped that the Personal Learning Network that students have developed in their Year 1 studies will be used to support the student's work in Year 2, thereby broadening connections and showing how they can collaborate with others. A personal learning network is an informal learning network that consists of the people a student interacts with and derives knowledge from in a personal learning environment. This will be initiated by the School, but students will be encouraged and expected to create connections and develop a network that contributes to their professional development and knowledge. The student does not have to know these people personally or ever meet them in person, as communication occurs through online social networks. This network encourages professional interaction outside the formal programme, and is enhanced by the close proximity of the practices and also by the offer of space and resources in London by the key practices within their offices.

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 and to current debate about architectural practice.

Subject to practice agreement, students will have the opportunity to return to their key practice on completion of the programme with a view to developing their career as well as working towards full professional Part 3 qualification. It is expected that within the 'Charter' that students and practices will mutually agree the length of tie-in to the practice Post part 2. This is likely to be between 1-3 years. Overall, students are able to foster an ongoing relationship with practice and have the potential to become pivotal employees and leaders in the future of their practices. This has been supported and commended by practices.

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 this route, along with an appropriate portfolio of design work, though other qualifications will be considered. Current employment and the agreement of employment through the duration of Year 1 and 6 in a partner architectural practice will also be necessary.

Students should have a good level of digital literacy and the facilities to work online effectively.

Further information is available at: <http://www.shef.ac.uk/architecture>

23. Additional information

The programme has the full support of the key practices, who were closely involved in the development of the ethos and content of the programme. Directors of the key practices are not only alumni of the School but have also contributed to the learning and teaching environment of the School in a variety of roles as External Examiners, Visiting Professors and Guest Tutors. The on-going relationship will continue as these individuals have been appointed as Visiting Practice Professors that celebrates and continues the connection between practice and academia.

The programme includes a 'Charter' with practice, outlining the responsibilities of the student, the practice and the School.

The initial and subsequent selection of practices is based on the following: Being initially London centric (all practices are within a 2 mile radius) creates a natural clustered cohort who will be able to share experiences and learning during the practice-based year, which will evolve into Year 6. It is envisaged that future clusters will develop in the regions- we have already had conversations with practices in Manchester and Newcastle. Future practice selection will require a certain scale of operation so as to allow for a breadth of student choice in relation to reflective learning and also to ensure projected economic stability and subsequent employment for the student. Practices should understand, support and mentor students embarking on and pursuing this route. They should also not only have a track record but also an awareness and understanding of producing high quality architecture.

The route develops University and Faculty aspirations towards independent and flexible learning, making use of online and distance teaching methods where appropriate. This can potentially widen participation to those who would find it logistically and financially too challenging to undertake further full-time study. It also gives an immediate relevance to students' studies, as the application of their learning is immediately apparent in the work that they are doing in practice.

Where possible elements of good practice in relation to Distance and Online learning and interaction will be incorporated into the whole programme. This may include the option of evening, lunchtime and weekend teaching and support either online or face-to-face. In doing so we aim to help support these collaborative learners achieve their full potential.

There are opportunities to make use of the TUoS Postgraduate Scholarship Scheme where possible, giving access to loans and funding options.

The programme includes field trips during both Years. These vary considerably in nature depending on the student's choice of studio. Trips are not subsidised by the School. The students themselves also fund travel to Sheffield for block-teaching sessions.

Further information is available at the departmental web site: <http://www.shef.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 web site at <http://www.shef.ac.uk/ssid>.