Postgraduate Taught Masters. 2016-17
Welcome.

We are an exceptionally dynamic, diverse and international school with a lively and engaged student body and a large graduate school. We are situated in the centre of the UK, in its greenest city, with easy access to all other key cities. We have consistently been rated at the highest level for the quality of our research and teaching. Live projects, working with real clients in the community, are an important aspect of what we do. It is for this reason that we enjoy a reputation for being perhaps the most socially and politically engaged school of architecture in the UK.

Architectural design has a huge influence on the way we live. In an increasingly uncertain world, we face climate change, globalised consumerism and social fragmentation. Designers need to think more deeply, critically and creatively about their activities than ever before.

Our students have won numerous awards and their work has attracted positive attention in the media and achieved great acclaim in the design community. A number of graduates are now working in top UK Architecture practices. Others are pursuing successful international careers in the built environment and creative industries.

The School’s teaching is based on excellence in staff research and practice. All members of academic staff are research active, which enables the School to remain at the cutting edge of both theory and practice and consequently keep its educational programmes current and relevant.

We are one of the leading architectural research centres, ranked 4th in the UK by the Research Excellence Framework (REF) 2014. We are renowned for important research in sustainability, design education, interaction design, critical practice, user experience and design thinking.

The reputation of the School is further established through the exemplary work of our design practitioners, who produce internationally acclaimed work. Teaching, research and practice of the very highest quality are combined in a distinguished and inspiring School.

Professor Fionn Stevenson

Head of School

The University of Sheffield
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- In your faculty  
- Institution-wide opportunities  
- Student panel members for Periodic Review  
- The Sheffield Graduate  
- Union links  
- SUAS  

### Making your Experience More International.  

### PhD Study.  

### Welfare and Careers.  

- University Health Service  
- Counselling  
- Careers  
- Guidance on employment hours  
- References  

### Academic advice and teaching support.  

- Academic and transferable skills development  
- Additional support  

### University Services.  

- SSiD  
- Books  
- MUSE  
- The University libraries  
- Finding what you need  
- Help and support  
- The Architecture Liaison Librarian  

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The University of Sheffield
School of Architecture
Contacts

For a full list of staff please visit the People pages of the School’s website.

www.sheffield.ac.uk/architecture/people

The following is a list of key masters staff. Telephone numbers from external lines should be preceded by 0114 22-

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Allanah Millsom
MArch and Postgraduate Support Officer
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a.millsom@sheffield.ac.uk
Facilities

Floors of The Arts Tower

Floor 9 - Graduate School
Floor 10-12 - Landscape Studios
Floor 13 - Architecture Reception/Landscape Reception/Professor Offices
Floor 14 - Academic Offices
Floor 15 - PGT Studios/Reprographics Unit/Media Unit
Floor 16 - MArch Studios/Seminar Room/Exhibition Space
Floor 17 - First and Second Year Studio/Seminar Rooms/Drawing Studio
Floor 18 - Year 3 Studio/IT Lab/IT Support
Floor 19 - Research Labs/IT Lab

Reception: Floor 13
Opening times: 09:00-17:00.
Telephone: 0114 222 0399
Email: ssoa@sheffield.ac.uk

Media Unit: Room 15.07
Ralph Mackinder
Media Unit Manager
Room 15.04
Ext. 20329
r.mackinder@sheffield.ac.uk

A unique teaching, demonstration and technology development space. The Media Unit brings together the latest research, technology and expertise in Digital Media, Photography, Environment Simulation and emerging technologies including Virtual Reality.

Subject specific technologies including Artificial Sky, Heliodon and a fully equipped photographic studio are available with support from Ralph Mackinder, the school’s Media Unit Manager. We specialise in 360 degree capture, video production and architectural photography. We also provide an equipment loans service to students and staff.

We support and facilitate digital review, digital media content creation and related skills teaching across the School.

The Media Unit is both a physical space and a service. The Photography studio and teaching space is open access to all Architecture students between 8-30am and 4pm Monday-Friday. While staff are available to support during these hours, you can also contact us directly at anytime using our email inbox mediaunit-ssoa@sheffield.ac.uk with questions, feedback and other enquiries.

http://themediaunit.group.shef.ac.uk/

Reprographics Unit
Roy Childs
Reprographic Unit Manager
Room 15.10
Ext. 20352
r.childs@sheffield.ac.uk

The print unit offers a wide range of printing, scanning and binding facilities up to A0 in size. We also offer 3D printing of models from digital files. The facilities are accessible for all staff and students in the Schools of Architecture and Landscape.

Opening times: 08:00-16:00
Closed for lunch: 12:30-13:30

http://ssoa-print.blogspot.co.uk/
Materials Workshop: George Porter Building

Laura Mason
Workshop Manager
George Porter Building A03
Ext. 20337
laura.mason@sheffield.ac.uk

Stuart Moran
Workshop Technician
George Porter Building A03
stuart.moran@sheffield.ac.uk

The Materials Workshop is located a short walk from the Arts Tower in the George Porter Building.

The facility houses a light handtools workshop/fabrication area, a machine workshop, a digital workshop (laser cutting and CNC) and a materials shop. New for 2016 is also a studio space for class bookings.

The newly enlarged George Porter workshop offers a comprehensive range of equipment including 3x laser cutters, CNC router, bandsaw, mitre saw, industrial sanders, pillar drill, vacuum former, heat sheet bender, and a huge range of battery powered and hand tools. Staff are on site to offer advice and assistance. A well-stocked shop sells modelling materials. Light toolkits and battery drills may be loaned for use outside of the workshop.

During opening hours, the area is open access to all staff and students, providing that they have first completed our area specific online health and safety induction. If you wish to use the machine workshop you must first complete a 90 minute practical session that can be booked via the workshop website.

Health and safety regulations must be strictly followed in the area, failure to comply will result in access being withdrawn.

Access is not provided outside of the opening hours below.

Term time:
08:30-16:30
Closed for lunch: 12:30-13:30

Rest of the year:
09:00-16:00
Closed for lunch: 12:30-13:30

Telephone: 0114 222 0337
http://ssoa-matwork.blogspot.co.uk/

IT Rooms: 18.10 and 19.01

Martin Bradshaw
IT Manager
Room 18.09
Ext. 20331
m.d.bradshaw@sheffield.ac.uk

The computer labs are for use by Architecture Undergraduate, Postgraduate and MArch students. All PCs in this room have recently been upgraded and host a suite of Professional BIM, CAD and design software. As with other computer rooms, any tampering with software or the hardware is strictly forbidden, as is unplugging computers and scanners. Please do not bring in food and drink.

Opening times: 08:00-16:00
Closed for lunch: 12:30-13:30
Telephone: 0114 222 0331
http://ssoa-it.group.shef.ac.uk/
Student Records.

The University has a computerised record for every student that contains personal and academic details such as their home and term time address, date of birth, degree programme, the modules they are taking and more. You can access this record, and can make amendments to your personal details. It is important that you keep this record up to date. You can access your personal record by:

1. Logging on to MUSE and selecting the 'My Services' link
2. Selecting the 'View all services' link to view the A to Z list
3. Scrolling down to M and select 'My record'

The University’s General Regulations for PG Programmes.

The University’s general regulations which relate to all taught postgraduate degrees can be found at www.sheffield.ac.uk/calendar/
Personal Tutors.

Your Personal Tutor is a member of academic staff in your department who is there to help you if you are having any difficulties; either with your studies, or personal difficulties that you are worried about or are impacting on your studies. Your Personal Tutor is likely to be the same person throughout your degree, although this may change if your Personal Tutor goes on Research Leave. If this occurs, your Department will allocate you a replacement Personal Tutor.

In the School of Architecture your course leader acts as Personal Tutor.

If you are experiencing difficulties contact your Personal Tutor as they will want to help you identify ways to help resolve the problem. You can email or phone your Personal Tutor to ask for an appointment or visit your Personal Tutor during their office hours.

It is vital to inform your Personal Tutor of any changes in your circumstances, especially if these affect your academic work. Further information on personal and academic tutors can be found at www.sheffield.ac.uk/ssid/course/persacadsupport

If there are problems with a particular lecture course or project, the most effective help usually comes from the person who teaches the course. If you are unable or unwilling to see him or her, or if you have more general problems, you should see your personal tutor.

The Head of School, Professor Fionn Stevenson is always available when there are problems that affect your studies, difficulties which you cannot discuss with another member of staff or personal matters that must be kept entirely confidential. You can book an appointment to see her at the Architecture Reception.
Details About Your Course.

MA in Architectural Design

1 year full-time

Dr Nishat Awan  
n.awan@sheffield.ac.uk

Dr Mark Meagher  
m.meagher@sheffield.ac.uk

The MA in Architectural Design is a design-based masters course focusing on knowledge of design approaches and processes. It encourages students to develop a distinctive design practice. The programme builds on the department’s acclaimed research and teaching expertise in the area of architectural design, complementing the work done in ARB/RIBA accredited programmes of the School of Architecture. These consider architectural design within a broad social, environmental and economic context.

Students on the MA in Architectural Design programme are encouraged to explore, challenge, and inform contemporary architectural design practice through seminars, research, studio project work, field trips, and participation in design-led practice, teaching and learning innovations – for example the pioneering ‘Live Projects’.

You can find further details about modules later in this handbook. You will also be given access to the specific module handbooks via the online learning resource called MOLE when you arrive at the University.

Core Modules

ARC 6991 ‘Live project’ (15 credits)
ARC 6986 Design Project 1 (15 credits)
ARC 6987 Design Project 2 (30 credits)
ARC 6989 Reflections on Architectural Design (15 credits)
ARC 6988 Architectural Design Thesis Project (60 credits)

and EITHER (i)

- ARC 6853 Theory and Research in Design (15 credits)
- ARC 6854 Environment and Technology in Design (15 credits)
- 1 Optional Module (15 credits)

OR (ii)

- ARC6741 Critical Spatial Theory (15 credits)
- 2 Option Modules (30 credits)

In consultation with a postgraduate tutor, students choose optional modules aimed either to enhance understanding of a specific field of interest, or to develop the area of study in which the dissertation and/or subsequent PhD study will be based. The range of optional modules available will be shared with you during Intro Week.

Staff

Nishat Awan, Mark Meagher, Magda Sibley, Krzysztof Nawratek and Aidan Hoggard amongst others, with guests from the University and beyond in design, architectural practice and academia.
The MSc in Digital Design and Interactive Built Environments is grounded in the theoretical and practical study of digital media, techniques and technologies and their role in challenging the way built environments are designed, constructed, inhabited, evaluated and researched.

You will learn how to respond to the growing need for adaptability in the built environment and how technology can assist in this process. Interactive Built Environments (IBE) are innovative syntheses of digital and physical environments responsive to users in everyday life. The range of digital media, techniques and technologies relevant to the making and research of IBEs is expanding and this course explores several of these to equip students with the relevant skills to work in this area.

The programme combines seminar and workshop modules that deliver core knowledge and skills with 1 studio-based module taught over the Autumn and Spring semesters in which students address all aspects of digital design and IBEs. Two optional modules are chosen by the student in consultation with their personal tutor.

You can find further details about modules later in this handbook. You will also be given access to the specific module handbooks via the online learning resource called MOLE when you arrive at the University.

Core modules

- ARC6811 Parametric Architectural Geometry (15 credits)
- ARC6813 Challenges of Interactive Built Environments (15 credits)
- ARC6814 Critical Applications of Building Information Modelling (15 credits)
- ARC6815 IBE Digital Design Studio Project (30 credits)
- ARC6816 MSc DDIBE Dissertation Project (60 credits)
- ARC6818 Elements of Computational Design 1 (15 credits)
- ARC6819 Elements of Computational Design 2 (15 credits)

1 optional module (15 credits)

Staff

Dr Chengzhi Peng (Programme Leader), Dr Mark Meagher, Dr Tsung-Hsien Wang and amongst others, and guests from the University and beyond in design, architectural practice and academia.

[www.sheffield.ac.uk/architecture/postgraduate/masters/digital-design](http://www.sheffield.ac.uk/architecture/postgraduate/masters/digital-design)
The interdisciplinary MSc in Sustainable Architecture Studies (MSc SAS) provides research led learning and teaching. It will inspire and enable you to pursue innovative research and design strategies for the built environment. Driven by the ethos of global stewardship and positive regeneration; you will be involved in promoting sustainable architecture, with the aim of transforming the built environment for a more equitable future.

You are encouraged to develop a critical stance in relation to theories of sustainable architecture and develop complex design proposals which adopt a holistic approach to design and address the social, economic and environmental aspects of sustainable architecture. Core modules provide training in research methods, the integration of renewable energy in the built environment and building simulation.

Collaborations with local, national and global partners enrich the learning experience. Lecturers and supervisors have research expertise in lighting, acoustics, modelling, building performance, parametric design and materials with low embodied carbon.

You can find further details about modules later in this handbook. You will also be given access to the specific module handbooks via the online learning resource called MOLE when you arrive at the University.

**Core modules**

- ARC6780 Building Environmental Simulation and Analysis (15 credits)
- ARC6840 Renewable Energy (15 credits)
- ARC6841 Sustainable Design Project 1 (15 credits)
- ARC6842 Sustainable Design Project 2 (30 credits)
- ARC 6843 Principles of Building Physics for Sustainable Design (15 credits)
- ARC6990 Sustainable Design Thesis Project (60 credits)
- 2 optional modules (30 credits)

In consultation with a postgraduate tutor, students choose optional modules aimed either to enhance understanding of a specific field of interest, or to develop the area of study in which the dissertation and /or subsequent PhD study will be based. The range of optional modules available will be shared with you during Intro Week.

**Staff**

Sofie Pelsmakers (Programme Leader), Aidan Hoggard, Prof Fionn Stevenson, Dr Mark Meagher, Dr Tsung-Hsien Wang, Prof Steve Fotios and guests from the University and beyond in design, architectural practice and academia.
MA in Urban Design

1 year full-time/2 years part-time

Dr Beatrice De Carli
b.a.decarli@sheffield.ac.uk
0114 222 0359

The MA in Urban Design programme addresses a growing national and international need for professionals who are knowledgeable and skilled in urban design. Urban design and urban designers form the long neglected yet crucial link that can mediate between individual architectural projects and overall planning strategies. The programme aims to instil intellectual curiosity, critical thinking and independent judgement in relation to urban design and the production and use of the urban environment as a whole.

You will develop an understanding of the influence of historical and cultural background of urban design, as well as the relationship of urban design, architecture and town planning to other allied disciplines. You will gain an understanding of conceptual ideas, research paradigms, methods and approaches within histories and theories of urban design and the related disciplines and its application in a critical debate.

The programme involves a variety of different teaching modes including studio-based design work with individual and group tutorials; block seminars and workshops; lecture modules; as well as ‘Live Projects’ involving real clients and real community project.

You can find further details about modules later in this handbook. You will also be given access to the specific module handbooks via the online learning resource called MOLE when you arrive at the University.

Core modules

ARC 6975 Trajectories in Urban Design Practice (15 credits)
ARC 6978 Urban Design Project 1 (15 credits)
ARC 6979 Urban Design Tools and Methods (15 credits)
ARC 6981 Urban Design Project 2 (30 credits)
ARC 6983 Participation in Architecture and Urban Design (15 credits)
ARC 6984 History and Theory of Urban Design (15 credits)
ARC 6982 Urban Design Project 3 Thesis Project (60 credits)

1 optional module (15 credits)

In consultation with a postgraduate tutor, students choose optional modules aimed either to enhance understanding of a specific field of interest, or to develop the area of study in which the dissertation and/or subsequent PhD study will be based. The range of optional modules available will be shared with you during Intro Week.

Staff

Beatrice De Carli (Programme Leader), Leo Care, Dr Cristina Cerulli and Dr Florian Kossak. Further staff from the Sheffield School of Architecture, the University of Sheffield, as well as from architectural and urban design practices are invited for lectures, workshops, and reviews.
Modules.

In this section you can find brief descriptions of all School of Architecture modules available to PGT students, including Optional Modules which vary between the courses. Some courses can choose optional modules in other departments and we will provide information on these separately.

You can find full module details including the timetables, learning outcomes and assessments in the module handbook that will be shared with you via the online learning resource called MOLE when you arrive at the School.

ARC 571 Reflections in Architectural Education
Dan Jary
Autumn/Spring Semester
Sheffield School of Architecture has an international reputation for exploring innovative approaches to learning and teaching. The school encourages reflection on its own learning & teaching practice among its staff and greatly values dialogue with and feedback from students. Reflecting and reinforcing this ethos, this module engages students in wider debate about architectural education and ultimately in actively exploring and shaping practice in the School itself. The module explores the context of architectural education as well as observing current thinking on the techniques for learning and teaching in the design studio.

ARC6741 Critical Spatial Theory (15 Credits)
Dr Krzysztof Nawratek
Autumn Semester
Critical spatial theory approaches space as a medium of power where relations are made, conflicts, exchanges and negotiations occur. The site of architecture, whether a city, frontier, room or encounter, is viewed both as subject of research and space for intervention. Through lectures and group seminars, the module will provide an introduction to critical spatial theory through an exploration of contemporary issues, for example difference and diversity, global crises and the politics of aid, design as experiment and assembly. Each session is organised around a number of set texts for student led discussion.

ARC6780 Building Environmental Simulation and Analysis (15 Credits)
Aidan Hoggard
Autumn Semester
This module teaches an understanding of the principles and skills of software based environmental simulation and the ability to apply these concepts and skills in urban and building design contexts. You will learn how and when to use computer simulation and the appropriate software to answer a specific enquiry. It explores the relationships between the required outcome of a simulation exercise and the input details necessary to produce a valid answer to help you understand the full process.

ARC6811 Parametric Architectural Geometry (15 credits)
Dr Tsung-Hsien Wang
Autumn Semester
This module aims to support an emerging need to better understand concepts and skills for architectural geometry construction using parametric modelling processes. In particular, the course emphasizes computational schemes that can assist designers in managing geometry data and propagating designs. Students are introduced to both the theoretical framework and implementation of architectural geometry...
construction. This module is delivered through a series of lectures, hands on workshops and individual assignments/projects. As a result students will learn contemporary parametric modelling techniques for customising generative design systems, navigating design variations, analysing design artefacts and exploring design manifestations.

**ARC6812 Building Information Modelling, Management and Analysis (15 credits)**
Dr Tsung-Hsien Wang
Autumn Semester

This module aims to introduce Building Information Modelling (BIM) technology in practice with a focus on the technical aspects of how building data, both geometric and non-geometric, are created and integrated to support processes of designing, constructing and operating buildings. Fundamental knowledge and contemporary skills of using BIM will be delivered through a series of lectures, seminars, and hands-on workshops.

**ARC6813 Challenges of Interactive Built Environment (15 Credits)**
Dr Chengzhi Peng
Spring Semester

This module introduces the concepts, principles, approaches and examples of interactive built environments (IBEs) as innovative syntheses of digital and physical environments capable of responding to changing contexts such as demographic, climate, technological and socio-economic changes, the ageing of the human body and society.

**ARC6814 Critical Applications of Building Information Modelling (15 Credits)**
Dr Mark Meagher
Spring Semester

The module aims to introduce underlying concepts, principles, approaches and propositions of critical Building Information Modelling applications (small, moderate or advanced) as innovations or disruptive technologies in the design, creation and operation of digital and physical IBEs adaptive to changing contexts (demographic, climate, technological and social-economic changes, the ageing of the human body and society).

**ARC6815 DDIBE Studio Project (30 Credits)**
Dr Chengzhi Peng
Academic Year

The module guides students through the complexity of adopting a holistic approach to design which addresses the social, economic, material, environmental and cultural aspects of interactive built environments. Students are encouraged to explore interactive built environments (IBEs) as innovative syntheses of digital (virtual) and physical environments that mediate interaction in everyday life. Increasingly, designers are challenged to respond to workspaces mediating remote synchronous collaboration; smart homes assisting older residents; learning spaces afford learners with differentiated learning; hospitals promoting healing; intelligent laboratories for advancing fabrication research; green buildings and neighbourhoods adaptive to changing climate and low carbon economy; cultural heritage sites navigated through mobile locative apps, for instance.
ARC6816 MSc DDIBE Dissertation Project (60 Credits)

Dr Chengzhi Peng
Spring Semester (leading into summer)

This module is only for MSc Digital Design & Interactive Built Environment students and is a core module. It allows students to develop their own in-depth project based on an individual research theme and the synthesized knowledge and skills gained from all previous modules required for this programme. The module can take the form of:

A) an architectural design thesis project with a written component (design report)

or

B) a written thesis (dissertation)

ARC6821 Materials for Low Impact Building: Theory (15 Credits)

Prof Fionn Stevenson
Autumn Semester

Through lectures and seminars this module engages with a range of materials for low impact buildings which may include load-bearing and frame construction using straw bales, rammed earth, adobe, cob, compressed earth blocks, hemp lime blocks, earth renders and plasters, timber techniques. The aim is to give students in-depth theoretical knowledge about the environmental performance, practical applications and historical use of materials for low impact buildings through lectures and seminars.

ARC6840 Renewable Energy (15 Credits)

Dr Sofie Pelsmakers
Spring Semester

Renewable energy sources along with conservation techniques are often seen as the key to the solution of the world’s future energy supply and pollution difficulties. This course introduces and describes energy sources of a renewable nature and how these might be used at a variety of scales to supply a range of needs. The course is interactive in nature and provides knowledge and skills development.

ARC6841 Sustainable Design Project 1 (15 Credits)

Aidan Hoggard
Autumn Semester

This module is the first in a sequence of two which are studio-based. It sets the foundations for ARC6842 Sustainable Design Project 2. The unit seeks to foster an awareness of the relationship between global environmental change and the construction and inhabitation of buildings. The unit introduces students to a range of approaches in sustainable architectural design, and encourages students to develop a critical stance in relation to theories of sustainable architecture.

ARC6842 Sustainable Design Project 2 (30 Credits)

Aidan Hoggard
Spring Semester

This module is the second in a sequence of two which are studio-based. It builds upon the foundations laid by ARC6841 Sustainable Design Project 1. The unit provides practical workshops in methods for evaluating the thermal performance, provision of daylighting, ventilation and embodied energy of a design project. The unit also guides students through the complexity of adopting a holistic approach to design which addresses the social, economic and environmental aspects of sustainable architecture.
ARC6843 Principles of Building Physics for Sustainable Design (15 Credits)

Aidan Hoggard
Autumn Semester

Through lectures and workshops this module provides students with a conceptual and practical knowledge and understanding of a range of building physics principal that can be applied in sustainable design. The key principles that will be addressed are: the physics of heat and thermal comfort, the physics of light, the physics of sound. Additionally resource use shall be addressed in relation to energy, water and materials. The aim is to provide a toolkit of techniques and to encourage students to evaluate and/or integrate principles of building physics in sustainable design projects.

ARC6818 Elements of Computational Design 1 (15 Credits)

Dr Mark Meagher
Autumn Semester

This module provides students with a conceptual and practical introduction to the integration of data in the design process. Data is an important driver of design, and computational tools offer the most flexible and powerful means of analysing and communicating data. Students are introduced to a range of online data sources, to concepts of data visualization and to computational techniques for understanding data through visualization. The practical component of the module aims to equip students with the basic concepts and skills of scripting applied to data visualization, using short computer programmes that allow the designer to customize conventional design software or to create their own bespoke software tools.

ARC6819 Elements of Computational Design 2 (15 Credits)

Dr Mark Meagher
Spring Semester

This module provides students with a conceptual and practical introduction to the integration of building environmental performance data in the design process. Environmental data is an important driver of design, and computational tools offer the most flexible and powerful means of analysing and communicating this data. Students are introduced to a range of techniques for working with and understanding building thermal performance information; concepts of parametric design; and computational techniques for understanding data through visualization. The practical component of the module aims to equip students with the basic concepts and skills of data analysis and visualization, using parametric models to test and adjust parameters related to building environmental performance.

ARC6852 Urban (Hi-) Stories

Dr Florian Kossak
Autumn Semester

This module engages with urban issues and the history/ies of cities. It deals both with traditional definitions of cities and their analytical and representational tools as well as with alternative narratives and representations of cities.

The lecture series challenges the narrow definitions of cities that continue in circulation within architectural education and practice. It presents numerous ways in which, or the tools with which, both citizens and architects might understand cities more broadly. It investigated hereby the dialectic between alleged subjective and objective, between the position of the amateur and that of the professional, testing the portrayal...
through the former against the orthodoxy of the latter.

Focal points are the presentation and discussion of city case studies. These city case studies are explored through issues of historic and contemporary urban developments as well as different approaches of representation. The lectures also present a set of thematic issues concerning cities and their historic development, usage and perception/representation.

**ARC6853 Theory and Research in Design (15 Credits)**

Dr Magda Sibly
Autumn Semester

The module includes two parts:

Research methods - The course is an introduction to research methods. It is specifically designed to meet the needs of students in a School of Architecture where a very wide range of research paradigms may be found. It also relates the ideas and methods of research to those of design and offers support to students in developing a thesis within their dissertation.

Theory Forum - This introduces different thematic approaches and topics in the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and initiates their application in critical debate.

**ARC6854 Environment and Technology in Design (15 Credits)**

Aidan Hoggard
Spring Semester

An advanced course in environmental design technologies and techniques developed around a sustainable framework. The course is grouped around broad environmental and natural themes to encourage an integrated and holistic approach to technology within the design process.

**ARC6874 Conservation and Regeneration Principles and Approaches (15 Credits)**

Dr Jo Lintonbon
Spring Semester

This module introduces a range of theoretical and practical approaches to design interventions in the historic built environment. It will explore conceptual and philosophical debates within conservation studies, addressing the conflicting and complementary approaches that have historically been employed. The student is encouraged to develop a critical understanding of conservation and built heritage issues and to evaluate the role of conservation in urban and economic regeneration.

**ARC6975 Trajectories in Urban Design Practice (15 Credits)**

Dr Cristina Cerulli
Spring Semester

This module focuses on exploring the emergent and potential roles of Urban Design practitioners, and on relating them to students’ own Urban Design experience, both within practice and within the School of Architecture. The module will be broad ranging, looking at the unprecedented scale and complexity of conditions that are shaping the urban environment globally, creating the need for a critical evaluation of the methods, tools, and design culture that surrounds the practice of Urban Design. The module will discuss the consequences of these conditions on the practice of Urban Design, and will invite students to speculate about the potential trajectories that they could take in the future as Urban Design practitioners. Assessments will be based on a reflection on
student’s individual experiences and future aspirations.

ARC6977 Spatial Practice & Development (15 Credits)
Dr Beatrice De Carli
Spring Semester

This module examines the production of urban space as it relates to changing notions and perceptions of ‘development’ in cities of the global south. Drawing from the field of development studies, the unit addresses the transformation of the built environment as a means to explore competing visions of the future emerging at the local, national, and global scale, and to examine their articulation with local histories, cultures and social relations.

ARC6978 Urban Design Project 1 (15 Credits)
Dr Beatrice De Carli
Autumn Semester

This module is part of the studio based learning and teaching in the MA in Urban Design programme. It introduces students to the specific skills required for urban design in combination with participatory approaches, and allows them to be developed through design projects.

ARC6979 Urban Design Tools and Methods (15 Credits)
Dr Beatrice De Carli
Autumn Semester

This module is held during the 6-week period at the beginning of the autumn semester, the ‘Tools Sessions’ will introduce a series of methodological approaches to urban design, both in terms of practical skills and theoretical grounding. Each ‘tool’ will be presented and contextualized by a member of staff, and can then be ‘tested and modified’ by the students in guided sessions. In these sessions, we ask students to engage critically in Urban Design methods such as mapping, surveying, writing, taking photos, holding meetings, critiquing, and gathering data.

ARC6981 Urban Design Project 2 (30 Credits)
Dr Beatrice De Carli
Spring Semester

This module is part of the studio based learning and teaching in the MA in Urban Design programme. It develops the students’ urban design skills that have been introduced in Urban Design Project 1 and puts an emphasis on combining these skills with participatory design techniques.

ARC6982 Urban Design Project 3: Thesis Project (60 Credits)
Dr Beatrice De Carli
Spring Semester (Leading into Summer)

This module is only for MA Urban Design students and is a core module. It allows students to develop their own in-depth project based on an individual research theme and the synthesized knowledge and skills gained from all previous module required for this programme.

This module can take the form of:
A) an urban design thesis project with a written component (design report) or
B) a written research-based dissertation

This module aims to integrate the knowledge, skills and methods needed for research in the MA in Urban Design programme in order to develop either a design based thesis project (A) or a written research-based dissertation (B).
ARC6983 Participation in Architecture and Urban Design (15 Credits)

Leo Care/Dr Beatrice De Carli
Autumn Semester

The module introduces the history, theory and application of participation in architecture and urban design. Based on a critical analysis of precedents, students will be expected to develop their own participatory methods for use in urban design.

ARC6984 History and Theory of Urban Design (15 Credits)

Dr Florian Kossak
Autumn Semester

This module provides an introduction to the main concepts, theories and practices of urban design through overarching topics including Order, Movement, Beauty, Agency, Power and Nature. These are illustrated by and reflected through a selection of key theoretical texts and examples from different historical, political, geographical and environmental periods and areas. Using a themed rather than a chronological approach, the course explores how similar urban themes have been used and reused, reinterpreted, adapted and challenged by different social, economic and political groups in different parts of the world to meet differing (real and imagined) needs, behaviours and rituals. The emphasis is on a critical reflection of built urban ensembles and their related theoretical contextualisation.

ARC6986 Design Project 1 (15 Credits)

Dr Nishat Awan
Autumn Semester

This module is the first in a sequence of three studio based design modules. It allows students to develop a design project.

The development of advanced design skills is based on a ‘studio’ system, with different tutors setting agendas and projects that encompass a diverse range of themes. Students choose to follow one studio from the range that is offered. Specific projects vary on an annual basis, but are chosen to develop student’s skills in design, along with an integrated understanding of technological, environmental and cultural issues. The different studios each have their own teaching patterns and assessment methods.

ARC6987 Design Project 2 (30 Credits)

Dr Nishat Awan
Spring Semester

This module is the second in a sequence of three studio based design modules. It allows students to develop a design project.

The development of advanced design skills is based on a ‘studio’ system, with different tutors setting agendas and projects that encompass a diverse range of themes. Students choose to follow one studio from the range that is offered. Specific projects vary on an annual basis, but are chosen to develop students skills in design, along with an integrated understanding of technological, environmental and cultural issues. The different studios each have their own teaching patterns and assessment methods.
ARC6988 Thesis Design Project (60 credits)
Dr Nishat Awan
Spring Semester (leading into summer)
This module is only for MA Architectural Design students and it is a core module. It allows students to develop their own design project based on their development of an individual design approach. The project is based on research themes and combines knowledge and skills gained from all previous units required for the programme. It is the equivalent to the thesis dissertation in a non-studio based Masters.

ARC6989 Reflections on Architectural Design (15 Credits)
Dr Nishat Awan
Academic Year
The module introduces the history, theory and application of design in architecture and related practices. Based on a critical analysis of precedents and approaches, students will be expected to develop their own distinctive approach for use in architectural design.

ARC6990 Sustainable Design Thesis (60 Credits)
Dr Sofie Pelsmakers
Spring Semester (Leading into Summer)
This module is only for MSc Sustainable Architecture Studies students and is a core module. It allows students to develop their own in-depth project based on an individual research theme and the synthesized knowledge and skills gained from all previous module required for this programme.

This module can take the form of:
A) a sustainable design thesis project with a written component (design report)

or

B) a written research-based dissertation
This module aims to integrate the knowledge, skills and methods needed for research in the MSc in Sustainable Architecture Studies programme in order to develop either a design based thesis project (A) or a written research-based dissertation (B).

ARC6991 Live Projects (15 Credits)
Carolyn Butterworth
Autumn Semester
This is a core module MA Architectural Design students and it may not be taken as an optional module. Specific projects vary on an annual basis, but are chosen to develop students skills in briefing, client liaison and project management. The projects in these modules are almost entirely group based, with students working in teams of 4 – 14 people.

Your feedback on the course
You will be asked to complete a questionnaire about each module that you take as well as each year of your course as a whole. Your feedback and comments are very important to the department as they let us know what is going well in each module/course and if there are things that should be changed. In this way we can ensure that we continue to offer a high quality course. We will inform you of how the department plans to address any issues that are raised through these questionnaires.
Student Attendance and Absence.

The semester dates are available to view at www.sheffield.ac.uk/about/dates/

You should be in attendance for the whole of each semester. During the semesters, we expect that our students would be spending a significant proportion of their time on independent study in addition to time spent with staff in the department.

Attendance

You should aim to attend all lectures, seminars and other learning activities for your course. Not attending could affect progression through your course and ultimately could affect whether you have completed enough credits to graduate. This is particularly important if you are studying a professionally accredited course where full attendance is required. Your department will inform you of its policy on attendance.

If you cannot attend a class you must let the module leader know in advance. In addition to this, you must provide the University with a completed Student Self-Certification Form available at: www.sheffield.ac.uk/ssid/forms/circs

If you persistently fail to appear at classes, your progress may be reported to the Head of Department for review by the Faculty Board. The Board has the power to suspend or exclude you from the University if they judge your non-attendance to be sufficiently serious, although you would have the right to appeal against the Board’s decision.

Please note you are also expected to be available during the visit of the external examiners in the June assessment period.

Within your department, attendance monitoring will be carried out by the taking of registers at seminars, by the submission of assessed coursework and by attendance at dissertation supervision meetings. This information will be collated and uploaded onto a central University database to monitor your attendance.

Students should be aware that appropriate action shall be undertaken in the event of unauthorised absence. It is therefore imperative that if you are absent from a class you discuss this with the programme coordinator, in advance if possible, or as soon as you return (for example after illness) so that your attendance record can be amended accordingly.

Illness

If you are ill for periods lasting up to 7 days, you should complete a Student Self-Certification Form. Blank forms are available from the Student Services Information Desk (SSiD) which is located in the Student Union Building. The form is also obtainable from the following website:
www.sheffield.ac.uk/ssid/forms/circs

For periods of illness lasting more than 7 days or any illness affecting assessments, you are required to fill out an Extenuating Circumstances Form which is available from the website above.
Religious holidays and examinations

If you are not able for religious reasons (e.g. Sabbath, Festival, Friday Prayers etc.) to take examinations on any day on which examinations may be set during the year (including Saturdays but not Sundays), you should complete a ‘Request for Religious Observance Form’ by October 30th each year. Please note that once examination timetables have been set it is difficult for alterations to be made. The ‘Request for Religious Observance Form’ can be found at www.sheffield.ac.uk/ssid/exams/observance

Ramadan: Muslim students fasting during Ramadan are expected to continue with normal work and study. If you wish to discuss an individual situation, please contact the Muslim chaplain, m.ismail@sheffield.ac.uk

Group work

For some modules you may be required to take part in assessed group work. So that all students can be assessed fairly for their contribution, you will be required to submit evidence of your participation in the group. Your department will inform you of what this consists of and the marking criteria that will be used.

Change of programme of study, withdrawals, leave of absence

Information on how to change your status including how to apply for a leave of absence, change course, and formally withdraw from the University is available from SSiD.

You will need to fill out a form available from SSiD: www.sheffield.ac.uk/ssid/forms

Before completing the form, you should discuss your proposed course of action with your Personal Tutor and you may also wish to consult the Careers Service and/or the Students’ Union Advice Centre as appropriate. You will need to complete the relevant sections of the form and take it to your department for approval and processing.

Leave of Absence

During your studies you may face challenges that you need time away from academic study to deal with. This is known as taking a Leave of Absence (LOA). It “freezes” your period of registration without academic or financial penalty.

If you think that taking a LOA might be a good thing to do, talk to your academic department. Please look at our information online as well as there are many issues to consider: funding, how you can use your period of absence to prepare yourself for your return to studying, when to return etc.

www.sheffield.ac.uk/ssid/student/loa
Extenuating circumstances

Extenuating Circumstances are situations that are significantly beyond what would normally be experienced and which directly impact on your ability to complete assessed work or affect your academic performance within the time usually allowed. These could include:

- medical problems, including long-term problems or short periods of illness.
- personal problems.
- difficult events such as bereavement.
- serious incidents such as being affected by crime.

It is important that you inform your personal tutor and/or programme coordinator of your situation and report any extenuating circumstances to your department as soon as the problem arises. Any extenuating circumstances which you report in advance of the final exam period will be considered by the departmental Examination Board and may be taken into account when calculating your results and determining your final degree classification. Any information you submit will be treated as confidential and will not be used for any other purpose.

To report extenuating circumstances, please complete an extenuating circumstances form and submit it to your departmental office. Forms are available from Student Services Information Desk (SSID) and www.sheffield.ac.uk/ssid/forms/circs

If a formal extension is agreed then you will be informed by the Teaching and Learning Manager of what the new extended deadline for submission is. Your coursework will be assessed and assigned a mark in the normal way if it is submitted within the formally agreed extended deadline.

Coursework which is received late without a formal extension having been agreed will be penalised.
Plagiarism, Collusion and Unfair Means.

The University expects its graduates to have acquired certain attributes (see The Sheffield Graduate). Many of these relate to good academic practice:

- A critical, analytical and creative thinker;
- An independent learner and researcher;
- Information literate and IT literate;
- A flexible team worker;
- An accomplished communicator;
- Competent in applying their knowledge and skills;
- Professional and adaptable.

Throughout your programme of studies at the University you will learn how to develop these skills and attributes. Your assessed work is the main way in which you demonstrate that you have acquired and can apply them. Using unfair means in the assessment process is dishonest and means that you cannot demonstrate that you have acquired these essential academic skills and attributes.

What constitutes unfair means?

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. Plagiarism, submitting bought or commissioned work, double submission (or self-plagiarism), collusion and fabrication of results are not allowed because they violate this principle (see definitions opposite). Rules about these forms of cheating apply to all assessed and non-assessed work.

1. Plagiarism (either intentional or unintentional) is using the ideas or work of another person (including experts and fellow or former students) and submitting them as your own. It is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

2. Submitting bought or commissioned work (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole piece of work or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assessed work to other students.

3. Double submission (or self-plagiarism) is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole piece of work or part of it. Normally credit will already have been given for this work.

4. Collusion is where two or more students work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.
5. Fabrication is submitting work (for example, practical or laboratory work) any part of which is untrue, made up, falsified or fabricated in any way. This is regarded as fraudulent and dishonest.

6. Facilitating the use of unfair means is where any student assists a fellow student in using any of the forms of unfair means defined above, for example in submitting bought or commissioned work.

**How can I avoid the use of unfair means?**

To avoid using unfair means, any work submitted must be your own and must not include the work of any other person, unless it is properly acknowledged and referenced.

As part of your programme of studies you will learn how to reference sources appropriately in order to avoid plagiarism. This is an essential skill that you will need throughout your University career and beyond. You should follow any guidance on the preparation of assessed work given by the academic department setting the assignment.

You are required to declare that all work submitted is entirely your own work. Many departments will ask you to attach a declaration form to all pieces of submitted work (including work submitted online). Your department will inform you how to do this.

If you have any concerns about appropriate academic practices or if you are experiencing any personal difficulties which are affecting your work, you should consult your Personal Tutor, supervisor or another member of staff involved.

**What happens if I use unfair means?**

Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations. For a student registered on a professionally accredited programme of study, action may also be taken under the Fitness to Practise Regulations.

Where unfair means is found to have been used, the University may impose penalties ranging from awarding no grade for the piece of work or failure in a PhD examination through to expulsion from the University in extremely serious cases.

**Detection of Unfair Means**

The University subscribes to a national plagiarism detection service which helps academic staff identify the original source of material submitted by students. This means that academic staff have access to specialist software that searches a database of reference material gathered from professional publications, student essay websites and other work submitted by students. It is also a resource which can help tutors and supervisors to advise students on ways of improving their referencing techniques. Your work is likely to be submitted to this service.

For further information

[www.sheffield.ac.uk/ssid/procedures/grid_discipline](http://www.sheffield.ac.uk/ssid/procedures/grid_discipline)

[www.sheffield.ac.uk/ssd/sca/discipline](http://www.sheffield.ac.uk/ssd/sca/discipline)
Research Ethics and Integrity.

The School of Architecture strictly follows the University’s Research Ethics Policy.

All students and staff planning research that will involve data collection from people, for instance through public participation, interviews, asking opinions, taking measurements etc., must abide by the University’s Research Ethics and Integrity Policy. You should read the University’s guidance available on the research ethics and integrity website following this link:

www.sheffield.ac.uk/ris/ethicsandintegrity

Golden Rules:

1. Before beginning any research that involves working with people in the real/virtual world to collect data you must obtain ethics approval of two types: Generic or Specific (see below).

2. If you begin collecting data from people without having ethics approval, it will lead to serious consequences for you and your course of study. Any research ethics application cannot be made retrospectively.

3. Existing data may be re-usable only if proper consent has been given in the original data collection exercise; however, any reuse of such data will require a new ethics approval.

Step 1. Ask yourself – Will my research project involve human participants, personal data and human tissue? If No – The University’s Research Ethics procedure does not apply to your project. If Yes, move on to Step 2.

Step 2. Consult the table on the following page and assess how your research sits within the SSoA Research Ethics Implementation Framework.

Step 3. If your research project is well covered by any of the Approved Generic Research Ethics listed in the table below, you need not submit a research ethics application. However, you must do the following:

- Adapt the Generic Project Information Sheet and Participant Consent Form to your own project;
- Seek approval of your adapted sheet & form from your supervisor and then apply the sheet & form when working in the field;
- If your project takes place outside the UK in a non-English speaking country, you may need to translate your project information sheet, consent form and any documents (e.g., questionnaire) into the local language accessible to the local participants.

Step 4. If your project is not covered by any of the Approved Generic Research Ethics, you must submit your own Specific Research Ethics Application, using the University’s online system: https://ethics.ris.shef.ac.uk
Step 5. (Optional) After obtaining either a generic or specific ethics approval, if you decide to change the study method or data collection as approved previously, you must inform your supervisor and email the School’s Research Ethics Leader and Research Ethics Administrator. A case of applying for Amendment Approval may be required. You should not continue with the data collection until the proposed Amendment is approved via the online system.

Step 6. In any case, you need to document how the project info sheet, consent form and any other documents have been applied in your data collection fieldwork as an Appendix in your course work submission, evidencing your actual implementation of the research ethics procedure.

Finally, if you are required to submit a research ethics application, you are strongly advised to discuss your ethics application with your supervisor first before submission.

If you have any questions/comments on the SSoA Research Ethics Implementation Framework, please contact the following staff members:

Research Ethics Leader: Dr Chengzhi Peng
(c.peng@sheffield.ac.uk)

Research Ethics Administrator: Cheryl Armitage (c.armitage@sheffield.ac.uk)

www.sheffield.ac.uk/polopoly_fs/1.112642!/file/Full-Ethics-Policy.pdf
<table>
<thead>
<tr>
<th>Approved Generic Research Ethics (For projects of a low-risk nature)</th>
<th>Specific Research Ethics Application (For project of a low- or high-risk nature)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-risk projects include working with children or vulnerable adults and/or around sensitive topics (e.g. race, sexuality, mental and physical health and violence, etc.)</td>
<td>If your project is of a high-risk nature, you must submit your own specific research ethics application as Generic Approvals cannot cover high-risk projects. Your research ethics will be assessed by your project supervisor plus one other research ethics reviewer if it is of a high-risk nature.</td>
</tr>
<tr>
<td>UG Students</td>
<td>If your project is of a high-risk nature, you must submit your own specific research ethics application using the online system. Your research ethics will be assessed by your project supervisor plus one other research ethics reviewer.</td>
</tr>
<tr>
<td>UG Studio Based Design Research (K100: ARC125, 126; KK13: ARC137, ARC138; HK21: ARC175; ARC225, ARC226; KK13: ARC237, ARC238; HK21: ARC275; ARC 325, 326; KK13: ARC337, ARC338; HK21: ARC375) ARC322 Special Study (UK and International)</td>
<td></td>
</tr>
<tr>
<td>MArch Students</td>
<td>If your project is of a high-risk nature, you must submit your own specific research ethics application using the online system. Your research ethics will be assessed by your project supervisor plus one other research ethics reviewer.</td>
</tr>
<tr>
<td>ARC552 &amp; 562 &amp; 6991 Live Projects ARC556 &amp; 566 &amp; 596 &amp; 696 MArch Dissertation Project (UK and International) ARC550, 560, 551, 561 MArch Studio Based Design Research (UK and International)</td>
<td></td>
</tr>
<tr>
<td>PGT Students</td>
<td>If your project is of a high-risk nature, you must submit your own specific research ethics application using the online system. Your research ethics will be assessed by your project supervisor plus one other research ethics reviewer. You should never start data collection involving human participants without obtaining research ethics approval first.</td>
</tr>
<tr>
<td>ARC6983 Participation in Architecture and Urban Design ARC6988 MAAD Thesis Design Project (UK and International) ARC6987 MAAD Design Project 2 ARC6982 Urban Design Project 3: Thesis (UK and International) ARC6841 MSc SAS Sustainable Design Project 1 ARC6842 MSc SAS Sustainable Design Project 2 ARC6990 MSc SAS Thesis Project (UK and International)</td>
<td></td>
</tr>
<tr>
<td>PhD Students &amp; Staff including Visiting Scholars</td>
<td>If your project involves collecting personal data (either of low- or high-risk nature), you must submit your specific research ethics approval using the online system. Your research ethics application will be first assessed by your supervisor and then by three other research ethics reviewers.</td>
</tr>
<tr>
<td>There are no Generic Research Ethics Approval for projects undertaking by PhD Students and Staff including Visiting Scholars</td>
<td></td>
</tr>
</tbody>
</table>
General Assessment.

Marking scale

In assessing work, members of staff will assign marks on a 100-point scale in line with the University policy on a unified marking scheme, where 100 is the highest grade awarded and 0 is the lowest grade awarded. For postgraduate level modules the minimum pass grade is 50.

For any module, students are required to obtain a pass mark for each piece of coursework in order to pass the module as a whole. This means that a minimum mark of 50 must be obtained for each element of assessed coursework within a module for a pass mark to be awarded in the module overall. Any exception to this requirement will be indicated in specific module documentation provided to students at the start of each semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90+</td>
<td>Exceptional work for this level of study. Intellectually stimulating; A high level of originality and innovation achieved</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>Excellent in most required aspects of work, all aspects of work given attention or acknowledgement, no significant omissions or flaws; well-worked out in detail. Critical intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td>A</td>
<td>82</td>
<td>Excellent in most required aspects of work, all aspects of work given attention or acknowledgement, no significant omissions or flaws; well-worked out in detail. Critical intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>Excellent in most required aspects of work, all aspects of work given attention or acknowledgement, no significant omissions or flaws; well-worked out in detail. Critical intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>Excellent work for this level of study. Intellectually stimulating; A high level of originality and innovation achieved</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>Excellent in most required aspects of work, all aspects of work given attention or acknowledgement, no significant omissions or flaws; well-worked out in detail. Critical intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td>B</td>
<td>68</td>
<td>Very Good or Good in most required aspects of work, and at least competent in all required aspects of work; few or no significant omissions or flaws; well worked-out in detail. Intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>Very Good in most required aspects of work, and at least competent in all required aspects of work; few or no significant omissions or flaws; well worked-out in detail. Intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>Very Good in most required aspects of work, and at least competent in all required aspects of work; few or no significant omissions or flaws; well worked-out in detail. Intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td>C</td>
<td>58</td>
<td>Satisfactory overall standard in most required aspects of work; generally competent. May show some uneven weaknesses and strengths, within work that shows signs of attention to detail. Intellectual agenda established and explored in parts.</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>Satisfactory overall standard in most required aspects of work; generally competent. May show some uneven weaknesses and strengths, within work that shows signs of attention to detail. Intellectual agenda established and explored in parts.</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>Satisfactory overall standard in most required aspects of work; generally competent. May show some uneven weaknesses and strengths, within work that shows signs of attention to detail. Intellectual agenda established and explored in parts.</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>Satisfactory overall standard in most required aspects of work; generally competent. May show some uneven weaknesses and strengths, within work that shows signs of attention to detail. Intellectual agenda established and explored in parts.</td>
</tr>
<tr>
<td>D</td>
<td>45</td>
<td>Unsatisfactory work, serious omissions or flaws; little sign of understanding or little sign of application; inadequate attention to detail; intellectual agenda absent or undeveloped;</td>
</tr>
<tr>
<td>F</td>
<td>30</td>
<td>Unsatisfactory work, serious omissions or flaws; little sign of understanding or little sign of application; inadequate attention to detail; intellectual agenda absent or undeveloped;</td>
</tr>
<tr>
<td>U</td>
<td>15</td>
<td>Totally unsatisfactory work, showing serious misunderstanding of subject or assignment; inadequate submission in almost all aspects of work.</td>
</tr>
<tr>
<td></td>
<td>NC</td>
<td>No submission (Non completion)</td>
</tr>
</tbody>
</table>

Assessment of learning is through peer review, tutor appraisal, student self-evaluation and student-tutor consultation. The assessment may be both formal and informal. In discussions through seminars and tutorials, tutors and students will be able to assess learning through process to final outcome. Depending on the student’s focus, the outcomes may consist of essays, design work, portfolios, and formal presentations. You receive written student tutor consultation feedback after the completion of each of the design modules. The way the work is presented and communicated in reviews and in the final exhibition is also part of the assessment.
Preparing Assessments.

**Word count and penalties**

The word count of an assessment is the number of words you use to complete that assessment. Unless you are specifically told otherwise, your word count should include footnotes, but exclude title, abstract, bibliography and appendices.

**Module target word count**

A target word count will be clearly stated in the relevant module outline. You are required to complete your work in less than 5% above or below this target word count.

**Dissertation word count range**

The assessment instructions for your dissertation will clearly state a word count range, and your word count must fall within this range.

You must include the word count at the end of your submitted work. Penalties for non-compliance will be applied as in the table below.

The word count for your dissertation module of your postgraduate degree can be found by using the programme regulations finder

www.sheffield.ac.uk/programmeregulationsfinder

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Anonymous marking

Anonymous marking is the University system whereby the work you submit for any assessment is marked without the marker knowing your identity.

The University of Sheffield uses anonymous marking, where appropriate, for all pieces of assessed work.

It is recognised that anonymous marking cannot take place under certain circumstances, for example, where the nature of the work involves contact between the student and the examiner as part of the assessment or when an examiner’s familiarity with the content of the work (usually a specific topic identified by an individual student or group) makes anonymity difficult. Consequently, a policy of anonymous marking will be employed for the assessment of all pieces of work, with the exception of dissertations, presentations, projects and portfolios.

You should therefore ensure that you only put your registration number (as shown on your UCard) and not your name on the coursework itself. If you are submitting via electronic submission, you may be required to enter your name as part of the filename, but this will not be made available to the marker. For assessed essays that require you to physically submit your work, you will be given access to your own unique barcoded front sheets which will only show your registration number.
Late submission

Late submission refers to any piece of work you submit for an assessment after the deadline (as stated in the module outline) has passed. Late submission will result in a deduction of 5% of the total mark awarded for each working day after the submission date. A working day includes working days within standard vacation times. For example, if a submission date falls on the last day before the start of the Easter vacation, penalties would start to be applied from the following working day and not from the first day following the vacation.

If you submit your work more than 5 days late, your work will not be marked and it will be given a module outcome of NC (not completed).

If you submit a piece of work late for a resit, the penalty will be applied first, then, this mark will be capped at 40 in line with the General Regulations on resits.

See the table below for examples.

For information on late submissions, please visit:
www.sheffield.ac.uk/ssid/exams/policies

<table>
<thead>
<tr>
<th>Number of days late</th>
<th>Penalty (Mark reduced by 5% for each working day work is late)</th>
<th>Calculation (Multiply the original mark by)</th>
<th>Mark awarded when reduced by 5% per late day*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
<td>0.95</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
<td>0.90</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
<td>0.85</td>
<td>51</td>
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<tr>
<td>4</td>
<td>20%</td>
<td>0.80</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
<td>0.75</td>
<td>45</td>
</tr>
<tr>
<td>6 or more</td>
<td>Grade of zero</td>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>

* standard mathematical rounding rules should be applied and marks should be rounded up.
Submitting and Taking Assessments.

Electronic submission (Turnitin)
For online coursework submission, your department may use a facility called Turnitin. For information and support regarding Turnitin please visit:
www.sheffield.ac.uk/cics/turnitin

Physical submission
Occasionally you will be instructed to submit assessed work physically by taking it in person to the reception in your department. Note that the appropriate submission method for an assessment is always stated in the relevant module outline.

Physical submission of work by part-time students
Part-time students who have to submit work physically but are not in Sheffield on the day, may submit their work by post. It is their responsibility to ensure that the work arrives on time and they should retain proof of postage which shows that the work was posted before the submission deadline.

Please note that posting of coursework is not available to full-time students.

Examinations
Invigilated examinations are organised by the University’s Examinations Office and the regulations governing examinations can be found at www.sheffield.ac.uk/ssid/exams. The regulations give essential information on all aspects of examinations including your responsibilities with regard to the following:

- Checking the draft examination timetable for clashes
- Examinations on days of religious observance
- Special arrangements for students who are disadvantaged by normal examination conditions
- Illness before or during examinations
- Use of calculators in examinations
- Use of unfair means in any form of assessment

Students should also inform their department office if they are disadvantaged by normal examination conditions in order to ensure that suitable arrangements are made for class tests and any other departmentally invigilated assessment. If for any reason you miss an examination, inform the departmental office immediately, and if at all possible do this before the missed exam finishes. Alternative arrangements can then be considered. However, if no action is taken until after the end of the exam then you will normally be deemed to have failed. No special papers can be set or other allowance made in these situations unless there are significant extenuating circumstances. If you think such circumstances apply in your case you should speak to your Personal Tutor.
Feedback and Results.

Assessment feedback

Feedback refers to any guidance, criticism or advice given to you by a member of staff, whether it is for assessed work or any other participation that is required for you to complete your postgraduate degree course.

Feedback on assessment

Typically, you will receive feedback for assessed work in a standard format. After your work has been marked a coursework report form will be returned to you.

The coursework report form details the unconfirmed mark awarded for the coursework, together with informative narrative feedback on content, presentation and style. This is designed to help you to improve your performance in subsequent assignments. Should you wish to receive further feedback, you should request a personal tutorial with the lecturer who assessed the coursework.

The mark on the coursework report form is classed as “unconfirmed” as it has subsequently to be approved by both the department’s internal and external examination boards and then by the relevant Faculty board.

If you have been awarded a fail grade, you must see the lecturer concerned as soon as possible to discuss your work.

Resubmitting assessments

Resit examinations or coursework resubmissions, are a “second chance” to take an assessment. Students must resubmit work or be re-examined if they wish to attempt to redeem their failed modules.

In order for the student to be considered for a pass overall on the programme of study, they must pass all assessment components of a module to be awarded an overall pass mark for that module.

Information on postgraduate reassessment can be found at:

www.sheffield.ac.uk/ssid/exams/reassessment_pg

International students can apply to re-sit examinations overseas. Students can take advantage of this arrangement by visiting:

www.sheffield.ac.uk/ssid/exams/exabrinf

Appealing

In very exceptional cases, there is an established process for students to appeal against their results. Any appeal must be made within 15 working days of the publication of the exam results. The student must be able to show that either there has been a procedural error or that there is new evidence concerning mitigating circumstances that was not made available to the examiners and which could not have been produced at an earlier stage.

Guidance on appealing and filling out the academic appeals form can be found at:

www.sheffield.ac.uk/ssid/procedures/grid_academic

If you are in need of advice, support and representation for your case, The Student Advice Centre can provide just that. For opening times and contact details, please visit:

su.sheffield.ac.uk/student-advice-centre
Ownership of Work

The School of Architecture reserves the right to retain student coursework and other material submitted for assessment. It also reserves the right to record and publish student design work and dissertation work for the purposes of academic activity and for marketing of the School. The School will make reasonable efforts to accurately attribute student work that is published.

Wherever possible, material is returned to students especially when this might be useful for purposes such as job interviews. The School is required, however, to retain a range of work from all years for professional accreditation and exhibition. You should not publish or exhibit your work without the permission of the School. Such permission will not be unreasonably denied.
Degree Classification.

Credits required for a master’s degree or postgraduate diploma or certificate

A student who is awarded 180 credits will thereby pass the Examination for a Master’s Degree. Where the Regulations for a Master’s Degree make provision for a related Postgraduate Diploma or Postgraduate Certificate, a student who is awarded 120 credits will be eligible for the award of the Postgraduate Diploma, and a student who is awarded 60 credits will be eligible for the award of the Postgraduate Certificate.

The Examiners may in their discretion recommend that a student who is awarded not fewer than 165 credits be deemed to have passed the Examination for a Master’s Degree, providing that the student has obtained an average grade of not less than 50 and a grade or grades of not less than 40 in the elements of the programme of study in respect of which credits are not awarded, this calculation to include all units.

The Examiners may in their discretion recommend that a student who is awarded not fewer than 105 credits be deemed to have passed the Examination for a Postgraduate Diploma, providing that the student has obtained an average grade of not less than 50 and a grade or grades of not less than 40 in the elements of the programme of study in respect of which credits are not awarded. In the case of a student for a Master’s degree who is being considered for the award of a Postgraduate Diploma or Postgraduate Certificate, calculation of the average grade will exclude the dissertation grade.

Distinctions and merits

(a) A student who obtains a weighted mean grade of not less than 69.5 in the Examination as a whole and a grade of not less than 70 in units to the value of not less than 90 credits may be recommended for the award of the Degree with distinction; and

(b) A student who obtains a weighted mean grade of not less than 59.5 in the Examination as a whole and a grade of not less than 60 in units to the value of not less than 90 credits may be recommended for the award of the Degree with merit.

The Examiners may in their discretion recommend the award of a mark of distinction or merit to a student registered for a Postgraduate Diploma, such that:

(a) A student who obtains a weighted mean grade of not less than 69.5 in the Examination as a whole and a grade of not less than 70 in units to the value of not less than 60 credits may be recommended for the award of the Postgraduate Diploma with distinction; and

(b) A student who obtains a weighted mean grade of not less than 59.5 in the Examination as a whole and a grade of not less than 60 in units to the value of not less than 60 credits may be recommended for the award of the Postgraduate Diploma with merit.

The Examiners may in their discretion recommend the award which, having regard to all the evidence before them, best reflects the overall performance of the student notwithstanding the regulations above.
The Sheffield Graduate.

You can gain an impressive range of knowledge and skills through your studies and through the additional activities you undertake. We have identified this range of skills and knowledge for you so that you know what you should be aiming to achieve.

The Sheffield Graduate is:

- Knowledgeable in their subject area
- Competent in applying their knowledge and skills
- Information literate
- A skilled and ethical researcher
- A critical, analytical and creative thinker
- An entrepreneurial problem solver
- Someone who sees the big picture and understands the importance of context
- Experienced in working with clients, communicates and partners outside the University
- An active citizen who respects diversity and has the cultural agility to work in multinational settings
- A flexible team worker
- An independent learner
- An efficient planner and time manager
- An accomplished communicator
- Skilled in the use of IT
- Professional and adaptable
- A well rounded individual, reflective, self aware and self-motivated

The Sheffield Graduate Development Programme

The Sheffield Graduate Development Programme aims to support you in acquiring these skills and attributes. It is a process which helps you to reflect upon your learning, performance and/or achievement both within your academic studies and through extra curricula activities, and to identify what else you need to do to achieve your goals.

Opportunities to develop your skills are provided through course work in, for example, completing assignments, presentations, field trips or group working and in activities such as volunteering, work experience, being a student representative or taking part in clubs or societies.

We strongly advise you to make time to reflect on your progress and identify what else you need to do to achieve your goals. It will make you better equipped to achieve your full potential in your studies whilst also enhancing your employability as you will be better prepared to demonstrate your achievements and skills to potential employers.

Further information is available on www.sheffield.ac.uk/sheffieldgraduate/, including links to resources and further guidance on developing the Sheffield Graduate skills.

Guidance is available to support the process in your department through tutors, peers and support services such as the Careers Service, but the ultimate responsibility for deriving benefit from the process rests with you as a learner in the University.
The Sheffield Graduate Award

The Sheffield Graduate Award is open to all students and has been developed with the purpose of recognising and rewarding your extra curricula activities that help you to gain the Sheffield Skills. The Award is endorsed by a number of employers who recognise that students who have achieved the Award will stand out from the crowd.

By taking part in the Award, you can bring together all your different experiences, for example, volunteering, mentoring, organising clubs and societies, part time work, sporting activities and course representation, which will help employers take note of all your achievements that go beyond the academic. After successful completion of your Award portfolio in your final year, you will receive a certificate upon graduation, and a reference to the Award will be added to your transcript.

Further information and on line registration for the Award can be found on:

www.sheffield.ac.uk/thesheffieldgraduateaward
PGT Prizes.

Stephen Welsh Prizes in Architecture

These prizes were founded in 1957 from funds subscribed on the occasion of his retirement by former students and friends of the late Professor Stephen Welsh, Head of the former Department of Architecture from 1928 to 1957.

Frequency of award: Two annually.

Value of prizes: Architecture, £200; Draughtsmanship, £200.

Eligible candidates: Architecture students taking the Final Examination for either of the Degrees or MArch in Architecture. Draughtsmanship: Students of any year in the School of Architecture.


Special conditions: The Draughtsmanship prize may not be awarded more than twice to the same student.

Dr Brian Wragg Prize in Architectural Draughtsmanship

This prize was established in 1984 from a gift by Dr Wragg on the occasion of his retirement from the former Department of Architecture after 33 years of service. It is intended that the prize reflects Dr Wragg’s interest in the development of architectural drawings. The School of Architecture shall be responsible for the mounting, presentation and framing of the winning submission.

Frequency of award: One annually.

Value of prize: £50.

Eligible candidates: All full-time students following taught courses in the School of Architecture.

Criteria for assessment: Work submitted in the School of Architecture for the sessional examinations in Architecture and which is considered by the Examiners as being worthy of exhibition either in the School or elsewhere in the University. Such work should comprise freehand drawings or sketches, either coloured or uncoloured.

School of Architecture Centenary Prize

This prize was established in 2008 when the School of Architecture celebrated its Centenary Year.

Value of the prize: £30 book vouchers

Eligible candidates: Students undertaking any programme of study in the School of Architecture

Criteria for assessment: Awarded to students who have been commended for contributing to the School in a significant way.

Kenneth H Murta Prize in Architecture

This prize was established through the generosity of the family of Professor Kenneth Murta, a former Head of Department, who taught in the School of Architecture from 1962 to 1991.

1. Frequency of award: One annually.
3. Eligible candidates: Final year MArch students and PGT students in the School of Architecture.
4. Criteria for assessment: Exceptional design project work.
Information for Disabled or Dyslexic Students.

If you have a disability, medical condition, or specific learning difficulty, we strongly encourage you to contact the Disability and Dyslexia Support Service (DDSS).

The DDSS is a confidential and friendly service which offers a range of support, including:

- Liaising with academic staff and central services about disabled students’ support needs.
- Helping students to apply for Disabled Students’ Allowances.
- Organising support workers, such as notetakers, readers, library support, scribes, interpreters.
- Advising on specialist equipment and technology.
- Referring dyslexic students for study skills support, at the English Language Teaching Centre.
- Referring students who think that they might be dyslexic for diagnostic assessments with an Educational Psychologist.
- Putting students in contact with local and national external agencies who offer support and advice to disabled people on specific issues.
- Formalising alternative arrangements for examinations and assessments, such as extra time in examinations; reasonable adjustments to assessment tasks; or alternative assessment formats.

For further information, please contact the DDSS: [www.sheffield.ac.uk/disability/](http://www.sheffield.ac.uk/disability/)

If you are likely to need alternative exam arrangements and do not yet have these in place, we can liaise with the exams team on your behalf. We do need time to organise this and you would normally need to contact the DDSS by 4 November. The earlier you contact DDSS the more likely it is that we can put arrangements in place for the January exams. See [www.sheffield.ac.uk/ssid/disability](http://www.sheffield.ac.uk/ssid/disability) for more information.

The School of Architecture’s Learning Advocate for Disability and Dyslexia is Leo Care. He is able to offer support and guidance on this matter to all Architecture students.

Telephone: 0114 222 0304
Email: l.care@sheffield.ac.uk
Student Engagement and Representation.

There are many opportunities for you to get involved with the University, whether it’s having your say or representing your fellow students.

Being a student representative is rewarding work and can help you develop confidence, communication and leadership. It can also give you a greater understanding of how the University works as well as enabling you to play a role in the decision making of your department and/or faculty.

For further information on student representation see su.sheffield.ac.uk/make-a-change/represent-students

In the department

The School has a staff-student committee which is made up of student representatives and a number of academic staff. Getting involved means you will be able to take part in discussions and decision making about a range of issues including:

- student feedback on teaching
- changes to courses
- departmental/school services (e.g. hand-in arrangements, office opening times, study facilities, availability of personal tutors)
- communication with students

Contact Ian Hicklin, i.hicklin@sheffield.ac.uk, who is the Chair of the staff-student committee for more information.

The staff-student committee meets at least once a semester, and has student representation from each year and course. Each year group elects two members to sit on the committee. Since 2013 the MArch and MArch/TRP course reps have joined up with the taught masters course representatives to form the MArch/PGT staff-student committee.

In your faculty

All Faculties have a Learning and Teaching Committee which has a small number of places for student representatives. In addition to this, some Faculties have other committees on which students are represented. The Faculty Learning and Teaching Committee is made up of academic staff from all departments and discusses a range of issues relating to learning and teaching e.g. new University policies, changes to University regulations, new programme proposals, annual departmental reviews of Learning and Teaching. Being a student representative on a Faculty Committee is your chance to put forward the student view on issues relating to learning and teaching and this is always valued by committee members.

Faculties also have student committees which provide opportunities for students to put forward and discuss their views on issues at a faculty level.

Institution-wide opportunities

SALT (Student Ambassadors for Learning and Teaching)

The Student Ambassadors for Learning & Teaching (SALT) scheme is a University-wide network of students working on learning and teaching projects. The Ambassadors influence, improve and develop how students learn and how they are taught at the departmental, faculty and University level.

www.sheffield.ac.uk/als/students/salt
Student Panel Members for Periodic Review

The University reviews the learning and teaching in each department every 5-6 years. This activity is called Periodic Review. The Review is carried out by a panel made up of academic members of staff from other universities, academic member of staff from the University of Sheffield and students. Students act as full panel members and are paid for the work that they do. For further details see: www.sheffield.ac.uk/lets/pp/qa/periodicreview/aims

The Sheffield Graduate

The Sheffield Graduate programme recognises your individual extra-curricular achievements in local, national and international activities. Those who gain the Sheffield Graduate Award are highly sought after by employers because of their breadth of skills, leadership abilities and commitment to personal development.

The award is open to postgraduate taught students. As postgraduate taught students only attend the university for a limited time, it is advisable to register your interest as soon as you can so you have time to complete your award.

To register your interest and for further information on the activities involved, please visit: www.sheffield.ac.uk/thesheffieldgraduateaward

Union links

Alongside this there are even more opportunities to represent yourself and your peers through the Students’ Union.

The two primary ways are either through running as a Student Union Councillor, who serves as a link between the Union and departments, offering another voice for students to use. The other way you can get involved through the Union is through running for a position of Student Union Officer – with 8 places available; these positions are voted for by your fellow students.

For more information you can visit: su.sheffield.ac.uk

SUAS

SUAS is one of the best architectural student societies in the country. Join it, participate in it, enjoy it. In particular, students are strongly encouraged to go to the excellent lecture series organised by SUAS. These evenings are seen by all of us as an integral part of the experience of an architectural education at Sheffield.

The University of Sheffield is home to students and staff from more than 125 countries. This diverse learning environment gives you the opportunity to make your study experience more international. This can be done in a number of ways.

In the classroom, you may be with students from different countries. You may, for example, be asked to work on group projects which include a mix of students from the UK and abroad or your class projects may include international comparisons, or you may have an international guest speaker. This can help you think about how your subject or discipline translates to the global context.

You could decide to learn another language or be a language buddy. You might decide to study or work abroad as part of your degree, where you will have the chance to learn new skills, including possibly studying in another language.

There are lots of ways outside the classroom to make your experience more global. You might decide to be a mentor, join social activities such as One World Café or join in the discussions at ‘Culture Compass’. The Students’ Union also provides many international opportunities such as student societies, volunteering, or World Week.

All of these opportunities will help you expand your horizons. Making yourself more culturally capable will also make you more employable across the globe.

Have a look at some of the opportunities on the Experience Sheffield website.

www.sheffield.ac.uk/experience

PhD Study.

Studying a masters degree could open the doors to further study and a PhD programme. At Sheffield you become part of a community of outstanding researchers. You’ll have access to top facilities and be supervised by world-leading experts in their fields.

Our research is world leading. We work closely with our partners to ensure that the work we do delivers economic and societal benefit to the UK and the wider world.

For more information please visit:

www.sheffield.ac.uk/postgraduate/research

You may wish to discuss PhD opportunities with your Personal Tutor or a member of academic staff in your department.
Welfare and Careers.

University Health Service

The University Health Service (UHS) is a National Health Service GP practice, specifically for students and their families.

If you need medical help or treatment, you might be able to quickly access this from a pharmacy/chemist or you might need to talk to someone at UHS. You can check out the options here:

sheffielduniversityhealth.webgp.com/

To help you choose the right NHS service if you become ill or injured, you can refer to the ‘which service is best for me?’ guide (also available to download from the UHS home page). www.sheffield.ac.uk/polopoly_fs/1.402080!/file/WhichServiceisBestforMe.pdf

UHS is at 53 Gell Street, Sheffield S3 7QP (on the corner with Glossop Road). You can telephone 0114 222 2100 for an appointment or to speak to a medical professional if you are registered with UHS.

Doctors are not permitted to share information with family, friends or your department without your consent. They use a separate record system to the rest of the University which we cannot access.

Note that this is not a private clinic; it is part of the NHS. You cannot expect an instant appointment but a large number of appointments are kept for booking on the day for those who call or book online at the appropriate times and for emergencies.

More details can be found at:

www.sheffield.ac.uk/ssid/contacts/uhs

Counselling

The University Counselling Service provides a free, confidential service to enhance and develop the student’s ability to recognise and strengthen their inner resources. They are based at 36 Wilkinson Street S10 2GB.

Telephone: 0114 222 4134

Email: ucs@sheffield.ac.uk

They have online information and self-help material that can accessed before or instead of attending an appointment.

UCS provides a streamlined online registration process. This process takes less than 2 minutes and students will then be offered a 30 minute triage appointment with a qualified Counsellor/psychotherapist (usually within 10 working days).

Most students require no more than a 30 minute session and self-help material. Other options may include:

Student Self-Help Group.

Stress and Relaxation Workshops.

Workshops on a particular theme e.g. managing anxiety, depression, grief and loss etc.

Ongoing Therapy group.

Confidence building group or groups for depression.

One-to-one sessions.

Support package for more complex cases.

For further information, a list of useful contact telephone numbers, online information leaflets and self-help guides see

www.sheffield.ac.uk/ssid/counselling
Careers

The University Careers Service helps you with developing your employability, gaining work experience, making career choices, and finding jobs.

We do this through comprehensive information on all your career and study options, advice on the careers open to you after your studies, and expert help with making applications. We organise events where you can meet employers and we advertise hundreds of part-time jobs, internships and graduate jobs every month.

Help available provided by the Careers Service includes:

- A comprehensive website with a full range of careers information and advice. www.sheffield.ac.uk/careers/postgraduates
- Individual guidance interviews to discuss personal career plans.
- Career Connect - the latest graduate jobs, available online.
- Our Student Jobshop in the Students’ Union - help with finding part-time jobs, vacation work and placements.
- A specialist placements team, helping you to find relevant work experience, including year-long placements you can include as part of your degree.
- Careers with my degree’ – information and ideas for students in every academic department.
- Careers events, including recruitment fairs and opportunities to meet employers, advertised in our ‘What’s On Weekly’ email sent to all students. See www.sheffield.ac.uk/careers/students/events

For those wishing to explore opportunities in another country there’s also ‘myInternational Career’ via the Careers Service website. www.careers.dept.shef.ac.uk/infotree/EmploymentOverseas.php

The Careers Service also runs The Sheffield Graduate Award, which recognises your achievements both within and outside the University. Highly regarded by employers, The Sheffield Graduate Award is a great way to prove that you are a distinctive Sheffield graduate.

Guidance on employment hours

The University has adopted a policy of advising full-time students that they should not undertake paid employment in excess of 16 hours per week, alongside their studies during term time.

References

Your Personal Tutor is the person who should be named as your academic referee. It is therefore in your interests to get to know him or her. The better your tutor knows you, the better equipped they will be to give you a meaningful reference when the time comes.

The following points are suggested as good manners and good practice when asking members of staff (or indeed, anyone) for references:

- Provide your personal tutor with your current CV.
- Keep your personal tutor well-informed about the jobs that you have applied for (provide a job description if possible).
- Ideally provide a copy of any application to your personal tutor.
- Keep your personal tutor up-to-date with your progress, especially where a job has been offered or accepted.
Academic advice and teaching support.

Academic and transferable skills development

As well as learning about your subject, throughout your degree you will have opportunities to develop academic and transferable skills. These skills are likely to include how to: write academic essays or reports, do presentations, work in teams, plan and manage your time, find, evaluate and accurately cite reference material from diverse sources such as books, journals and the internet, and how to make the best use of IT. They are part of a broader set of skills and attributes that the University would like you to have achieved by the time you graduate. See the Sheffield Graduate below.

www.sheffield.ac.uk/sheffieldgraduate

As well as being essential to help you do well in your degree and any further study, we know that employers value these skills, so by gaining them you should also be better prepared for employment.

Additional Support

301: Student Skills and Development Centre offers a range of services for all students:

- Maths and Statistics Help
- Academic Skills workshops
- Study Skills Sessions
- Specialist Dyslexia / SpLD tutorial Service
- Languages for All programme
- Writing Advisory Service

301: Student Skills and Development Centre

Based at 301 Glossop Road, 301 provides a wide range of resources and training to help you develop your personal and academic skills.

www.sheffield.ac.uk/ssid/301

Among other things it provides:

TASH – The Academic Skills Hub. A web resource which contains pointers to a wide range of material and self-paced tuition material covering a wide range of skills:

- Everyday Skills
- Learning Skills
- Writing Skills
- Communication Skills

www.sheffield.ac.uk/ssid/301/tash

MASH – Maths and Statistics Help. Provides one-to-one support and guidance on mathematics and statistics. There are drop-in sessions for small problems, and bookable sessions when more time is needed.

www.sheffield.ac.uk/mash

Academic Skills Workshops

These are run in 301 and need to be booked but provide more individual help and training in a range of skills.

Writing Advisory Service (WAS)

The WAS offers one-to-one support for those struggling to improve the quality of their written English. The service is for native English speakers as well as for those for whom English is a second language.

www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/index
University Services.

SSiD

The Student Services Information Desk (SSiD) is a central point for general information on many University services providing leaflets, location maps, prospectuses and other useful publications. The services listed below are available from Student Services Information Desk:

Students’ Union, Western Bank, Sheffield, S10 2TG

Telephone: 0114 222 1299.

The opening times are
Monday - Friday 9.00 am - 5.00 pm.

- Certifying letters
- Change of status forms
- Change of personal details
- Council tax forms
- Examinations: calculator and dictionary approval
- Examinations: clash and re-sit forms
- Financial help information
- Finance-related enquiries
- Immigration certifying letters
- Module add/drop forms
- Self-certification medical notes
- Student loans and career development loans
- Transcripts
- Union cards

Useful information for students can be found on the SSiD website:

www.sheffield.ac.uk/ssid

Books

Your subject tutors will indicate the relevant books for each module. The University bookshop is Blackwells in Jessop West. Another good bookshop is Waterstones in Orchard Square.

MUSE

MUSE gives easy access to online services provided by the University’s Corporate Information and Computing Services (CiCS) and other departments. Sign in once with your University username and password then click the ‘My services’ menu to access all your online services.

To sign in to access your online services:

1. Go to any standard University of Sheffield web page
2. Click the 'Log in to MUSE' link in the top row of links
3. Enter your username and password and click ‘Log in’
4. You will be signed in and redirected to a landing page of information
5. You will notice a new ‘My services’ menu in the top row of links from which you can select and start online services.

As you navigate around the University website the ‘My services’ menu will remain available to you.
The University libraries

There are 4 libraries on campus, providing a range of study spaces. All the information you need to get started with using library and computing services is available at:

www.sheffield.ac.uk/library/services/new

Finding what you need

Go to the My services menu in MUSE, and follow the link to the StarPlus Library Catalogue. This provides access to digital collections (ebooks, ejournals and databases) and information about print collections at all sites.

The StarPlus welcome page has quick links to all the key information you need, including reading lists, subject guides and information skills resources to help you find and evaluate information.

The information skills resource also includes online guides to help you reference information correctly in your course work.

www.librarydevelopment.group.shef.ac.uk/referencing.html

Help and support

Contact the Library by email library@sheffield.ac.uk, telephone 0114 222 7200 or ask for help at the information desk at any Library site.

The Architecture Liaison Librarian

The School librarian is Liam Bullingham. He is able to offer subject-specific guidance.

Contact: l.bullingham@sheffield.ac.uk
Telephone: 0114 2227384 or 27384 (internal)

Important: Please ensure that you do not remove architectural journals, periodicals and magazines from the Library. Anyone found illegally removing material from the Library will be disciplined.

The electronic library

MUSE, the University of Sheffield portal, gives you personalised access to the University’s online resources. From the StarPlus – Library Catalogue tab in MUSE, you can:

- Find and request the books you need via the online catalogue
- Renew your library loans and pay any charges you may have incurred
- See your reading lists
- Access electronic resources, such as ejournals, ebooks, subject databases
- Search Google Scholar
- Use the tutorials in the Information Skills Resource to learn how to search for information effectively, and use references correctly

Computers

All students have access to computing facilities maintained by the University’s Department of Corporate Information and Computing Services (CiCS).

These machines are linked to the University's network and the internet, and all students can register to use them. Software available on the University’s network includes the Microsoft Office Suite as well as course relevant software. To see our student computer rooms and computer availability, please visit the link below.

www.sheffield.ac.uk/cics/computers
Printing

The student printing service is known as the Pre-Pay Printing System or Printing and Copying Management System (PCMS). Students send jobs to a printer and then use print release stations to print their work. You can print to student printers from University computers or from your own laptop or desktop computer at home.

All the information regarding the University printers can be found at:
www.sheffield.ac.uk/cics/printing/student

MOLE

My Online Learning Environment (MOLE) hosts a comprehensive suite of tools to facilitate online learning. This includes discussion boards, chat rooms, an assignment drop-off box and quizzing that incorporates five different question types.

To log into MOLE, click 'My Services' on the top of the MUSE navigation bar and click 'MOLE.'

Student email

Your student email can be accessed via MUSE. University email is provided via Gmail and assistance on using Gmail can be found at: www.sheffield.ac.uk/cics/email

Please be sure to check your University email account regularly for information about your course, lectures and announcements.

Lost property

The University of Sheffield's mail room is responsible for property found on campus. For lost property enquiries please contact Rob Walsh on 0114 222 9233 or email lostproperty@sheffield.ac.uk.

Any property found on campus should be taken to the nearest porters lodge.

Customer services at the Edge are responsible for property found on the Endcliffe Village site. Please take any items found to the customer services desk at the Edge.

For lost property enquiries please contact customer services on 0114 222 8800.

Chaplaincy service

The Chaplains, Associate Chaplains and Religious Advisers to the University extend a warm welcome to all members of the University. We are committed to providing a high quality pastoral service to staff and students of all faiths and none.

The staff of the chaplaincy service work together in co-operation with Student Services. If you would like to talk to someone at any time, please feel free to contact one of us. We are available to everyone within the University, offering care and support, as well as opportunities for worship, prayer and the exploration of faith and spirituality.

For contact details, information about places of worship and any other information, please visit our website:
www.sheffield.ac.uk/ssd/chaplains
Sheffield University Nightline

Nightline is the University of Sheffield’s confidential listening and information telephone service. It is run by trained student volunteers who are there to help you with any problem or concern you may have.

Whether contacting Nightline by phone or email, your identity will remain anonymous.

Nightline can be contacted on 0114 222 8787 for listening, 0114 222 8788 for information, or by emailing nightline@sheffield.ac.uk and we will reply within 48 hours.

To find out more you can go to our website www.sheffield.ac.uk/ssid/contacts/nightline or if you are interested in volunteering please email our administration account on sunl@sheffield.ac.uk

ELTC

The English Language Teaching Centre (ELTC) offers a wide range of English language courses and services for University students. If you are looking to improve your English, please visit www.sheffield.ac.uk/eltc

Accommodation

Provided you meet certain conditions, all postgraduates at the University of Sheffield are guaranteed a place in University-owned or partnership accommodation during your first year. More details on postgraduate accommodation can be found by visiting www.sheffield.ac.uk/postgraduate/accommodation

Financial Support

Many students are concerned about funding. If lack of funding means that you are having to do too many hours of paid work every week, you can’t work because you have other responsibilities or you can’t afford to take part in clubs, societies, field trips etc., talk to our Financial Support Team. There are many different financial support schemes available to help our students; all enquiries and applications are treated confidentially.

You can apply for financial support on-line via www.sheffield.ac.uk/ssid/finance/application

Immigration advice

Most non-EU students have a Tier 4 (General) Student Visa. We provide a wealth of online information about Tier 4 visas; please read this information regularly - www.sheffield.ac.uk/ssid/international/immigration/uk and look out for updates in our Global Campus emails.

The student immigration rules are complex and change frequently. If you have questions about your immigration status, you must seek advice from a qualified and authorised immigration adviser – not from friends or staff in academic departments. The University’s immigration advisers are based in the International Student Support Team. If you are changing course, thinking about Leave of Absence or any other change to your stay in UK, you can contact them via a web form - www.sheffield.ac.uk/ssid/international/email

www.sheffield.ac.uk/ssid/international/immigration
Useful Websites for Students.

Student Services Information Desk (SSID) home page
www.sheffield.ac.uk/ssid/

SSID A-Z guide for students
www.sheffield.ac.uk/ssid/atoz

Things not going right (intended to assist students in identifying sources of help and support within the University)
www.sheffield.ac.uk/ssid/sos

SSID page relating to examinations
www.sheffield.ac.uk/ssid/exams/

“Check Your University Record” (enables students to access to their own central University record)
www.sheffield.ac.uk/ssid/record/pers_inf

Information for disabled students
www.sheffield.ac.uk/disability/

Online forms available via the SSiD website
www.sheffield.ac.uk/ssid/forms

Financial information for students
www.sheffield.ac.uk/ssid/finance

University Regulations (via the Calendar website)
www.sheffield.ac.uk/calendar/

Extenuating Circumstances Form
www.sheffield.ac.uk/ssid/forms/circs

Religious Observance Form
www.sheffield.ac.uk/ssid/exams/observance

Green Impact.

The Sheffield School of Architecture is proud to have achieved Gold status in the national Green Impact initiative - a ground-breaking accreditation scheme which aims to showcase positive changes in environmental practice.

Through our learning, teaching and research, we explore the environmental and social implications as well as consequences of architecture. The Green Impact initiative is an opportunity for all of us, as a community of staff and students, to show our commitment to reducing our impact on the environment, positive development and greater resilience.

This will be accomplished by encouraging change at all levels to reduce resource use, developing greener policies with respect to equipment procurement and usage, and minimising the building’s energy consumption.

We provide information via our website on a range of environmental, social and lifestyle issues to promote a broader perspective on Green Impact outside of the School. Our website and the News section will keep you up to date with progress!

www.sheffield.ac.uk/architecture/live-school/sustainability-resilience/green-impact
Health and Safety.

Health and Safety issues are very important. Please read the following section carefully and remember we all have a responsibility for our own and other peoples’ safety.

Professor Fionn Stephenson
(Head of Department)

• Responsible for Health and Safety within the Department.

Departmental Safety Officer: Tariq Zaman

• Ensures Accident books/incident forms are available at two locations.
• Carries out safety checks annually.
• Carries out risk assessment checks when staff/students are in situations where Health and Safety could be compromised.

All members of Staff and All Students

• Follow guidelines included in University Health and Safety Code of Practice.
• Have responsibility for health and safety.

The University has a code of practice for health and safety issues. This can be found here: www.sheffield.ac.uk/safety

Emergency

In an emergency telephone 4444 on a University internal telephone.

Or from a mobile dial: 0114 222 4444

Give details clearly and concisely.

Theft

All instances of theft should be reported in the first instance to the School Facilities Manager, Tariq Zaman, who will then take the matter up with the appropriate authorities.

First Aiders

Martin Bradshaw
Roy Childs
Laura Mason

Arts Tower Opening hours

Monday to Friday: 8:00am-6:00pm

Out of hours access

Monday to Friday: 6.00pm - 9.00pm,

Working Hours for Students

The Arts Tower is open on weekdays between 8:00am and 6:00pm.

To comply with statutory safety legislation, it is not possible for students to remain unsupervised in the building outside these hours unless Out of Hours and Fire Training has been passed.

Access to the Arts Tower with the appropriate training is 8:00am-9:00pm weekdays.

Once you have attended and passed the courses you should contact Tariq Zaman and ask him to activate your U-Card.

If you have not attended the courses you cannot work out of hours and security services will escort you from the building.

After-hours working for students with the relevant permissions is normally allowed only in studio spaces and, for research students, in their own rooms. Special permission is required for work in other areas, and individuals will then be issued with keys. Guests without permits are not allowed. All staff and students entering the building at times other than 8:00am to 6:00pm on weekdays must sign the book at the Porters’ Lodge.
This provides a record of building occupants which is used by the Fire Service in the event of an emergency. The book must be signed when continuing to work in the building after 6:00pm. It must be signed again when leaving. On demand of any University staff, students must show their authorisation to work outside normal hours. Students breaking any rules of working may have permission withdrawn. Students present in the building without permission may be subject to University disciplinary procedures.

**Emergency evacuation**

On hearing a continuous fire alarm all staff and students must leave the building immediately by the nearest stairs – do not use the lifts - and then assemble on the Concourse. Do not try to collect any personal belongings.

**Accidents and injuries**

Any accident resulting in injury must be reported to either the School Safety Office or a First Aider. Details of the incident will be forwarded to the Department of Health and Safety by way of the online account report form. First aid boxes are kept in the School Reception and in the Reprographics Unit on floor 15.

Accidents at the Materials Workshop (George Porter) must be reported to the area first aider (Laura Mason). The first aid box is kept in the staff office and is not open access, this allows us to keep a close eye on any incidents that may occur.

**Alcohol and smoking**

Smoking is forbidden in The Arts Tower. Individuals must not bring alcohol into the building or consume it there.

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**Electrical appliances**

No electrical appliances may be used unless they have been supplied by the University or authorised. If you wish to use your own electrical equipment you must first have it checked for safety by the appointed technician (Roy Childs, room 15.10).

**Safety in studios**

i) Safe working practice is concerned not only with your own safety but with the welfare of other students, cleaners and technicians.

ii) All waste paper and cardboard etc. suitable for recycling should be placed in the recycling waste bins provided.

iii) Any sharp objects to be disposed of should be placed in the SHARPS bins.

iv) Blades or knives should be protected after use and left in a safe place to avoid accidents.

v) Spray mount should be kept in the allocated areas when not in use and spary paint should not be used in any circumstances in the studios.
Risk assessment

If you intend to do anything which involves a risk to your safety or that of others, you must first carry out a risk assessment. Examples may be the mounting of an exhibition installation, or moving a heavy piece of equipment. Risk Assessment forms are available from Tariq Zaman.

These safety guidelines are designed for your safety. If you require further information about the university’s safety procedures you can find it on the Safety Services website: www.sheffield.ac.uk/hs

Telephone - Security Services: 0114 222 4085

The conditions above, which are imposed upon us by General Legislation, the Health and Safety Executive, the University’s insurers, and the Fire Brigade, make it essential that all users of The Arts Tower strictly observe regulations of use. For reasons of both safety and security it is necessary to impose the rules without exception.

Safety in the Material Workshops

Health and safety in the workshop is paramount. You need to complete an online induction to access the area. The satisfactory completion of a 90-minute practical session on site is also required to use the machine workshop.

The area operates with a traffic light system:

**Green:** Machinery or equipment can be used unsupervised after training.

**Amber:** Machinery or equipment can be used under workshop staff supervision after training has been provided by a member of workshop staff.

**Red:** Machinery or equipment is for trained workshop staff only. Please ask if you need something completing on these machines.

Certain materials or processes require YOU to complete a risk assessment before being allowed to proceed. A member of the workshop staff will give you a form to complete. It is important that you do this yourself, as you need to understand the process and dangers before you start work.

All rules and regulations are designed to keep staff and students safe. You will be briefed on the main area regulations during the online induction, and in more depth at the machine induction. From time to time staff may need to remind you about a rule, do not worry about this.

If you have forgotten anything, or need a reminder please come and ask as we will always make time to go over the safe use of machinery, equipment and materials.

Whilst at the workshop you must comply with all of our regulations. Workshop staff reserve the right to revoke access privileges for a certain time frame or until retraining has been undertaken.

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The University of Sheffield
The content of our courses is reviewed annually to make sure it’s up-to-date and relevant. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers.

While every effort has been made to ensure the accuracy of the information in this publication, for the reasons detailed above, changes may need to be made to modules, courses, entry requirements and fees between the date of this publication and the start of your course.

This handbook is correct as at the time of publication, but please see www.sheffield.ac.uk/architecture for the most up-to-date information. If there is any inconsistency between this publication and the website, the information on the website should be taken as correct.