

Royal Institute of British Architects
report of the RIBA visiting board
to
the University of Sheffield

School of Architecture

BA (Hons) Architecture	part 1
BA (Hons) Architecture and Landscape	part 1
M Eng (Hons) Structural Engineering and Architecture	part 1
M Arch in Architecture	part 2
M Arch in Architecture and Town and Regional Planning	part 2

1 Details of institution hosting courses

(report part A)

School of Architecture
University of Sheffield
Arts Tower
Western Bank
Sheffield S10 2TN
United Kingdom

tel: 0114 222 0399

www.sheffield.ac.uk

2 Head of architecture

Professor Flora Samuel (f.samuel@sheffield.ac.uk)

3 Course leaders:

RIBA part 1: Daniel Jary (d.jary@sheffield.ac.uk)
RIBA part 2: Satwinder Samra (s.samra@sheffield.ac.uk)

4 Courses offered for revalidation

BA (Hons) Architecture	part 1 (3 years full time)
BA (Hons) Architecture and Landscape	part 1 (3 years full time)
M Eng (Hons) Structural Engineering and Architecture	part 1 (4 years full time)
M Arch in Architecture	part 2 (2 years full time)
M Arch in Architecture and Town and Regional Planning	part 2 (2 years full time)

5 Awarding body

University of Sheffield

6 The visiting board

Jeremy Diaper (student/graduate member)	Stephen Melville (co-professional)
Tina Frost	John Orrell (regional representative)
David Gloster (RIBA secretary to the board)	David Simister
Karim Hadjri (vice chair)	Sumita Sinha
Paul Jones (chair)	Douglas Withington (RIBA observer)

7 Procedures and criteria for the visit

The visiting board was carried out under the *RIBA procedures for validation and validation criteria for UK and international courses and examinations in architecture* (published July 2011, and effective from September 2011); this document is available at www.architecture.com.

8 Proposals of the visiting board

At its meeting on 6 February 2013 the RIBA confirmed continued validation of:

- BA (Hons) Architecture RIBA part 1 (3 years full time)
- BA (Hons) Architecture and Landscape RIBA part 1 (3 years full time)
- M Eng (Hons) Structural Engineering and Architecture RIBA part 1 (4 years full time)
- M Arch in Architecture RIBA part 2 (2 years full time)
- M Arch in Architecture and Town and Regional Planning RIBA part 2 (2 years full time)

9 Standard requirements for continued recognition

Continued RIBA recognition of all courses and qualifications is dependent upon:

- 9.1 external examiners being appointed for the course
- 9.2 any significant changes to the courses and qualifications being submitted to the RIBA

- 9.3 any change of award title, and the effective date of the change, being notified to the RIBA so that its recognition may formally be transferred to the new title
- 9.4 submission to the RIBA of the names of students passing the courses and qualifications listed

10 School's academic position statement (provided by School of Architecture)

This school prides itself on the way in which our research contributes to the rigour and innovation of our validated courses. Our performance in the RAE is amongst the highest in Britain. Our teaching draws upon our world-class research specialisms. We are known for setting standards in Architectural pedagogy (celebrated in June 2012 Architectural Review). Our students are vigorous ambassadors for socially aware architectural practice of the highest standard as we continue to explore the possibilities of future practice during a time of increasing flux. These traits define the School.

Sheffield University was voted Best University in the recent Times Higher Education Awards with the School of Architecture itself being 3rd in the Times rankings. Situated at the top of the recently refurbished Arts Tower we are privileged in being part of an ambitious and increasingly well managed Russell Group Institution. As part of the newly created Faculty of Social Sciences we see fruitful possibilities in the development of blended methodologies spanning different research cultures explored, for example, in the At Home Theory Forum in 2010, part of the MArch programme. Interdisciplinarity is central to our work; we will be making a joint submission to the REF with the departments of Town and Regional Planning and Landscape with whom we have an increasingly shared research culture. We have dual programmes with both departments, shared PhD students and an increasingly shared research culture spanning across major disciplinary areas. Our Graduate school, shared with Landscape is one of the biggest in the UK with Architecture accepting 23 PhD students in 2011 alone, many with prestigious scholarships. We work on the interfaces of architecture – with practice, with users, with the environment and are resolutely outward looking in what we do.

The school offers three unique dual programmes – one with the Department of Civil and Structural Engineering and one with Landscape Architecture at UG level, each now with a dedicated Course Director and a further dual with Town and Regional Planning at MArch. The benefits of operating the dual courses are felt by the whole school; reflecting in an educational context the interdisciplinary mode of working underpinning practice. Dual students skilfully negotiate the cultural differences of the different disciplinary areas, developing intellectual dexterity and critical ability in the process. Our Non- Accredited Architecture programme is also, to our knowledge, unique allowing a positive career path for those who decide to not follow the conventional route. Our PGT programmes in Architectural Design, Sustainable Architectural Studies, Urban Design and Conservation and Regeneration accept over 100 students from all over the world each year. Elements of these programmes are taken as option modules by our March students.

The pastoral care of our students is very important to us and our student survey results demonstrate that they appreciate the care we provide. While we aspire for our students to become independent learners and researchers, we do not equate independence with lack of support. We believe it is important for students to have the confidence in knowing that support is there when they need it and pastoral staff are available and visible to students at all levels. Our support begins with the tutors who best know the student, the Director and Co-Director of each year, backed up by the programme Directors and ultimately the Head of School. Our pedagogical ethos is predicated on respect and on an acceptance that students will need non-judgemental support as they develop.

Internationalisation is increasingly becoming part of our DNA – we enjoy the largest diversity of nationalities in the University, which is the highest within the University. We share ERASMUS exchanges with respected institutions across Europe and have a lively exchange programme for staff and students with Harbin Institute of Technology in China. Last year a group of students accompanied staff to deliver a summer school in Venice

Our students are extremely entrepreneurial and ethically driven; in 2012, for example, a group of our Year 1 and 2 students won the international Article 25 Haiti Competition. Student-led learning events such as the 'Lunchtime Specials' are a frequent occurrence in our school. The student society SUAS runs a weekly lecture programme throughout the year.

We have strong research specialisms in the area of Acoustics, Lighting, Sustainability, Design for Education, Participation and Urban Environments, all of which impact on teaching in the school. The school also maintains real strength in the field of History and Theory. The school has enjoyed particular success in the RIBA President's Medal for University and Practice Based Research. Practice-based research is a growing area of work, both through the ground-breaking work of our practitioner staff members who are recipients of multiple RIBA Awards and through the PhD by Design programme. We actively develop our research in partnership with architectural practice, for example through the highly successful and ground breaking Research in Architectural Commercial Practice Symposium attended by 70 delegates (RIBA recognised CPD) and our AHRC funded Home Improvements Knowledge Exchange Project. These initiatives demonstrate that our research has relevance for, and influence on, the profession and are part of our strategy for addressing the needs of future practice. We believe that developing rigorous research skills is an imperative for practitioners, enabling them to access to new funding streams and demonstrate the value of architecture to non-expert audiences.

The school has a long tradition of innovative pedagogical practice that is fully assimilated across the programmes and has become a part of daily life. ARC 571 Reflections on Architectural Education provides a forum for student/ staff exchange in this area; one outcome of this is the Lunchtime Specials programme of peer-to-peer knowledge exchange. We are currently exploring ways in which to push our agenda further. Five members of staff have received University Senate Awards for excellence in teaching. We received research funding from the HSE/RIBA to investigate best practice in the teaching of Health and Safety in Schools of Architecture. The research builds on experience gained through the Year 1 'Matter-Reality' project in which students build a full-size structure in the public realm - a recipient of a CILASS Award for Inquiry Based Learning. This is a Live project that takes place on a yearly basis which involves students engaging communities' residents with installations in town centres. We have been instrumental in the development of the Stephen Lawrence Architecture 4 Everyone Programme and in parallel our students have worked with Trust Centre in London for Mentor Training. These students have subsequently been able to offer mentoring to local school pupils from BME or disadvantaged backgrounds considering a career in architecture. Outreach is something that we take very seriously, as is employment – we are academic leads on the RIBA Student Destinations Survey. Our MArch programme has a unique structure that means that students in both years spend the first six weeks of semester 1 working on Live Projects. Pioneered by the school, Live Projects have now been running for 13 years and are the subject of a book currently in production. Live Projects are developing in intellectual rigour while increasingly being used for the teaching of management (including CDM and Health and Safety). Examples of recent Live Projects are collaborations with Article 25, the Nicaragua Kitchen project, the Tarlungeni Open Space Project (work with a Roma community in Romania) and the 2011 RIBA pavilion of Protest led by a Sheffield student. Last year a group of students were shortlisted for the AJ Small Projects award for their live project submission. The live projects have spawned continued community engagement, for example with long term involvement in the Portland Works Sheffield and knowledge exchange projects with practices such as 00 which have been developed with University Knowledge Transfer Funds.

The Degree school aims to provide a well-rounded basis for interpreting and working in the built environment. Our questioning and flexible graduates are in demand in practice (2010/11 UG 78% and MArch 92% in graduate level employment). Within a strong cultural and social context, the degree course provides design, technology & communication skills appropriate for entering the profession – improvements have been made in this area since the last RIBA visit. Group work and peer review is encouraged, while addressing other disciplinary areas such as landscape and urban design.

MArch students will generally have worked in practice for at least a year, returning with knowledge of the industry that informs their subsequent education. The MArch aims to develop students' critical research skills while grounding them in an understanding of the context in which the built environment is shaped, including the social production of architecture and the changing role of the architect. It also offers opportunities to reflect on the student's own education. A central feature of the two Masters' years is the Live Project, a six-week period of student-led work for real clients in real time, usually in Sheffield but also abroad. Following this students select a specialist design studio for the remainder of the year. We structure the course to engage the studios in dialogue, openly debating different positions and their implications. Students are encouraged to carry forward the skills learned during the Live Projects into the design studio to realize a project in its fullest manifestation, including attention to its theoretical basis, social context,

environmental implications, procurement options, technical solutions and architectural agency. We plan an increasing degree of alignment between our specialized research-led PGT programmes and the MArch in future years. This will include a MArch studio shared with our proposed new MSc in Computational Design. We have recently made two new appointments, one a BIM specialist, to our digital design team and we will soon see the benefits of this new expertise manifesting itself in the MArch course.

The UG School is organised in a year structure supported by taught courses in humanities, technology, environmental design, communication and management. The MArch programme offers specialisms through studios combining both Y5 and Y6 students according to different social and cultural interests. We aim to develop the collaborative, communicative, managerial, financial, design and research acumen of students, to provide a broad platform of skills from which graduates are enabled to define their own career trajectory within a wide field of built-environment related activity – not necessarily as a conventional design architect. Students are introduced to a range of practitioners and projects during the course of their education, for example via management modules in both the UG and MArch programmes. We endeavour to ensure our graduates are canny & contingent, conversant with developments in technology, management and communication, able to listen, analyse and reflect on the changing nature of practice. While preparing them to address their future needs in a flexible and open-minded manner students are encouraged to work with us to become active participants in their education both in and beyond University. The debate is further expanded through the presence of the PG Taught courses in Urbanism, Sustainable Architectural Studies and Design as well as through the contribution made by external tutors such as our Visiting Professors into the design studio.

We ask our students to be critical of the criteria and not to see them as a checklist for skills training. In some cases our curriculum goes beyond the criteria, particularly in the area of social engagement. While stressing the importance of gaining basic competencies we want to develop self-motivated, reflective practitioners who are able to understand how knowledge is produced, how it evolves – and loses currency - how it is relevant, and how it may be effectively applied to achieve specific ends. Ours students are researchers. If they don't know the answers they have a good idea how to find them. We believe that this is the best way to prepare them for a meaningful, fulfilling and future-proof career.

11 Commendations

The visiting board commends the school for the following:

- 11.1 the quality of student experience developing from the combination of the university's traditional commitment to academic excellence, the clear ethos of the school of architecture, and the enhanced resources of the refurbished Arts Tower
- 11.2 the clearly articulated synergies between the exceptional research work of school staff, and the carefully managed integration of this with teaching at all levels of the programme
- 11.3 a programme structure equipping graduates with excellent skillsets, and enabling their development as versatile problem solvers in a variety of professional contexts
- 11.4 the development of accessible but sophisticated teaching aids enhancing student learning, notably *The Feedback Handbook* published in 2012

The board also commended the school for their successful management of the moves between the Arts Tower and Crookesmoor Building, and the recent move back into the former, their traditional campus location.

12 Conditions

- 12.1 There are no conditions.

13 Action points

The visiting board proposes the following action points; the RIBA expects the university to report on how it will address these action points. The university is referred to the RIBA's criteria and procedures for validation for details of mid term monitoring visits. Failure by the university to satisfactorily resolve action points may result in a course being conditioned by a future visiting board.

BA (Hons) Architecture

- 13.1 The school will develop a clearer and more diverse articulation of project briefs for all years of the course, with the aims and objectives of design work framed to encourage a more varied progression between each level.

The visiting board supports the school in the development of dual awards, and applauds this commitment to interdisciplinary professional education. It was considered that such awards are fundamental to the distinctive offer of the Sheffield School of Architecture, and might usefully be further embedded in the academic programme

BA (Hons) Architecture and Landscape

- 13.2 Within the twin *foci* of the criteria and academic missions of both the LI and RIBA, the school should continue to review this course to strengthen its identity, further improving the integration between the disciplines of architecture and landscape so that the course can fulfill its potential.

M Eng (Hons) Structural Engineering and Architecture

- 13.3 Within the twin *foci* of the criteria and academic missions of both the JBM and RIBA, the school should continue to review the programme to strengthen its identity, further improving the integration between the disciplines of architecture and structural engineering so that the course can fulfill its potential.

MArch in Architecture and Town and Regional Planning

- 13.4 The school should reflect on the commentaries above relating to the other dual awards at first degree level, with the intention of developing a progressive action plan for the MArch in Architecture and Town and Regional Planning.

14 Advice

The visiting board offers the following advice to the school on desirable, but not essential improvements, which it is felt would assist course development and raise standards.

14.1 **BA (Hons) Architecture**

The school is advised to consider the expansion of the workshop facilities to offer students the opportunity to use models and sequences of models to explore the spatial and formal possibilities of architectural design.

MArch in Architecture

- 14.2 The school is advised to consider introducing a studio treating the thematic issues surrounding digital design. The potential benefits are:

- assisting the comprehensive optimisation and resolution of spatial and formal design
- developing a critical and reflective position on collaborative working in the design team, and an understanding of the constructive application of BIM to architectural design
- enhanced understanding of the potential for the representation of ideas about architecture, in both drawn 2D form and physical 3D models
- enhanced understanding of the connections between digital design, rapid prototyping as a means to explore ideas about architecture, and the impact of digital fabrication on building production
- further enhancing the commitment of the school to realisation of design through making
- formulating the basis for further development of research within the school and faculty.

- 14.2 The school is advised to further disseminate the successful principles of the Complex Assembly component in the Year 6 Environment and Technology module to both levels of the course.

- 14.3 The school is advised to consider the expansion of the workshop facilities to offer students the opportunity to use models and sequences of models to explore the spatial and formal possibilities of architectural design.

- 14.4 To celebrate the attainment of excellence in all areas of the curriculum, the school is advised to use the full extent of available marking.
- 14.5 The school is advised to further establish the centrality of studio design projects, and consider means to incentivise, promote, and reward teaching staff working in this curricular area
- 14.6 With the benefits of the live project comprehensively proven, the school is advised to reflect on what its next distinctive academic offer might be.

15 Meetings

15.1 Meeting with students

Around 30 students attended this meeting, with reasonable representation across all years and courses in the architecture programme. The key points emerging were:

- the courses have an excellent external reputation, and engage architectural realities relevant to professional practice
- there is strong support for the use of live projects in the curriculum, and the social entrepreneurship this involve
- the authentic approach to interdisciplinarity on the MEng course was also welcomed, however, some students explained they had transferred from architecture and engineering to the core course because they preferred the emphasis on architecture
- studio tutors were considered to act as mentors rather than figureheads, and were generally considered to be both accessible and available
- technician support was considered very good; the timber workshop was adequate, but criticised for its limited capacity
- the digital workshop was also considered limited in capacity, at the expense of students learning the application of advanced software for 3D production
- education in CAD was not felt to be a priority on the programme, with the emphasis on using drawing software for drafting rather than the representation of ideas
- in some cases, this had disappointed students, leading to concerns this would affect their employability, however, there was a sense that other skills learnt across the courses partially compensated for this shortfall
- feedback from tutors at design reviews was considered to provoke reflective thought, although in some cases it was not as clearly articulated as was desirable
- however, it was agreed that the supportive attitude of tutors generally developed students' understanding of the values their work should reflect
- although pastoral support was available, there were concerns about a lack of context (and time) in which to raise personal issues
- the university was generally considered supportive of students, but those individuals undertaking joint honours courses in particular were concerned their tutors were unaware of the pressures they were under
- the integration of technology with design development was considered sufficient, and the involvement of specialist engineering input especially appreciated active involvement with live projects was considered as the unique curricular offer distinguishing Sheffield architecture graduates from students at other schools of architecture
- there was particular support for the role of live projects in contextualising the year out, and developing students' appreciation of the values of conventional practice.

15.2 Meeting with head of institution

The board met Professor Keith Burnett (Vice Chancellor) and Professor Gill Valentine (Pro Vice Chancellor). The key points emerging were:

- architecture as a discipline is considered to be highly visible in the university, and very well regarded

- it is viewed as addressing the social sciences and essentially outward facing, with relevance to a wide range of subject areas including landscape, geography, sustainable and resource efficient design, and engineering
- the board was assured that if the school of architecture does not wish to expand in the future, there will be no pressure put on it to do so
- however, it was considered that the intellectual enquiry deriving from architecture could successfully permeate other disciplines, so there was potential benefit in further connection to what were described as 'kindred areas' of the university
- such areas included water supply, and animal and plant sciences
- there were some concerns that these subjects might become subsumed within architecture, but as research was already shared between colleagues operating across these subjects, further integration was desirable - providing this premiated intellectual rigour and quality of content
- BIM was considered to represent both a skillset students needed to acquire, and an interdisciplinary learning opportunity within the university
- the school of architecture placed emphasis both on the practitioner-teacher, and research staff who maintained visibility with students through inputs to taught courses in architecture
- the university is currently undertaking a capital building plan across its campuses worth £340 million (with no borrowing involved); the renovation of the Arts Tower alone had cost more than 10% of this
- architecture has a devolved budget with a generous allocation for space charging
- finally, it was emphasised that the financial stability of the university was such that a 2-3% change in income through economic downturn would still keep the capital programme intact.

15.3 Meeting with external examiners

The board met six external examiners, with equal representation from both Bachelors and Masters courses. The key points emerging were:

- the university and school of architecture were seen as one of the strongest providers of higher education in the country
- students were enthusiastic and active, promoting both their work and the qualities of the education they had received
- the live projects engaging communities and social factors on a first hand basis were considered a major strength
- the description of the outcomes developed by the school in its documentation demonstrated a close fit with the student work seen by the examiners
- students were seen as independent and exploratory thinkers, conceptualising solutions outside the usual parameters of architecture; this recommended graduates of the school to potential employers
- largely in response to critique offered in examiners' reports, students' technical capability was considered to have improved exponentially over recent years
- in response to questions about the ability of students to creatively use advanced software, the examiners suggested that the overall quality of students was their first priority, and that IT capability was not central to delivering a balanced education in architecture
- however, it was commented that there was relatively little evidence of research in the school developing enquiry into digital design and, that although this was not a barrier to employability, a broader (but discriminating) interest in this area might be desirable
- the joint honours awards had been debated by the examiners; the conclusion was that the best results emerged from the most academically able students, and that others found the dual award logistically and intellectually challenging
- the joint awards were considered a distinctive contribution to the overall architecture programme, providing an important opportunity to graduate multi-skilled students with an understanding of architecture and its interface with other disciplines

- however, the results were not yet considered to consistently realise this ambitious aim; some MEng students reported that they felt isolated from the core award cohort
- whilst studio design projects were generally considered varied and challenging, there were some concerns that, at part 2, students needed to address more complex propositions
- larger scale was not to be equated with intellectual complexity, but projects at Masters level needed to define outcomes that consistently challenged students' capabilities
- it was considered that students occasionally opted for smaller scale, more manageable project proposals at part 2 because they believed they had more opportunity to resolve these to the appropriate level
- the examiners considered that fuller use of the marking spectrum might be to the advantage of students, particularly when rewarding exceptional work.

15.4 Meeting with staff

Around 35 staff attended this meeting, with the majority of courses, course levels, and curricular areas represented. The key points emerging were:

- the distinctive characteristics of the school lay in offering opportunities for students to explore any avenue of enquiry, providing this was pursued in depth and resolved to a high standard
- ideas and practicality were not considered mutually exclusive components of an effective education in architecture; research-led teaching defined the overall ethos of the programme
- the employment of specialist staff had expanded the intellectual and cultural offers of the school, whilst retaining the strong grounding in social engagement
- scholarly activity was thus fundamental, but not in a rarefied or detached way; research was outward looking, and increasingly concerned with interdisciplinarity
- a member of staff pointed out that 'we create new knowledge at the interstices of adjacent curricular areas and related disciplines'
- students were seen as consistently exploring the tensions between self-generated architectural ideas and the challenge of developing such ideas within the cultures of other professional disciplines
- research via practice informs many of the taught courses in the school, but also establishes methodologies for design process
- recent policy changes within the university recognises that there should also be mechanisms to reward tutors not on a research contract
- staff considered that part 2 projects were of a sophistication appropriate to postgraduate study, and often addressed complex procurement or functional programmes
- frustration was expressed that students sometimes compressed drawing formats to make work easier to handle and cheaper to reproduce, but at the expense of clarity
- although students needed to be aware of the implicit and explicit social contract project work in the school entailed, staff stated that this could not be at the expense of design quality
- the joint honours courses were considered to represent a major challenge as, in each case, an academic bridgehead between the cultures of two disciplines first needed to be constructed
- with reference to the MEng in particular, immersion in the culture of technology has brought new skills to the entire architecture programme
- it was acknowledged that although students undertaking joint honours awards had expectations of a seamless timetable uniting the two disciplines they were studying, this was not always delivered

16 Delivery of academic position

The board considered the academic position statement as having both strengths and weaknesses. The strengths of the statement:

- effective articulation of the school's ambitions to graduate students who are flexible and reflective practitioners actively promulgating architecture as social benefit

- reflective and diverse research work is embedded in the culture of teaching, and fundamental to the ethos of the school
- interdisciplinarity and a curiosity to explore the interfaces of architecture with other subject areas support the development of different methodological approaches to design and practice
- the joint honours courses are jointly validated/accredited, and formulated to reflect the requirements of the different educational cultures prevalent in related construction disciplines
- the academic staff have reacted positively to previous RIBA visiting board recommendations.

Themes less well explored:

- the pedagogical benefits of the joint honours degrees were recognised, but the school is encouraged to articulate these more fully.

17 Delivery of graduate attributes

It should be noted that where the visiting board considered graduate attributes to have been met, no commentary is offered. Where concerns were noted (or an attribute clearly not met), commentary is supplied. Finally, where academic outcomes suggested a graduate attribute was particularly positively demonstrated, commentary is supplied.

- 17.1 **BA (Hons) Architecture** RIBA part 1 (3 years full time)
BA (Hons) Architecture and Landscape RIBA part 1 (3 years full time)

GA1.2 could be more effectively met, i.e. ‘ability to apply a range of communication methods and media to present design proposals clearly and effectively’

- project work was generally communicated with clarity, but there is a need to broaden students’ range of representation - and actively see drawing and modelling as vehicles to explore ideas
- demonstrable capability with the broadest range of communication methods and media further supports graduate employability post RIBA part 1.

M Eng (Hons) Structural Engineering and Architecture RIBA part 1 (4 years full time)

GA1.3 could be more effectively met, i.e. ‘understanding of the alternative materials, processes and techniques that apply to architectural design and building construction’

- whilst there was some explicit evidence in the MEng academic portfolios of the influence of creative structural/technological strategies on design development, there is a need for students to further demonstrate reflective consideration of alternative choices of construction materials and engineering systems; evaluative case and precedent studies might form a vehicle for this
- development of this area may also involve a more explicit sense in the academic portfolio of the histories, theories, and design strategies underpinning progressive structural engineering practice, and the situating of these in relation to architectural design.

- 17.2 **M Arch in Architecture** RIBA part 2 (2 years full time)
M Arch in Architecture and Town and Regional Planning RIBA part 2 (2 years full time)

GA2.2 could be more effectively met, i.e. ‘ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals’

- project work was generally communicated with clarity, but there is a need to encourage students to understand - and use - drawing and 3D physical modelling as analytical and critical activities which explore (as well as explain) ideas about architecture
- the relative absence of work reflectively engaging with advanced digital software might be usefully addressed to offer further support for graduate employability post RIBA part 2.

18 Review of work against criteria

It should be noted that where the visiting board considered a criterion to have been met, no commentary is offered. Where concerns were noted (or a criterion clearly not met), commentary is

supplied. Finally, where academic outcomes suggested a criterion was particularly positively demonstrated, commentary is supplied.

- 18.1 **BA (Hons)Architecture** RIBA part 1 (3 years full time)
BA (Hons) Architecture and Landscape RIBA part 1 (3 years full time)
M Eng (Hons) Structural Engineering and Architecture RIBA part 1 (4 years full time)
M Arch in Architecture RIBA part 2 (2 years full time)
M Arch in Architecture and Town and Regional Planning RIBA part 2 (2 years full time)
GC3 knowledge of the fine arts as an influence on the quality of architectural design

The graduate will have knowledge of:

- .1 how the theories, practices and technologies of the arts influence architectural design;
- .2 the creative application of the fine arts and their relevance and impact on architecture;
- .3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

With the enthusiasm of the school for investigating the interstices of architecture with adjacent disciplines and methodologies, the board considered there was further scope for demonstrating a critical and creative attitude to the fine arts in students' work.

- 18.2 **BA (Hons)Architecture** RIBA part 1 (3 years full time)
BA (Hons) Architecture and Landscape RIBA part 1 (3 years full time)
GC9 adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate

The graduate will have knowledge of:

- .3 strategies for building services, and ability to integrate these in a design project

Whilst acknowledging the challenges of integrating services systems into building production generally, the board considered there was further scope for evidence of creative approaches to this in the academic portfolios representing these courses.

- 18.3 **M Eng (Hons) Structural Engineering and Architecture** RIBA part 1 (4 years full time)
GC8 understanding of the structural design, constructional and engineering problems associated with building design

The graduate will have an understanding of:

- .1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design

The commentary against Graduate Attribute GA1.3 refers.

19 Other information

19.1 Student numbers at part 1

No part time mode is offered. There are currently 341 full time students enrolled on the undergraduate architecture courses, as follows:

- BA Architecture: 246
- BA Architecture and Landscape Architecture: 23
- MEng Structural Engineering and Architecture: 72

Students registered for the year out in practice: 133

19.2 Student numbers at part 2

No part time mode is offered. There are currently 77 full time students enrolled on the M Arch in Architecture course, as follows:

- MArch Architecture: 76
- MArch Architecture and Town and Regional Planning: 1

19.3 **Documentation provided**

The school provided documentation appropriate to preparing the members of the visiting board for the visit.

The following additional documents were also provided during the visit:

- detailed visit timetable and schedule of rooms for meetings
- breakdown of admissions applications to programme
- programme course and credit diagram
- site location for projects in undergraduate award years
- key staff contact details
- further explanatory floor plans of Arts Tower
- copies of *The Feedback Handbook*