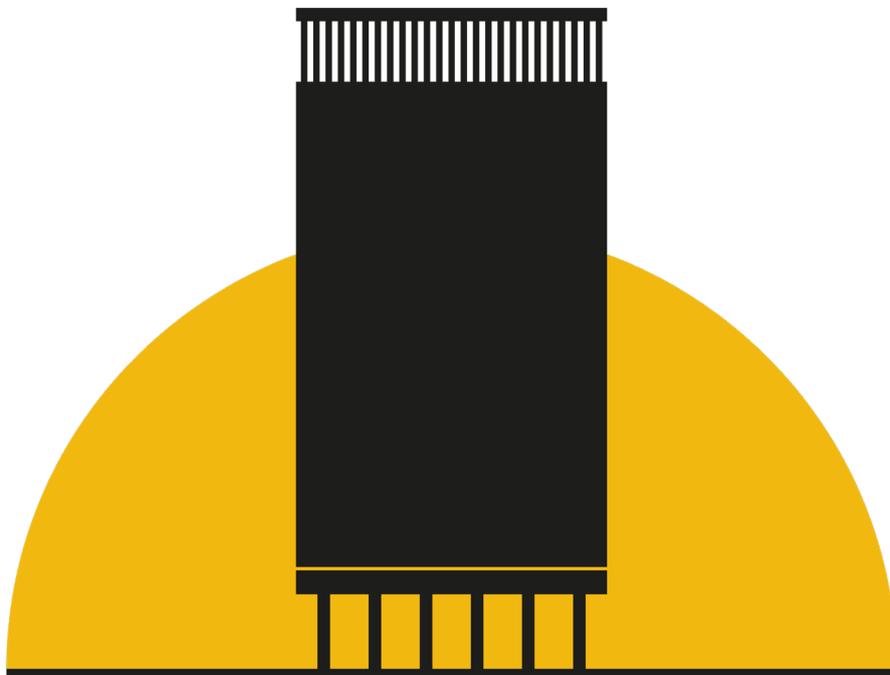


SSOA

STUDENTS FOR
CLIMATE ACTION.

2020



STUDENT SUSTAINABILITY SURVEY

REPORT

2019 - 20

“Expecting students to solve the climate crisis, with no additional dedicated teaching...is just unrealistic.”

Student response (SfCA Student Surey, 2020)



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APPENDIX

Introduction.

Dear Reader,

The following document is a summary of a student survey conducted in semester two of the 2019/2020 academic year at the Sheffield School of Architecture (SSoA). The survey was undertaken to gain an understanding of current student knowledge and opinions about sustainability in architectural education.

This document has been put together by Students for Climate Action (SfCA) to empower the staff and students at SSoA to strive for positive change in sustainability within the curriculum. **The survey results demonstrate there is a gap in the current education system.** We hope the following evidence will empower SSoA to lobby for change in their architectural curriculum with the ARB and RIBA.

The issues highlighted through the survey are not isolated to SSoA and are seen across many architectural departments at universities. For instance, this is seen in a survey conducted by Scott McAulay's at the University of Strathclyde and Glasgow School of Art Architecture Department which can be found here: https://issuu.com/scottmcaulay/docs/student_understanding_of_sustainabi

The ARB and RIBA must recognise that the current criteria to qualify as an architect is woefully inadequate regarding sustainability. As customers of the education system with huge student debts we find the current education system is no longer fit for purpose. The ARB and RIBA must work with universities to implement change at speed to equip architects with the skills to adapt the built environment for the climate emergency - the biggest issue which we will face in our future careers.

We demand all Architecture Schools including SSoA to declare a climate emergency, issue a manifesto and to enact on this by implementing change within their teaching. We urge SSoA to undertake this survey again at the end of subsequent academic years to monitor how these changes are impacting students knowledge. We would also like to take the opportunity to encourage students at other schools to set up their own student climate action groups and campaign for change. We advise students at other schools to conduct similar surveys to display to the curators of our architectural education that **action is required now.**

Acknowledgements.

Sincere thanks are due to the 175 students from the Sheffield School of Architecture who took the time to fill in this survey.

We would like to acknowledge the ongoing efforts of Sheffield School of Architecture to improve their response to the climate emergency in architectural education.

We would also like to thank Scott McAulay of the Anthropocene School of Architecture who allowed us to adopt some of the questions from the survey done at Glasgow School of Art and University of Strathclyde.

SSoA Students for Climate Action.

Check out our website: www.ssoaclimateaction.com

And follow us on:

Facebook: @SSoAStudentsforClimateAction

Instagram: @Students_for_Climate_Action

Twitter: @SsoAclimate



Completion Statistics.

PT - Part time
FT - Full time

PhD - Doctor of Philosophy
MSc - Master of Science
MA - Masters
UG - Undergraduate

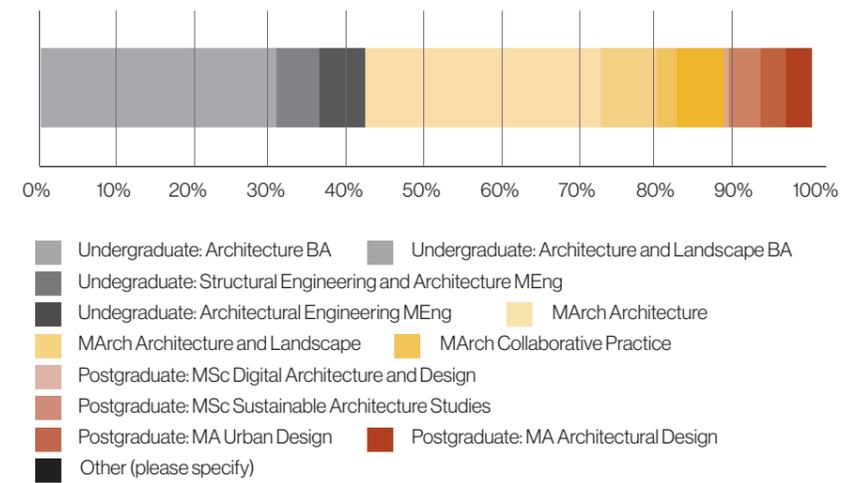


Figure 01: What course are you studying?

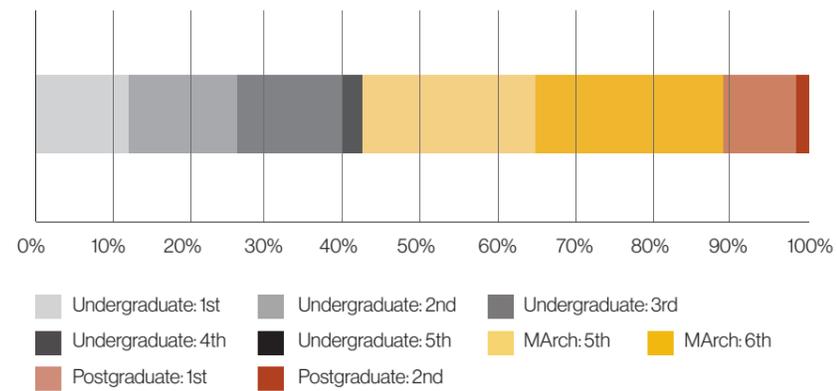


Figure 02: What year of this course are you in?

Programme	Title	Registered Count
ARCR131	PhD / Architecture / FT	56
ARCR133	PhD / Architecture / FT	9
ARCR141	PhD / Architecture / PT	13
ARCT121	MA / Urban Design / FT	54
ARCT122	MA / Urban Design / PT	1
ARCT125	MA / Arch Design / FT	62
ARCT131	MSc / Sustainable Architecture Studies / FT	27
ARCT132	MSc / Sustainable Architecture Studies / PT	1
ARCT141	MSc / Digital Architecture & Design	14
ARCU102	BA / Architecture & Landscape	36
ARCU103	BA / Architecture	321
ARCU126	MArch / Architecture / FT	125
ARCU129	MArch / Architecture & Landscape Architecture	8
ARCU13	MArch / Collaborative Practice	25
	Total school	725

Statistics for cohort of 2019/20 only.

	School	Survey	Proportion
Total Undergraduate	393	74	18.8%
Total Masters	317	82	25.9%
Total Post-Graduate	78	19	24.4%
Total School	788	175	22.2%



ANALYSIS / 01

“If climate is to be seriously integrated, there needs to be effectively a module on it. Teach the very principles, the best practices.”

Student response (SfCA Student Surey, 2020)

Do you feel satisfied with the architectural education regarding sustainability you have received at the Sheffield School of Architecture (SSoA)?

→ Purpose:
To establish students' opinion on the quality of their education regarding sustainability.

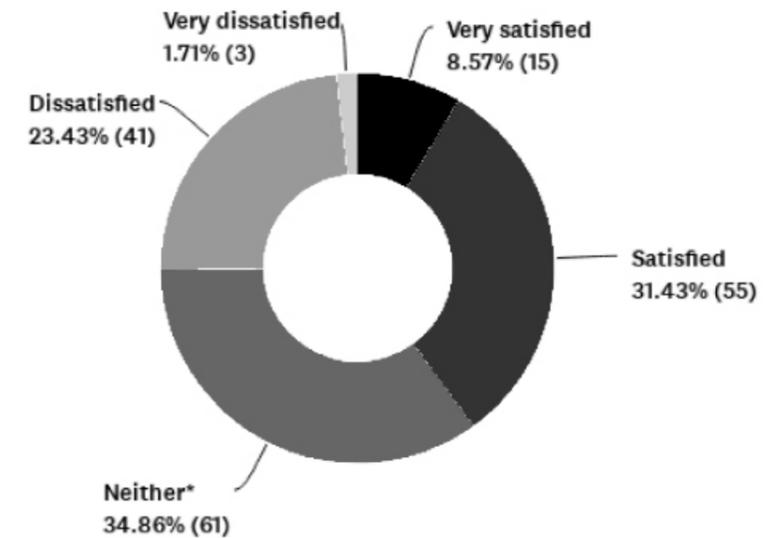


Figure 03: Overview of results

*Neither satisfied nor dissatisfied

→ Summary of Findings:

- + Overall, "neither" is a very large proportion of the votes and less than half of students are satisfied with their education regarding sustainability.
- + Satisfaction is highest with PG students, with the MSc in Sustainable Architecture swaying the results.
- + Satisfaction is lowest in MArch, as they may have had a 'reality check' with what's going on in practice life compared to UG, thus realizing their extent of their sustainability knowledge.



ANALYSIS / 02

How would you rate your understanding of the following?

- + Ecology within the Built Environment
 - + The Concept of Ecology
 - + Regenerative Sustainability
 - + Adaptive Reuse
- + Climatic Breakdown's Effect on the Built Environment
 - + The Built Environment Impact on Human Health
 - + Sustainable Development
 - + Low Impact Materials
 - + Sustainable Design
- + The Environmental Impact of Architecture
 - + The Concept of Sustainability



Figure 04: Overview of results

→ Purpose:

To quantify student (self-reported) understanding of the fundamentals of sustainability in regards to architecture and the built environment.

→ Summary of findings

- + Overall the lowest-rated items are 'Adaptive Reuse', 'The Concept of Ecology', 'Ecology within the Built Environment' and 'Regenerative Sustainability'.
- + Comparing the courses, PG students have the highest self-rating of understanding.
- + MArch rate themselves either similar or slightly lower than UG in their understanding (particularly on Sustainable Development and The Built Environment Impact on Human Health). Bearing in mind they've been learning longer than UG, one would expect overall higher results for MArch, the likely reason being they are more aware of gaps in their own knowledge.
- + Students on a combined Architecture Landscape course (both BA and MArch) report a slightly higher understanding of certain items, including sustainable development and aspects about ecology.

→ Recommendations

- + Ensure each of these concepts are explained and explored across courses.
- + Explore these concepts in appropriate depth for each year group.
- + Facilitate students/course with higher knowledge in certain concepts sharing that with others.



ANALYSIS / 03

To what extent has your understanding of the principles listed in Q6 [analysis 02] improved since studying at SSoA?

- [+ Ecology within the Built Environment**
 - + The Concept of Ecology
 - + Regenerative Sustainability
 - + Adaptive Reuse
- + Climatic Breakdown's Effect on the Built Environment
- + The Built Environment Impact on Human Health
- + Sustainable Development
- + Low Impact Materials
- + Sustainable Design
- + The Environmental Impact of Architecture
- + The Concept of Sustainability]

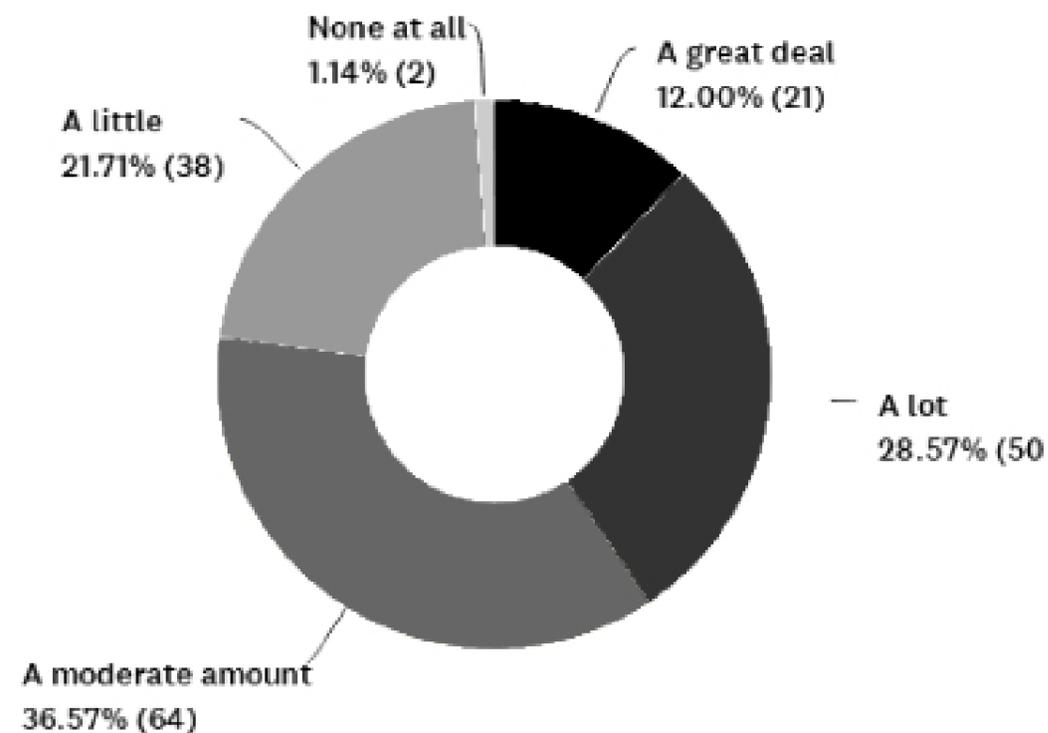


Figure 05: Overview of results

→ Purpose:

To understand the extent to which students feel there had been value added by the school, in relation to the concepts of sustainability related to the built environment.

→ Summary of findings

- + Less than half of students feel their understanding has improved 'a lot' or 'a great deal' since joining SSoA, with only 12% of all participants answering "a great deal".
- + The majority of all participants answered "a moderate amount" 36.57%.
- + MArch saw the least 'value added' with 43% of MArch students answering "a moderate amount" with the second highest proportion being 28% responded "a little". 15% responded "a lot", being the group who chose it the least.
- + None of UG believed no value had been added (0% answered "none at all") but the majority (37%) answered "a moderate amount".
- + PG students felt their knowledge has improved the majority, with the majority (58%) choosing "a lot".

→ Recommendations

- + Embed sustainability into the course at each level to ensure all students feel value is added.
- + Ensure the depth of teaching increases as students progress through the years to ensure their knowledge is continually improving.



ANALYSIS / 04

“Low impact building materials optional module should not be optional!”

How prepared do you feel to enact sustainable design within your future practice?

→ Purpose:

To understand whether students feel confident in their ability to practice in a sustainable manner.

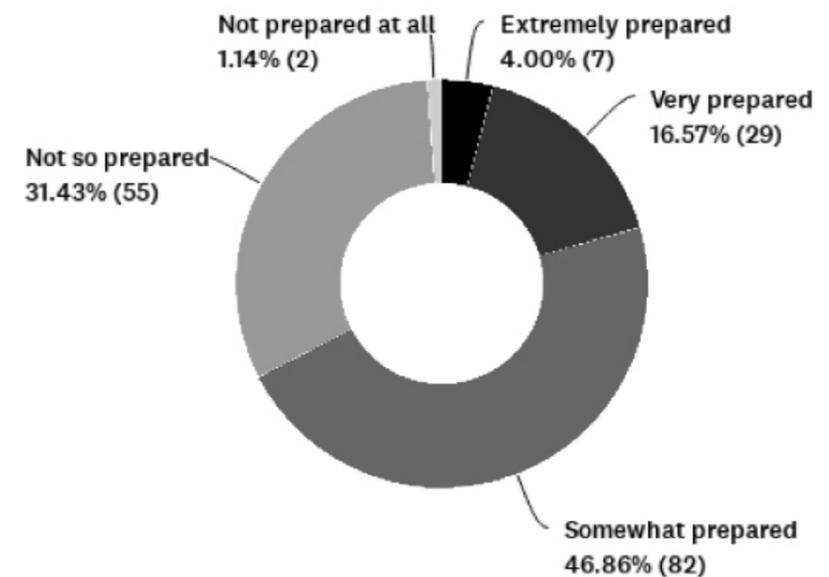


Figure 06: Overview of results

→ Summary of Findings:

- + The majority of all participants answered "somewhat prepared" 47%.
- + Positively, only 1% of all participants answered "Not prepared at all". However only 4% of all participants answered "Extremely prepared".
- + PG students felt the most prepared with 58% of responses being "Very prepared".
- + UG students felt the least prepared with 41% responding "Not so prepared" and 3% responding "Not prepared at all". This is likely in part due to them being in the early stages of their architectural education.
- + The majority of MArch answered "Somewhat prepared" 55%.

→ Recommendations:

- + Engage with students to understand why they don't feel more confident enacting sustainability in practice.
- + Discuss and use real life examples to show students how those working in the built environment (not just Architects) can influence other professionals and clients to make sustainable choices.



ANALYSIS / 05 + 06

How do you think the school succeeds in its teaching of sustainable design?

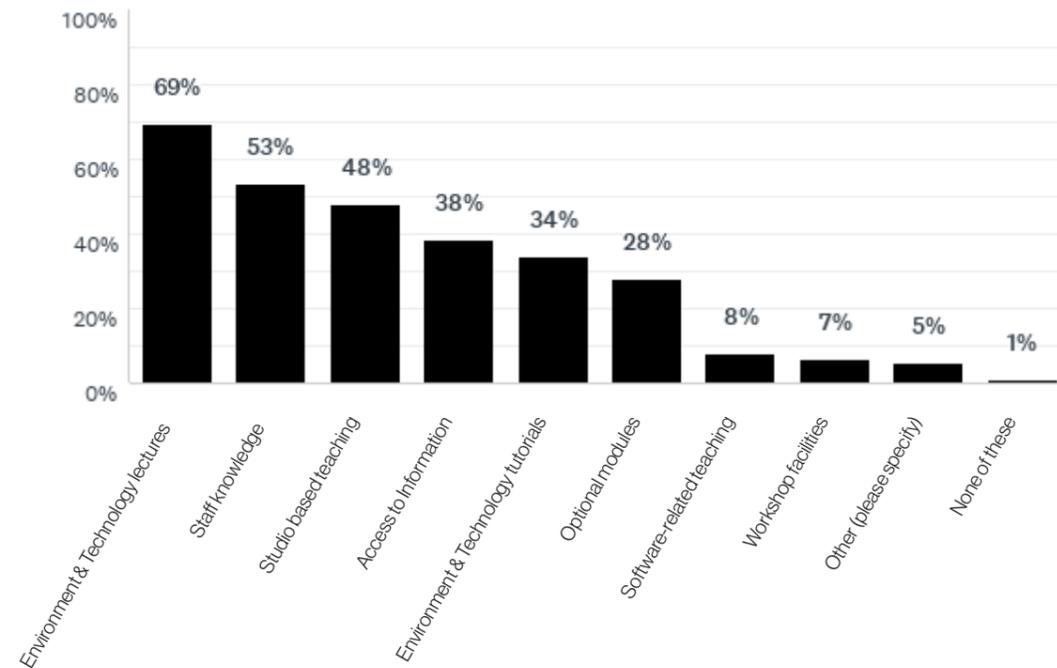


Figure 07: How do you think the school **succeeds** in its teaching of sustainable design?

→ Purpose:

To find out in what areas students believe the school is succeeding. Students could tick as many as they wished, or, 'none at all'.

→ Summary of Findings:

- + Positively, only 1% of students felt the school was not succeeding in any way.
- + On average students believe there is an equal number of areas the school is succeeding as it is failing, in relation to sustainability.
- + Overall, students are most satisfied with Environment and Technology lectures. But, when split into UG and MArch, 92% of UG participants selected E&T lectures versus only 55% of MArch participants.
- + Staff knowledge is voted 2nd most successful at 53%, and this is consistent across the courses.
- + Studio-based teaching ranks 3rd overall, however when examined by course there are disparities. Only 37% of UG participants suggested the school succeeds in this area, versus 51% of MArch participants and 79% of PG participants.
- + PG students believe the school is succeeding in more ways than UG and MArch, with students from the MSc in Sustainable Architecture reporting the highest results.

How do you think the school succeeds in its teaching of sustainable design?

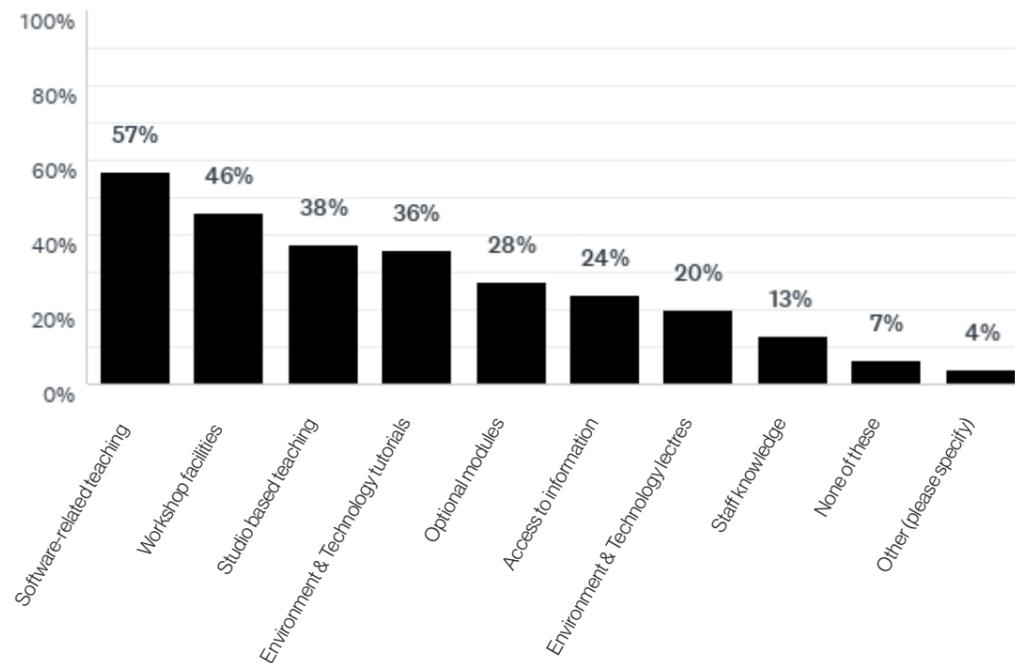


Figure 08: How do you think the school **fails** in its teaching of sustainable design?

→ Purpose:

To find out in what areas students believe the school is failing. Students could tick as many as they wished, or, 'none at all'.

→ Summary of Findings:

- + Overall, 'software-related teaching' is the area where the highest number of students felt the school was failing (57%) and this ranking is consistent across the courses (UG:52%, MArch: 64%, PG: 47%). This figure must be understood within the context of SSoA offering little/no software training, apart from those studying for an MSc in Sustainable Architecture (29% still felt the school was failing in software-related teaching).
- + The second ranked failing was 'workshop facilities' at 46%. Markedly, 58% of MArch students felt this was a failing. This echoes a strong preference for hands-on practical learning.
- + Studio-based teaching was ranked 3rd worst, although the picture is mixed when split by course. 51% of UG students rank as a failing whereas MArch only 35% saw studio-teaching as a failing. As a core part of the curriculum, both scores are admittedly high. Zero PG students highlighted studio-based teaching a failure.
- + 48% of MArch students highlighted 'Environment and Technology Tutorials' as a failing. Some students remarked they felt guest E&T tutors were lacking in their sustainability knowledge and they felt unsatisfied with the session(s).

→ Recommendations (Q5&6):

- + Embed sustainability better into the design studios
- + Address the lack of software-related teaching
- + Better integrate the workshop into the design studios and encourage better interactions with materials and hands on experience



“Sustainable design isn’t taught enough in the studio, we’re lectured about it so we understand what it is but we don’t really get much guidance/encouragement to integrate it within our designs.”

Student response (SfCA Student Surey, 2020)



ANALYSIS / 07

What would your ideal method of learning be to improve your understanding of sustainability and design?

→ Purpose:

To gain an understanding of what students believe will enhance their learning of sustainable design. Students could choose up to 5 options.

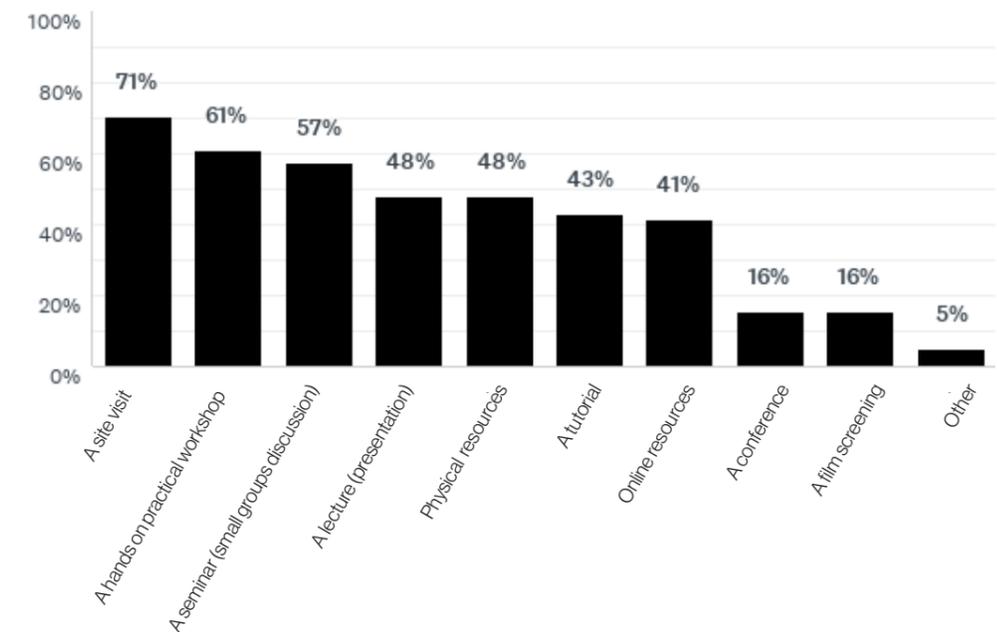


Figure 09: Overview of results

→ Summary of Findings:

- + Well over half of the respondents to this question chose a site visit (71%) and a hands on practical workshop (61%) as one of their chosen ideal methods of learning. These were consistently highest among all the courses. These were followed by seminars (58%), and then lectures and physical resources (48%).
- + An average of 40% respondents across the board chose online resources and tutorials. This perhaps indicates areas that need strengthening.
- + With about 16% of respondents choosing them, a film screening and conferences were the lowest chosen options.

→ Recommendations:

- + Create opportunities for students to engage with more physical aspects of learning in architecture.
- + Strengthen theoretical learning through online resource provision and frequent seminar and tutorial sessions.
- + Opportunities to visit exemplary projects/organisations, particularly of an activist / regenerative emphasis (making change), collaboration with climate advocacy and activism (etc. through live projects).

ANALYSIS / 08

“Fionn Stevenson’s option module was invaluable, and something I wish the whole cohort had access to”

- Student

“I think having a platform to discuss between staff and students the Multiple concepts of sustainability and how they can be applied. I don’t think sustainability comes across as “creatively stimulating” for most which is a huge shame. ie Many just add “sustainable features” at the end. No playfulness, no experimentation just a box to tick to get a good grade”

- Student

“...it feels like other aspects are creatively explored but sustainability is just kind of there as part of the curriculum. Needs more energy!”

- Student

“Fionn’s first year undergrad lectures (2016-17). They were comprehensive, grounded, reachable within studio projects. Unfortunately, it seems that everything taught there was lost in transit as it was either ignored or partially impeded when trying to apply its precepts in studio design projects.”

- Student

“I had a tutorial this year by Oscar Cooper, a contractor who was brought in by our studio leader Lettice Drake as a technology advisor. He spoke so clearly and bluntly about how he uses materials on site and the impact that they have on the earth. His understanding of materials at a practical hands on scale made me truly appreciate what materials actually mean for both construction and environmental decisions. His expertise using new low impact materials and pioneering new materials and components himself has taught me invaluable lessons.”

- Student

“Optional module on Future Climates in 5th year was one of the best things to add to existing knowledge of sustainability. It put the role of architecture/society/the human impact in the context of the world’s human and natural history. A lot of sustainability is taught in small fragments that are specific but without setting it all in context it is often hard for people to critically use what they know/ question what they need to know effectively.”

- Student

Figure 10: Selection of student comments

For all quotes please see appendix

→ Student Recommendations:

- + Engaging with other departments in the university to open up a wider range of lectures and discussions to students.
- + Increased emphasis on future climates as well as existing climatic conditions.
- + Live demonstrations within lectures to help enhance understanding.
- + Passivhaus course at a discounted price to get students qualified.

What is the best event you have attended or resource used to learn about sustainability? (This does not need to have been related to SSoA). What made it so good?

→ Purpose:

To highlight the best ways of learning that students have experienced in the past and ascertain whether there may be any suggestions for the future. Students could answer questions freely.

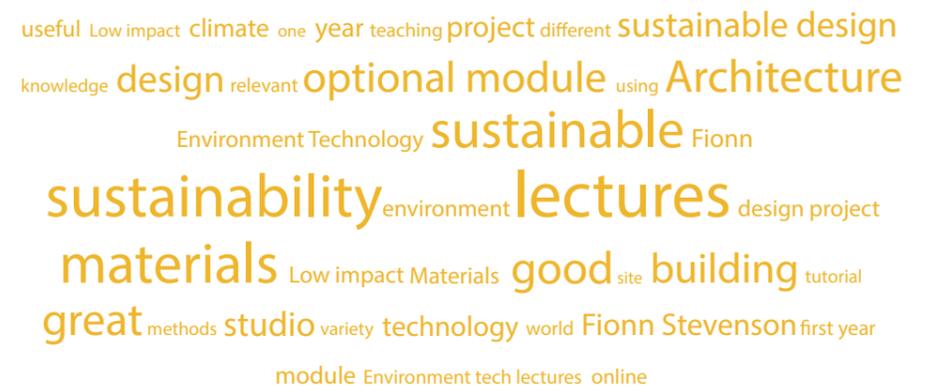


Figure 11: Word map of key themes

→ Summary of Findings:

- + Over half the respondents (67%) said that the best sustainability event they had was either a lecture, seminar, tutorial or specialist module. 80% of these were at SSoA by either guest lecturers or through environment and tech modules (optional and core).
- + At both UG and MArch, 30% of these respondents mentioned either a lecture or optional module by Fionn Stevenson as being instrumental to their learning of the topic. Most UG respondents mentioned a lecture as they would not have had access to many other sources prior to architecture school.
- + The second most popular source (20%) mentioned that they found online resources to be the most useful.
- + Less than 10% mentioned a site visit.
- + Overall, only 7% mentioned none.
- + Students made multiple comments about finding value in tutorials by industry professionals.

→ Recommendations:

- + Taking advantage of existing staff knowledge base and making that more accessible to all students. More external lectures on sustainability and studio integrated learning with industry professionals.
- + Providing a range of curated online resources or short courses available to all students to encourage self learning
- + Change in attitude towards sustainability – should be seen as less of a speciality.



“Perhaps the teaching should go hand in hand with the action: less printing for portfolio submission.”

Student response (SfCA Student Surey, 2020)



ANALYSIS / 09

In relation to sustainability, which of the following (if any) have you engaged with outside of the university?

→ Purpose:

To quantify student engagement with the world of architecture outside of university, in professional circles.

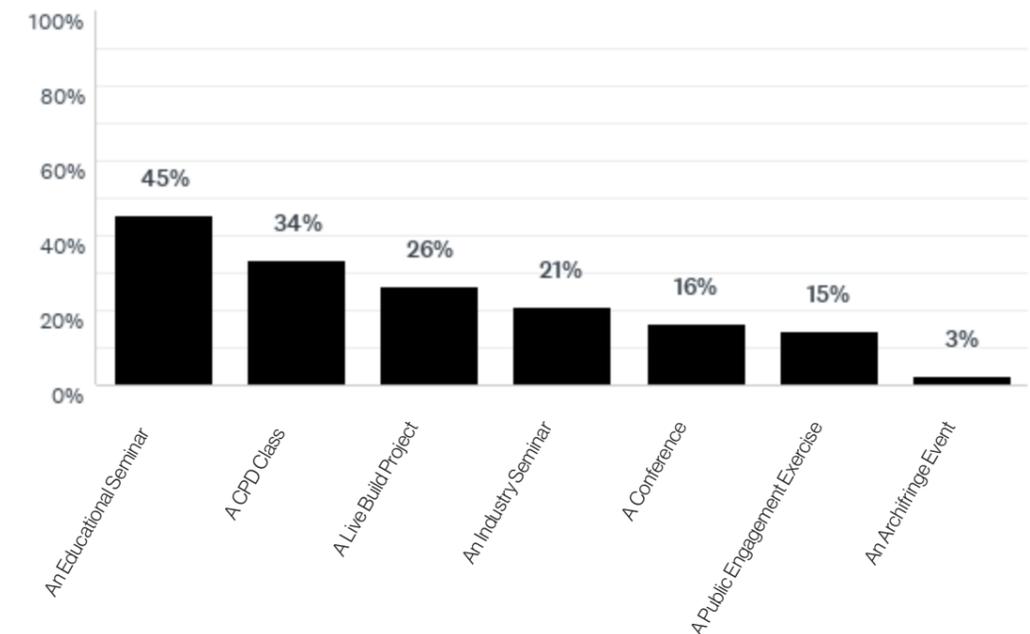


Figure 12: Overview of results

→ Summary of Findings:

- + Out of 110 students who answered the question almost half (45.45%) chose an 'Educational Seminar' as being an event they had engaged with outside of university. 'Educational Seminar' were the most popular among UG students (56.76%) while for MArch students it was 'CPD classes', (58.62%).
- + Interestingly 66.67% (10/15) of PGT students chose, 'A Live Built Project' however this was greatly influenced by the MSc Sustainable Architecture course as 80% of them chose this option. However, they had the least variation of engagement with events despite sustainability being the sole integral part of the course.
- + The area which had the lease rate of engagement across all courses was 'Archifringe' with only 3% of engagement overall. This is a Scotland-based initiative.
- + The question states, (if any) and 65 out of a total of 175 respondents did not and this question leading to the assumption a large percentage of students are not engaging with sustainability events outside University.

→ Recommendations:

- + Improve connections with the construction industry - advertise free events, CPD's and seminars.

ANALYSIS / 10

Which of the following groups are you aware of?

- + International Living Future Institute
- + ArchitectsCan! (Architects Climate Action Network)
- + The Centre for Sustainable Design (CFSD)
- + Centre for Alternative Technology (CAT)
- + Building Research Establishment (BRE)
- + Architects Declare
- + The Intergovernmental Panel on Climate Change (IPCC)
- + UK Green Building Council
- + Historic England
- + Passivhaus Trust

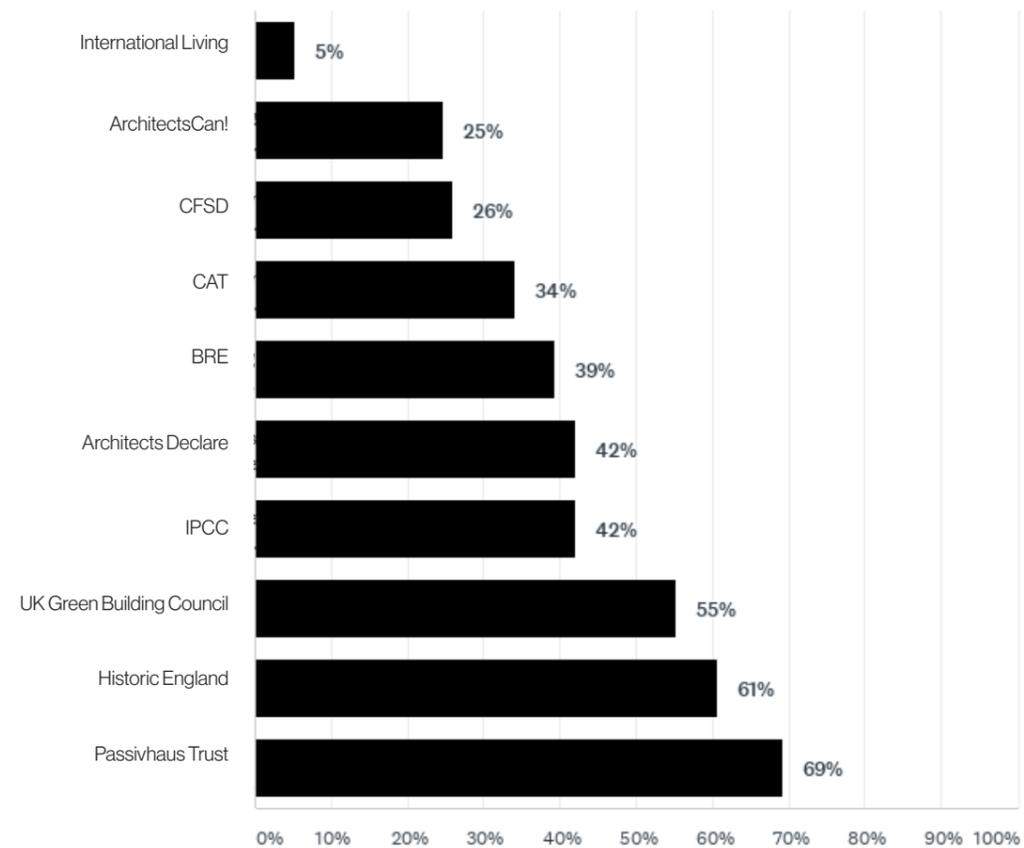


Figure 13: Overview of results

→ Purpose:

To quantify students' awareness of institutions/bodies involved in conservation and sustainability outside the design studio.

→ Summary of Findings:

- + Three organisations were known by more than 50% of respondents, they were The Passivhaus Trust, (69%), Historic England, (61%) and the UK Green building Council, (55%).
- + The International Living Future Institute was far the least known amongst all respondents with only 8 of the 150 respondents being aware of it. These respondents were also only part of UG and PGT courses meaning that MArch and MSc Sustainable Architecture had no knowledge of it at all.
- + In addition, despite students being able to be an active part of the ACAN network only around 25% of respondents were aware of it.
- + More positively, 43% of respondents were aware of Architects Declare showing knowledge and hopefully support of the Climate Emergency.

→ Recommendations:

- + Encourage research and knowledge of these organisations in formal lectures and seminars.
- + Collaborate more closely with ACAN.
- + Use the SSoA social media account as an awareness tool to promote these organisations.



ANALYSIS / 11

To what extent do you agree with the following sentence?:

“The department makes it easy for me to find and access sustainability-related organisations and their resources.”

→ Purpose:
To quantify if students believe the university is doing enough to connect them with sustainability-related resources.

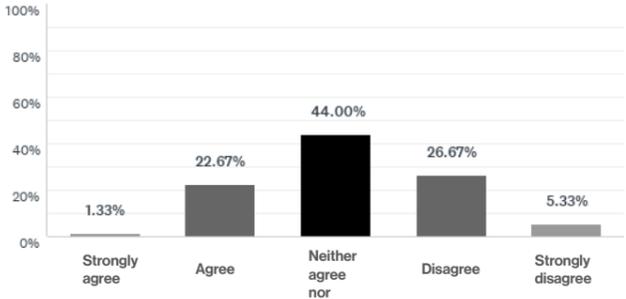


Figure 14: MArch Respondents (75)

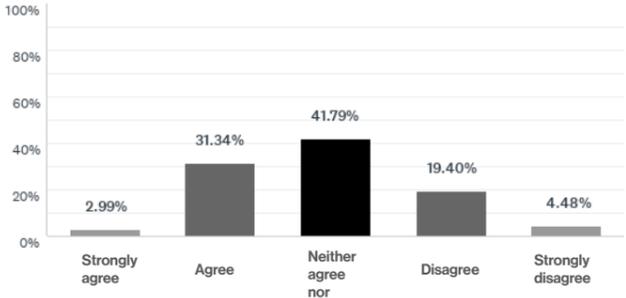


Figure 15: Undergraduate Respondents (67)

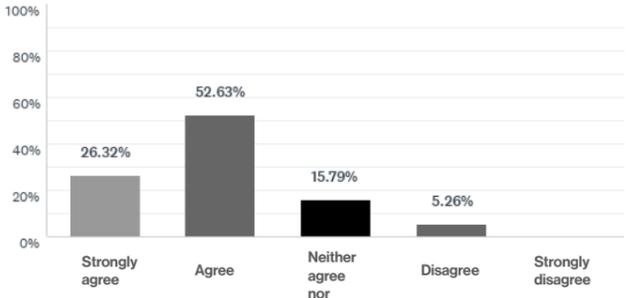


Figure 16: Postgraduate Respondents (19)

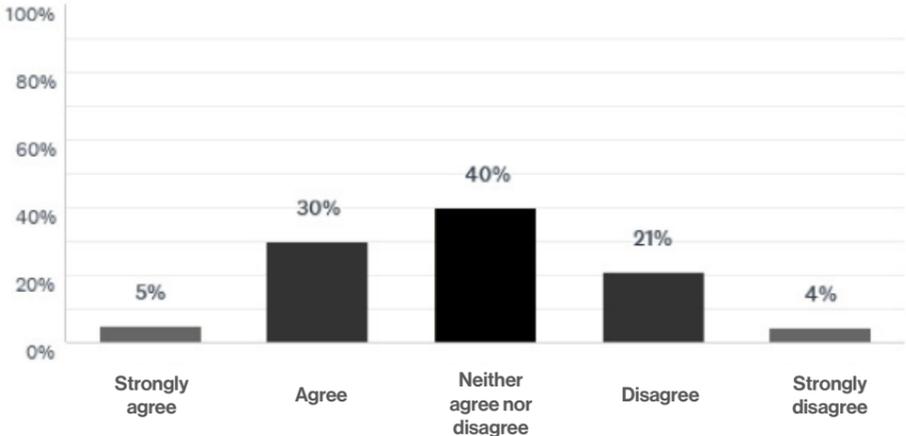


Figure 16: All respondents

→ Summary of Findings:

- + Overall respondents look to favour the idea that the university is providing adequate accessed information. However, there are disparities between the different courses.
- + PGT students lean toward a more positive response with 52.63% selecting they agree with the statement. Whilst MArch and UG seem less satisfied with access to information with 26.67% of MArch and 19.40% of UG selecting they disagree with the statement.

Recommendations:

→ + Provide a central blackboard page for all SSoA courses with sustainability resources on it.



ANALYSIS / 12

Why did you give your answer to question 15?

“I would not know where to go or who to ask immediately, therefore I likely may not ask in the first place... not all tutors i have asked know about it either however, i am assured there are those who are knowledgeable within the department...perhaps its a case of linking up the right tutors/mentors with the right students?”

- Student

“The website links and recommended reading are spread among different modules content, or given to students individually when requested. There needs to be a central place where students are signposted to organisations and authors, in order for quality self-directed learning to occur.”

- Student

“I think that there is access to information surrounding sustainability, however there could be more, and it is presented as more of an area for personal research rather than a vital part of future design. It could perhaps be more actively taught, discussed and encouraged within the design process.

- Student

“I think out of any architecture school there is a strong sense of sustainability however it does not go beyond this, perhaps this is my own fault due to the self-learning method used at this university.. perhaps it is just me but I prefer to be guided through things I do not know...”

- Student

For all quotes please see appendix

→ Purpose:

To quantify if students believe the university is doing enough to connect them with sustainability-related resources.

→ Summary of Findings:

- + Students are aware of the existence of certain resources within the school however there is a lack of basic of access to them. Information available should be more collated and easily accessible in a single space as opposed to the current disjointed variation between modules.
- + There seems to be a desire from students to have resources used more actively as elements within the education. The school should aim to use resources in their lectures and seminars as well as tutorials to allow for more direct engagement. This engagement would help maintain resources which students require as well as having resources which are recommended and trusted by professionals.
- + It is evident that students are aware of the knowledge and specialisms within school however they find it difficult to locate them. A contact list or database of staff knowledge and their subject areas should be given to capitalise and celebrate the existing knowledge within the school.

→ Recommendations:

- + Disseminate knowledge more clearly throughout the school.
- + The architecture school has some brilliant staff and academic researchers, students should have a greater understanding of the work - distribute and broadcast this school strength.



ANALYSIS / 13

Any further comments on the teaching of sustainable design at SSoA?

“I feel sustainability is mentioned quite passively at SSoA. I wish there was more emphasis put on it. After completing four Environment and Technology courses I lack in depth understanding on the subject as the courses only look at the surface level and don't require any kind of memorizing to get a grade. In addition, 'Environment' should be a separate course and not integrated with 'Technology.’”

- UG Student

“SSoA does have a good approach on addressing sustainability within education, however, It would be interesting to see different methods of teaching sustainability, such as a more hands on approach such as workshops. Teaching students about materials exploration through tutorials and in the workshop may be a way in which we can better understand the craft of sustainability.”

- MArch Student

“As a MAAD student we were introduced to the concept of this year's topic (Climate Change), but other than the presentation after the LP, I have not been involved to any related work, lecture or talk about this topic. In theory everything works fine, I guess”

- Post-graduate Student

For all quotes please see appendix

→ Purpose:

To allow students to express their comments with regard to the teaching of sustainable design at SSoA.

→ Summary of Findings:

- + Students feel that not enough emphasis is put on the integration of sustainability into design projects. Whilst it is mentioned in lectures and conversations with staff, this is not followed through to tutorials, reviews and final marking of projects.
- + There is also a feeling that sustainable design should not only be taught theoretically and that 'hands-on', 1:1, practical teaching would hugely benefit their ability to implement sustainable design strategies.
- + Many students displayed an overwhelming feeling that they do not have any power to enact change within the university when it comes to the unsustainable management and development of our buildings and campus. There is little evidence that the university is working towards the RIBA zero carbon challenge and this is both disappointing and counterproductive students' education.
- + Critically, students feel that whilst they are encouraged to be 'innovative' in their response to the climate emergency, they are not taught the basic principles of sustainable design and are therefore ill equipped to engage with complex solutions.

→ Recommendations:

- + Have dedicated core modules for environment and sustainability which are more extensive and frequent so a meaningful and ongoing dialogue can be developed about sustainable strategies within studio projects..



APPENDIX

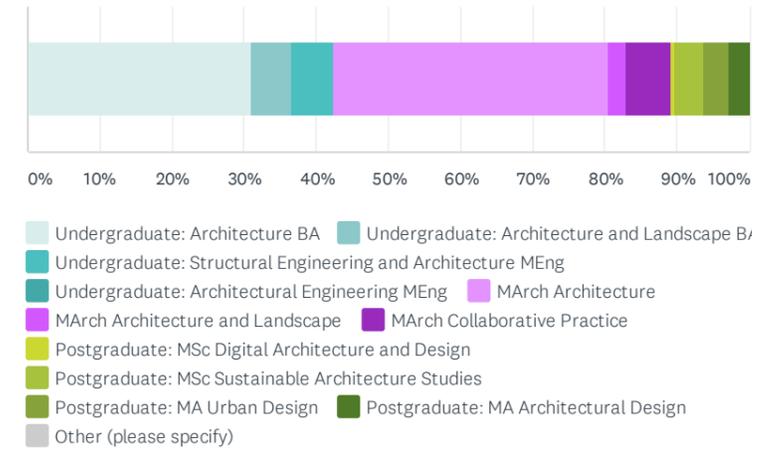


Q1 Please type your university email address. We are collecting these only to confirm you are a student studying with SSoA.

Answered: 175 Skipped: 0

Q2 What course are you studying?

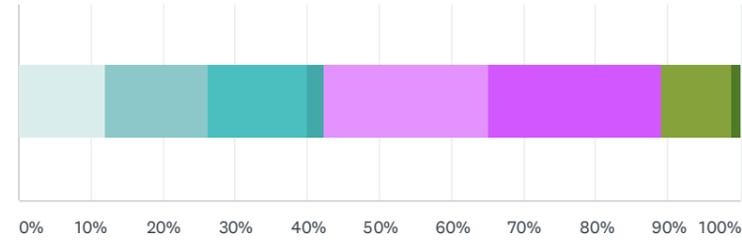
Answered: 175 Skipped: 0



ANSWER CHOICES	RESPONSES	
Undergraduate: Architecture BA	30.86%	54
Undergraduate: Architecture and Landscape BA	5.71%	10
Undergraduate: Structural Engineering and Architecture MEng	5.71%	10
Undergraduate: Architectural Engineering MEng	0.00%	0
MArch Architecture	38.29%	67
MArch Architecture and Landscape	2.29%	4
MArch Collaborative Practice	6.29%	11
Postgraduate: MSc Digital Architecture and Design	0.57%	1
Postgraduate: MSc Sustainable Architecture Studies	4.00%	7
Postgraduate: MA Urban Design	3.43%	6
Postgraduate: MA Architectural Design	2.86%	5
Other (please specify)	0.00%	0
TOTAL		175

Q3 What year of this course are you in?

Answered: 175 Skipped: 0



■ Undergraduate: 1st
 ■ Undergraduate: 2nd
 ■ Undergraduate: 3rd
■ Undergraduate: 4th
 ■ Undergraduate: 5th
 ■ MArch: 5th
 ■ MArch: 6th
■ Postgraduate: 1st
 ■ Postgraduate: 2nd
 ■ Other (please specify)

ANSWER CHOICES	RESPONSES	
Undergraduate: 1st	12.00%	21
Undergraduate: 2nd	14.29%	25
Undergraduate: 3rd	13.71%	24
Undergraduate: 4th	2.29%	4
Undergraduate: 5th	0.00%	0
MArch: 5th	22.86%	40
MArch: 6th	24.00%	42
Postgraduate: 1st	9.71%	17
Postgraduate: 2nd	1.14%	2
Other (please specify)	0.00%	0
TOTAL		175

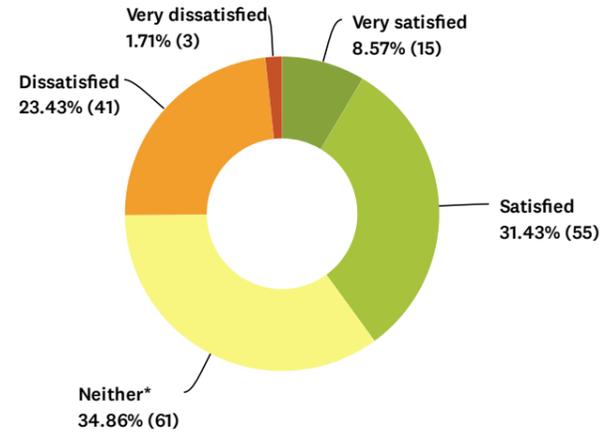
Q4 Do you think sustainability is important in architecture?

Answered: 175 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	175
No	0.00%	0
TOTAL		175

Q5 Do you feel satisfied with the architectural education regarding sustainability you have received at the Sheffield School of Architecture, (SSoA)?

Answered: 175 Skipped: 0

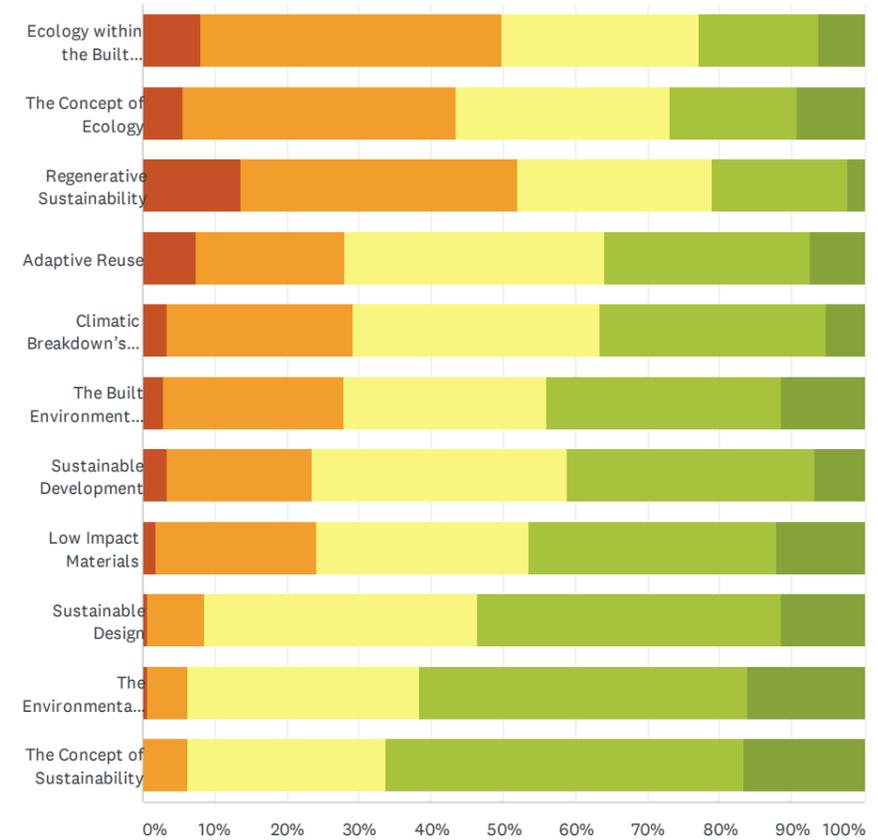


ANSWER CHOICES	RESPONSES	
Very satisfied (1)	8.57%	15
Satisfied (2)	31.43%	55
Neither*	34.86%	61
Dissatisfied (4)	23.43%	41
Very dissatisfied (5)	1.71%	3
TOTAL		175

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.78	0.96

Q6 How would you rate your understanding of the following?

Answered: 175 Skipped: 0

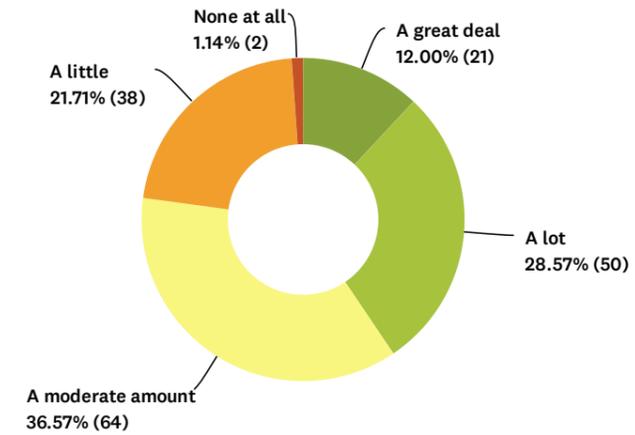


■ Zero Understanding
 ■ Limited Understanding
 ■ Fair Understanding
 ■ Good Understanding
 ■ Very Good Understanding

	ZERO UNDERSTANDING	LIMITED UNDERSTANDING	FAIR UNDERSTADING	GOOD UNDERSTANDING	VERY GOOD UNDERSTANDING	TOTAL
Ecology within the Built Environment	8.00% 14	41.71% 73	27.43% 48	16.57% 29	6.29% 11	175
The Concept of Ecology	5.71% 10	37.71% 66	29.71% 52	17.71% 31	9.14% 16	175
Regenerative Sustainability	13.71% 24	38.29% 67	26.86% 47	18.86% 33	2.29% 4	175
Adaptive Reuse	7.43% 13	20.57% 36	36.00% 63	28.57% 50	7.43% 13	175
Climatic Breakdown's Effect on the Built Environment	3.43% 6	25.71% 45	34.29% 60	31.43% 55	5.14% 9	175
The Built Environment Impact on Human Health	2.86% 5	25.14% 44	28.00% 49	32.57% 57	11.43% 20	175
Sustainable Development	3.43% 6	20.00% 35	35.43% 62	34.29% 60	6.86% 12	175
Low Impact Materials	1.71% 3	22.29% 39	29.71% 52	34.29% 60	12.00% 21	175
Sustainable Design	0.57% 1	8.00% 14	37.71% 66	42.29% 74	11.43% 20	175
The Environmental Impact of Architecture	0.57% 1	5.71% 10	32.00% 56	45.71% 80	16.00% 28	175
The Concept of Sustainability	0.00% 0	6.29% 11	27.43% 48	49.71% 87	16.57% 29	175

Q7 To what extent has your understanding of the principles listed in question 6 improved since studying at SSoA?

Answered: 175 Skipped: 0

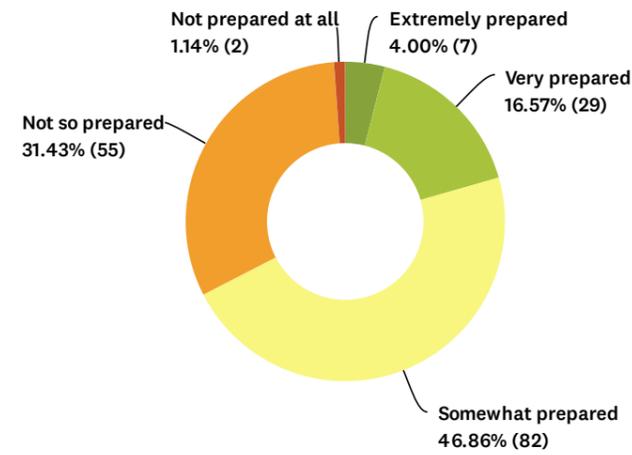


ANSWER CHOICES	RESPONSES	
A great deal (1)	12.00%	21
A lot (2)	28.57%	50
A moderate amount (3)	36.57%	64
A little (4)	21.71%	38
None at all (5)	1.14%	2
TOTAL		175

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.71	0.97

Q8 How prepared do you feel to enact sustainable design within your future practice?

Answered: 175 Skipped: 0

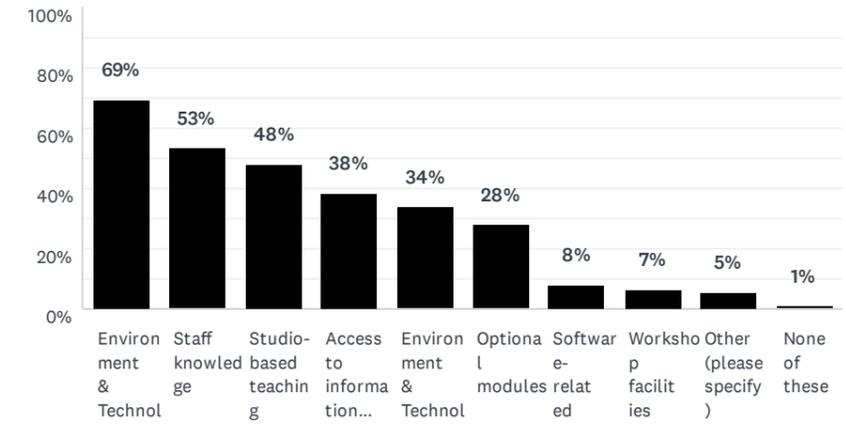


ANSWER CHOICES	RESPONSES
Extremely prepared (1)	4.00% 7
Very prepared (2)	16.57% 29
Somewhat prepared (3)	46.86% 82
Not so prepared (4)	31.43% 55
Not prepared at all (5)	1.14% 2
TOTAL	175

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	3.09	0.82

Q9 How do you think the school succeeds in its teaching of sustainable design?

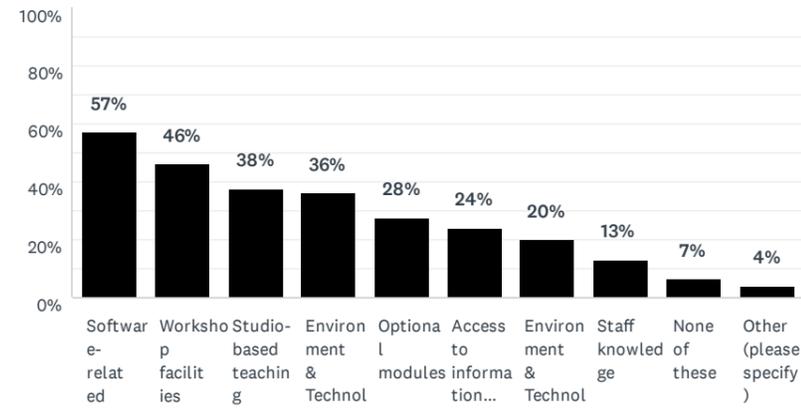
Answered: 167 Skipped: 8



ANSWER CHOICES	RESPONSES
Environment & Technology lectures	69% 116
Staff knowledge	53% 89
Studio-based teaching	48% 80
Access to information and resources	38% 64
Environment & Technology tutorials	34% 57
Optional modules	28% 47
Software-related teaching	8% 13
Workshop facilities	7% 11
Other (please specify)	5% 9
None of these	1% 2
Total Respondents: 167	

Q10 How do you think the school fails in its teaching of sustainable design?

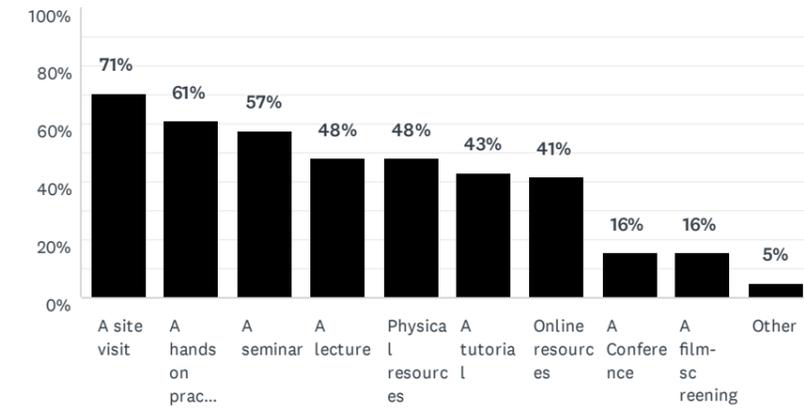
Answered: 167 Skipped: 8



ANSWER CHOICES	RESPONSES
Software-related teaching	57% 95
Workshop facilities	46% 77
Studio-based teaching	38% 63
Environment & Technology tutorials	36% 60
Optional modules	28% 46
Access to information and resources	24% 40
Environment & Technology lectures	20% 33
Staff knowledge	13% 22
None of these	7% 11
Other (please specify)	4% 7
Total Respondents: 167	

Q11 What would your ideal method of learning be to improve your understanding of sustainability and design? (Max. 5)

Answered: 167 Skipped: 8



ANSWER CHOICES	RESPONSES
A site visit	71% 118
A hands on practical workshop	61% 102
A seminar	57% 96
A lecture	48% 80
Physical resources	48% 80
A tutorial	43% 72
Online resources	41% 69
A Conference	16% 26
A film-screening	16% 26
Other	5% 8
Total Respondents: 167	

Q12 What is the best event you have attended or resource used to learn about sustainability (this does not need to have been related to SSoA)? What made it so good?

Answered: 94 Skipped: 81

#	RESPONSES	DATE
1	Articles I've found online myself, they clearly approached the subject using interesting and relatable precedents	7/13/2020 9:29 AM
2	The most recent technology site visit was very useful in understanding the way a real and successful design responds to the environment. It was very influential for the design process that followed.	7/13/2020 12:00 AM
3	How much does the price of chicken have to do with the housing crisis? suas lecture- (these have found very successful in this subject) This was a great intro into some ideas related to housing and the state of land justice in the uk, this led me down a good research path!	7/12/2020 11:22 PM
4	Seminar and discussion	7/11/2020 8:52 PM
5	Reading and sites	7/11/2020 6:53 PM
6	The Civil and Structural Engineering Department often have talks on by Consultants and Practices that target sustainability, followed by Q & A sessions.	7/11/2020 6:25 PM
7	I enjoyed the SSoAs recent lecture about the circulation of reclaimed materials in Europe, as it was extremely relevant to my research for a design project.	7/11/2020 6:18 PM
8	The sustainable design projects.	7/11/2020 3:31 PM
9	I relied a lot on DETAIL Inspiration for technical details; lectures were sometimes helpful and I did some of my own research.	7/11/2020 2:24 PM
10	First year lectures on Environment and Technology focused on sustainable design a bit more compared to second year. They were good in terms of explaining the basics of it and linking to case studies and referring us to other books to study more.	7/11/2020 2:10 PM
11	Tutorials with Architects who are addressing sustainability in new, engaging and interesting ways. Seeing sustainable Architecture that is spatially interesting and beautiful encourages further investigation. The added interesting aspect of many sustainable materials is the immediacy and ease of use of such materials, the potential of building something your self I find instantly more tangible and applicable to projects.	7/11/2020 1:30 PM
12	I think I get a lot knowledges from from studio tutorials and lectures	7/11/2020 1:22 PM
13	The Architecture of Emergency - Architecture on Stage at the barbican. Range of speakers was positive (although this did make the event lengthy, people left half way through and were not engaged for the full event)	7/11/2020 1:22 PM
14	Cant think of any	7/11/2020 1:21 PM
15	online learning, it's readily accessible	7/11/2020 11:29 AM
16	A DESIGN RELATED IT	7/11/2020 9:18 AM
17	Lectures	7/11/2020 8:49 AM
18	observing the material and start to consider the application in construction and economic value of them	7/11/2020 4:01 AM
19	To be honest none stand out. That is not to say that there aren't good events and good lectures etc. But again it feels like other aspects are creatively explored but sustainability is just kind of there as part of the curriculum. Needs more energy! (In my opinion)	7/10/2020 10:25 PM
20	E+T lectures are excellent in presenting the concepts behind sustainable design that is relevant to a very particular project and site.	7/10/2020 5:54 PM
21	construction tutorial with sustainable builder - oscar cooper?	7/10/2020 4:16 PM
22	We had individuals tutorials with a guest practitioner who gave really insightful and specific feedback and guidance for our projects. We had two tutorials in total with him so we had chance to respond to his feedback and have a follow-up meeting to see if we have successfully implemented the feedback and see how we can push it further.	7/10/2020 3:20 PM
23	Visiting a sustainably built co housing project	7/10/2020 3:12 PM
24	Library	7/10/2020 3:10 PM
25	During an observation internship there was a materials library room in the practice and that is without hesitation where i have gained most of my knowledge on the subject.	7/10/2020 3:09 PM

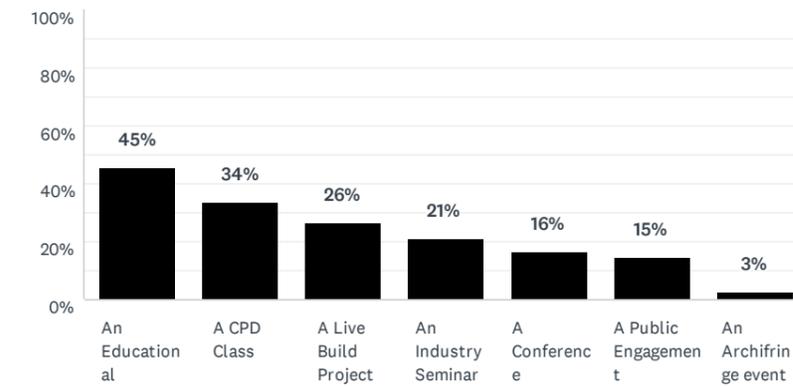
Sustainability in Architectural Education		SurveyMonkey
26	Field trip to Valencia in second semester.	7/10/2020 3:03 PM
27	Lectures with Fionn Stevenson. They were very good because she entertaining to listen to, engaging, very informative and very interesting.	7/10/2020 1:52 PM
28	My primary form of research is studying contemporary methods of construction practices by architects which is displayed within magazines such as 'Architecture in detail'. What makes this such a valuable resource is the well presented drawings of technical details.	7/10/2020 12:59 PM
29	Advanced planting design lectures with James hitchmough, guest lecture with Henrik about tree diversity, both underlined the catastrophe we faced with many species in the UK dying in the near future	7/10/2020 12:36 PM
30	Online course on sustainable architecture on Edx. It was more detailed and indepth than the course at SSoA.	7/10/2020 12:26 PM
31	A talk by waugh thistleton architects at studio in the woods was excellent, just very informative. But also again, materials for low impact had some great lectures, passing round of materials is particularly useful I find.	7/10/2020 12:21 PM
32	Environment and tech lectures	7/10/2020 12:13 PM
33	env tech lectures	7/10/2020 12:12 PM
34	Relevant articles about sustainability	7/10/2020 12:04 PM
35	Lecture	7/10/2020 11:55 AM
36	An AMPS Conference, and various CPDs through practice (though these are inevitable biased!)	7/10/2020 11:52 AM
37	Trip to Centre for Alternative Technology with the sustainability society was great. Aidan Hoggard's blackboard pages set up for different building case studies with relevant links on them was also very useful	7/8/2020 8:20 PM
38	Field trip to materials library in Scotland - we were able to view sustainable materials up close and how they are used in the built environment	7/8/2020 1:36 PM
39	Nothing comes to mind	7/8/2020 11:48 AM
40	N/A	7/8/2020 9:44 AM
41	studio tutorial	7/8/2020 1:08 AM
42	Na	7/7/2020 8:33 PM
43	Material for Low impact buildings optional module	7/7/2020 8:23 PM
44	A tutorial with a member of staff set up by my studio leader who was well versed in sustainable design principles and capable of assisting students in employing them in their design proposals	7/7/2020 8:02 PM
45	SPD from sustainability experts at work, this gave a great overview of their rule in combating climate change, and it felt very relevant	7/7/2020 7:50 PM
46	https://materials.ads.org.uk - visited physical collection in Scotland, useful and accessible online collection.	7/7/2020 4:00 PM
47	Online conferences on dezeen website	7/7/2020 3:44 PM
48	Guest lecture on material reuse	7/7/2020 3:30 PM
49	Optional Module - Low Impact Materials - used a variety of teaching methods. Should be available, if not compulsory, to all, not just as an optional module!	7/6/2020 9:49 AM
50	Recent SSOA online lecture about material reuse - it gave a really vital look into the resources that groups are trying to develop and how government policy can impact the construction industry's ability to be sustainable. I wouldn't have known about what systems are/aren't in place for reusing materials otherwise.	7/5/2020 2:48 PM
51	The UK Construction Week at Birmingham was quite good. There was a wide range of sustainable materials, workshops, sustainable buildings case studies and many different technologies that i was not aware of before attending it. Over all it was quite knowledgeable.	7/4/2020 9:22 AM
52	A mixture of my own research - but found films particularly helpful	7/3/2020 10:09 AM
53	Responding to the emergency, Zero Carbon world. Future build 2020	7/2/2020 11:39 AM

Sustainability in Architectural Education		SurveyMonkey
54	The Low-Impact Materials optional module. It was a clear course taught by an expert in her field.	7/1/2020 3:02 PM
55	Fionn Stevenson's Environment and Technology lectures. Her personal approach to sustainability as well as a variety of case studies that eased the comprehension of some of the concepts.	6/29/2020 5:49 PM
56	Sustainability modules/ lectures/ exams in undergrad (Liverpool Uni). Whether it's not part of CP or MArch in general, I've had no sustainability education in Sheffield yet	6/29/2020 1:28 PM
57	The access to detail magazines. Many of these discuss sustainability as a stand alone and detached concept. Embedding into the actual design through more contemporary technology references would benefit.	6/28/2020 10:52 PM
58	I've had a lecture from Ana Atunes (https://criticalconcrete.com/summer-camp/mentors/ana-perdigao-antunes/) about earth construction with live demonstration and vernacular examples. was really great for understanding principles of earth design, limitations and possibilities. I've had nothing similar in my formal education.	6/28/2020 9:09 PM
59	Fionn Stevenson's Low Impact Materials Module is great should be taught to everyone. Also Passivhaus course should be available through the school at a discounted price - The University of Bath do it and its great they get alot of students qualified.	6/28/2020 5:41 PM
60	Sustainable design guidelines by RIBA or other institutions. It was easily accessible and clear.	6/28/2020 2:56 PM
61	Climate Change - The Facts - BBC One - A very engaging and accessible documentary that gets across the facts of a climate emergency that we are in. Future Climates in Architecture - Optional module, which was not advertised this year which is a shame to the 5th years. Was an different way of thinking about how are architecture needs to be designed to adapt for future climates. Interested ways of think via scenario planning, how other sectors are addressing climate change. Whilst this module is more strategic based which was very interesting, to make it even better it could talk about architectures response in more detail. How buildings can be designed for changing climates.	6/28/2020 1:21 PM
62	Can't remember what it was called (somewhere near London) I visited a sustainable 'eco village' prototype. All walls in each house were cut back to reveal the sustainable build up. Was great to see the materials at a 1:1 scale, exposed and in situ.	6/28/2020 12:15 PM
63	On the field trip to Switzerland, I gained the first-hand experience of sustainable architectural qualities.	6/27/2020 2:58 PM
64	Arc 108 lectures	6/26/2020 11:25 PM
65	Optional modules on sustainable design through technology - Undergrad as a joint services student and coursework through Renewable Tech model at SSoA	6/26/2020 4:33 PM
66	Aidan Hoggards climate lecture at beginning of the year, studio guest tutor (Studio Build+Design) Oscar Cooper (Builder specialising in Low Impact construction), ACAN events, Architecture of the Anthropocene, Think Resilience online course by Post Carbon Insitute (only part way through, but promising!, and free during lockdown). Climate Literacy events (Anthropocene Architecture School)	6/26/2020 1:04 PM
67	Optional module on Future Climates in 5th year was one of the best things to add to existing knowledge of sustainability. It put the role of architecture/society/the human impact in the context of the world's human and natural history. A lot of sustainability is taught in small fragments that are specific but without setting it all in context it is often hard for people to critically use what they know/question what they need to know effectively.	6/26/2020 12:34 PM
68	Environment and technology course Because it provides some practical cases	6/26/2020 4:00 AM
69	Grosvenor: accessing the outdoors	6/26/2020 12:35 AM
70	Principles of building Physics for sustainable design by prof. Darren Robinson	6/25/2020 9:13 PM
71	Lecture	6/25/2020 9:01 PM
72	Environment and technology lectures, good presentation and clear points on sustainability	6/25/2020 6:02 PM
73	Low impact materials optional module - excellent content, extremely informative and crucially, it was integrated into the studio design project so that the knowledge learnt was applied. Rather than being an optional module I think it should be an essential module.	6/25/2020 3:51 PM
74	Library Books	6/25/2020 2:38 PM
75	All of Professor Fionn Stevenson's lectures, and to a degree Howard Evans' environment	6/25/2020 2:11 PM

	and tech lectures (though he focuses largely on conventional building methods and we only had one lecture out of a term on ecological building materials).	
76	Fionn Stevenson's lecture at the SU regarding her book and the importance of post occupancy surveys and integrating user control into design in order to create a sustainable housing stock. It was made good by her passionate presentation !	6/25/2020 2:10 PM
77	Climate change presentation by riba in the arts tower this year	6/25/2020 2:08 PM
78	CPD sessions at work. Variety of sessions on 'best practice'. Moving away from everything in sustainability having to be innovative, ground breaking, but rather teaching the best practices that can actually be implemented immediately, rather than unrealistic sustainability options.	6/25/2020 2:03 PM
79	A seminar by the Foundation for a Better Environment in Nigeria. It was great because knowledgeable professionals came together to discuss issues around sustainability and the environment that were specific to the country. It was a great example of just how vast this topic is and how much I didn't know. Although we are all fighting the same fight, issues are addressed differently in different parts of the world.	6/25/2020 12:00 PM
80	One of the guest lecture held by prof. Fionn	6/25/2020 9:59 AM
81	David buck lectures on landscape department	6/25/2020 9:07 AM
82	Geography lecture - opened up way of thinking - ontology, development, learning from indigenous and vernacular	6/25/2020 1:06 AM
83	I went to some lectures by Sheffield uni before, they invited some lecturers from Copenhagen to indicates the shortage about building waste, I am quite aware of how can I contribute to the sustainability in architectural field from that time.	6/24/2020 11:07 PM
84	Lectures via SUAS. Gave me a direct source of inspiration and showed me how sustainability could be achievable in my career.	6/24/2020 10:51 PM
85	Fionn Stevenson's optional module was invaluable, and something I wish the whole cohort had access to	6/24/2020 4:44 PM
86	The students for climate action lecture on Circular Design Principles	6/24/2020 2:55 PM
87	Environment and Tech lectures - a lot of information about the basics of sustainability	6/24/2020 2:38 PM
88	As an optional module, Fionn's Low impact lectures were very good, clear and easy to understand. Nice level of integration with the studio project.	6/24/2020 2:31 PM
89	Talk and discussion afterwards on sustainability by sandy halliday. Really inspirational speaker. Discussion afterwards included local residents/housing groups/politician - very rounded and interesting discussion	6/24/2020 2:27 PM
90	Low Impact Materials Module RIBA Gary Clarke Sustainable Guide lecture	6/24/2020 2:26 PM
91	Fionn first year undergrad lectures (2016-17). They were comprehensive, grounded, reachable within studio projects. Unfortunately it seems that everything taught there was lost in transit as it was either ignored or partially impeded when trying to apply its precepts in studio design projects.	6/24/2020 2:26 PM
92	first year lectures by fionn stephenson	6/24/2020 2:22 PM
93	Architects Journal publications	6/24/2020 2:20 PM
94	I had a tutorial this year by Oscar Cooper, a contractor who was brought in by our studio leader Lettice Drake as a technology advisor. He spoke so clearly and bluntly about how he uses materials on site and the impact that they have on the earth. His understading of materials at a practical hands on scale made me truly appreciate what materials actually mean for both construction and environmental decisions. His expertise using new low-impact materials and pioneering new materials and components himself has taught me invaluable lessons.	6/24/2020 2:17 PM

Q13 In relation to sustainability, which of the following (if any) have you engaged with outside the university?

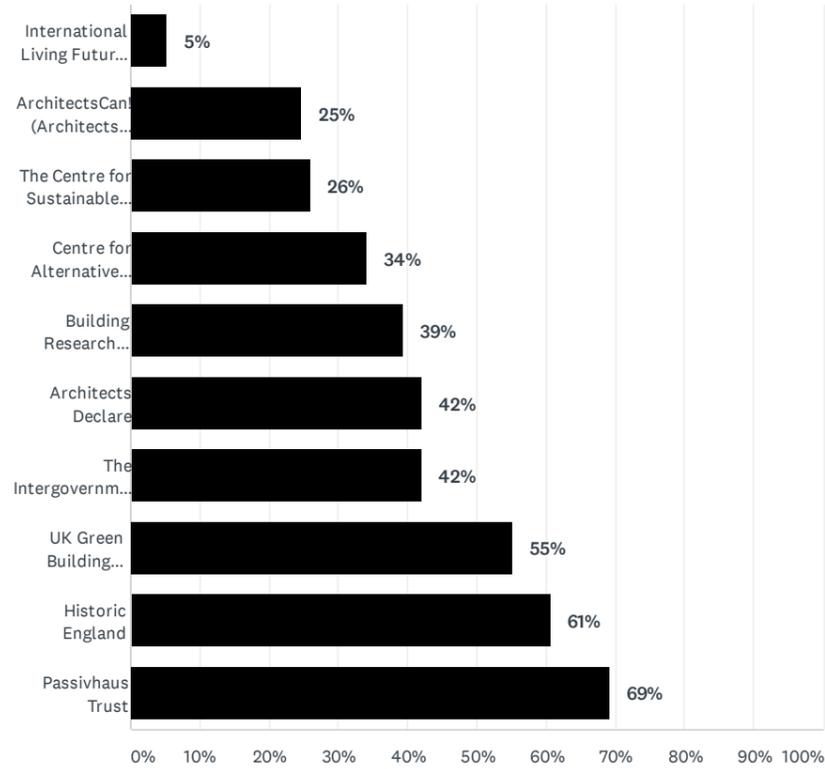
Answered: 110 Skipped: 65



ANSWER CHOICES	RESPONSES	
An Educational Seminar	45%	50
A CPD Class	34%	37
A Live Build Project	26%	29
An Industry Seminar	21%	23
A Conference	16%	18
A Public Engagement Exercise	15%	16
An Archifringe event	3%	3
Total Respondents: 110		

Q14 Which of the following groups are you aware of?

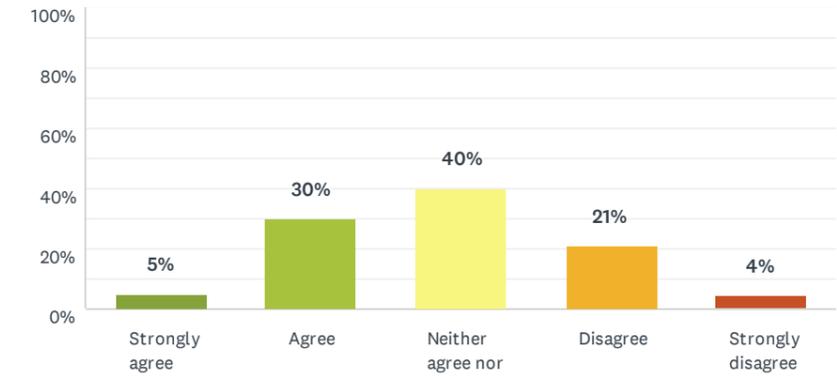
Answered: 150 Skipped: 25



ANSWER CHOICES	RESPONSES	
International Living Future Institute	5%	8
ArchitectsCan! (Architects Climate Action Network)	25%	37
The Centre for Sustainable Design (CFSD)	26%	39
Centre for Alternative Technology (CAT)	34%	51
Building Research Establishment (BRE)	39%	59
Architects Declare	42%	63
The Intergovernmental Panel on Climate Change (IPCC)	42%	63
UK Green Building Council	55%	83
Historic England	61%	91
Passivhaus Trust	69%	104
Total Respondents: 150		

Q15 To what extent do you agree with the following sentence? "The department make is easy for me to find and access sustainability-related organisations and their resources."

Answered: 161 Skipped: 14



ANSWER CHOICES	RESPONSES	
Strongly agree (1)	5%	8
Agree (2)	30%	48
Neither agree nor disagree (3)	40%	64
Disagree (4)	21%	34
Strongly disagree (5)	4%	7
TOTAL		161

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.90	0.93

Q16 Why did you give your answer to question 15?

Answered: 93 Skipped: 82

#	RESPONSES	DATE
1	They don't make it obvious or clear and never talk about them	7/13/2020 9:30 AM
2	Very rarely I ve heard these types of organisations mentioned within the department	7/13/2020 7:08 AM
3	The department points students in the right direction, but the real focus should be on transferring knowledge from the department (IE. tutors) in order to have the best impact on sustainability education.	7/13/2020 12:03 AM
4	I would not know where to go or who to ask immediately, therefore I likely may not ask in the first place... not all tutors i have asked know about it either however, i am assured there are those who are knowledgable within the department...perhaps its a case of linking up the right tutors/mentors with the right students?	7/12/2020 11:26 PM
5	The website links and recommended reading are spread among different modules content, or given to student's individually when requested. There needs to be a central place where students are signposted to organisations and authors, in order for quality self-directed learning to occur.	7/12/2020 7:14 PM
6	Tutors give us some precedents of sustainable design and so that we can use that as a starting point to understand more about sustainability	7/12/2020 4:49 PM
7	Neither agree or disagree	7/11/2020 8:53 PM
8	Since lockdown, tutors uploaded pages of books onto blackboard	7/11/2020 7:25 PM
9	I'd like access to More sites or magazines where a paid subscription is required	7/11/2020 7:00 PM
10	sustainability-related organisations not really shared apart from sometimes in lectures.	7/11/2020 6:49 PM
11	I think that there is access to information surrounding sustainability, however there could be more, and it is presented as more of an area for personal research rather than a vital part of future design. It could perhaps be more actively taught, discussed and encouraged within the design process.	7/11/2020 6:19 PM
12	Given opportunity to attend TRADA lecture, Environment lectures talk about organisations and the library has access to resources. University could be more proactive in getting students engaged with organizations such as inviting organisations to the school for talks or tutorials	7/11/2020 5:47 PM
13	I think the department does a really good job on accessing the resources.	7/11/2020 3:33 PM
14	The names of some of these organisations are sometimes included directly in the lecture slides or in the reading lists. And it is up to us to do research but I feel like it's importance could be highlighted more which may force students to use these resources more as some may not even know they are there.	7/11/2020 2:17 PM
15	I have come across organisations largely down to friends and colleagues rather than through direct access provided by the university.	7/11/2020 1:32 PM
16	I have received e-mails from staff/students high-lighting sustainability events/publications	7/11/2020 1:24 PM
17	We know the information and resources are there but we may only be encouraged to find it if it relates specifically to our studio projects	7/11/2020 1:23 PM
18	HAVE SOME PRESENTATIONS AND CLASS ABOUT SUSTAINABILITY	7/11/2020 9:20 AM
19	The department holds quite a lot of conferences and course which does inspire me a lot in considering the sustainable topic. The studio all around the year is stick with this topic and force me to get more familiar with it.	7/11/2020 4:12 AM
20	I think there are resources there to be accessed and it's easy enough. I just think it requires self motivation which to me means the department facilitate it. I think if they pushed it harder it would seem very forced and could infringe on Individual agendas developing so it doesn't need to be pushed harder. Just shown in a creative light	7/10/2020 10:30 PM
21	E+T is very good at providing references to a particular organisation. Occasional emails from staff are also useful for distributing these in smaller doses that are easier to digest rather than a large, somewhat daunting, list.	7/10/2020 5:59 PM
22	Whilst I'm sure this sort of thing is encouraged by the school and its staff, it is never specifically mentioned and very limited information is provided	7/10/2020 4:21 PM
23	I think out of any architecture school there is a strong sense of sustainability however it does not go beyond this, perhaps this is my own fault due to the self-learning method used	7/10/2020 4:19 PM

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	at this university.. perhaps it is just me but I prefer to be guided through things I do not know..	
24	I am aware that there are ways of accessing this information but I have not personally tried to engage with this yet, so I cannot determine how easy it would be	7/10/2020 3:22 PM
25	As most of our modules have a very broad reading list that could be narrowed to give specific books that are manageable to read	7/10/2020 3:14 PM
26	I would say environmentally sustainable approaches aren't valued enough in our design modules. In Environment and Technology lectures different materials are indeed present , however their impact on the environment is to my taste not enough emphasized.	7/10/2020 3:12 PM
27	In the nearly one year of study at the School of Architecture, I did receive a lot of learning about sustainability.	7/10/2020 3:06 PM
28	Environment & technology lecture is really useful	7/10/2020 3:00 PM
29	There isn't a place we are told to find resources or a place we can find them all easily.	7/10/2020 1:54 PM
30	The department does provide information on sustainable architectural practices and individual groups who promote sustainability, primarily within lectures.	7/10/2020 1:11 PM
31	It's never been discussed, I feel like it is not part of our sustainable discussion toolkit, I think we are aware of the medias reporting on current issues but don't look at the wider political/ industry specific networks	7/10/2020 12:38 PM
32	I think is easy to find them once you know that the resources are there.	7/10/2020 12:28 PM
33	Personally for me, doing materials for low impact really helped but I realise others didn't have this choice. I do think the library could have a stronger section, well, more up to date anyway, on sustainability, because books from 10 years ago are already quite outdated. I don't know how undergrad is taught here but at my undergraduate uni, there was very little taught about sustainability, it was all very backward, standard brick wall insulation etc, we had a scale corner of a standard cavity wall house in the workshop like it was something ground breaking. This sort of stuff needs to be taught from year 1 and tbh needs to be taught in schools rather than just to architecture students.	7/10/2020 12:28 PM
34	They don't really talk much about it, only a few were briefly mentioned	7/10/2020 12:21 PM
35	We are provided with amazing resources from the library for individual research. Tutors always quick to recommend further reading or resources supporting our thoughts.	7/10/2020 12:21 PM
36	These organisations are mentioned and some information is given in lectures but from there our own research is required	7/10/2020 12:14 PM
37	It would be really helpful if we received info on which organisations are best and most useful for students in our positions, and how we can use them to our advantage	7/10/2020 12:14 PM
38	There has been some information that I have been introduced to, but not thoroughly enough	7/10/2020 12:08 PM
39	Some introductions about them	7/10/2020 12:06 PM
40	Strike and COVID 19 leading to most of the faculty shut, but even before that there isn't really much resources except aidan's lecture	7/10/2020 11:58 AM
41	I've never looked so can't comment	7/8/2020 8:24 PM
42	I am unsure what resources are available through the university	7/8/2020 11:48 AM
43	Despite including "response to the climate emergency" in our marking scale for this year, very little additional content has been supplied (eg. Lectures, seminars, tutorials) to educate on the latest techniques and materials for an appropriate climate response - if we aren't taught about these things, in a building full of leading academics and practitioners, how can we be expected to design buildings that do respond to the climate emergency?	7/8/2020 9:47 AM
44	It can not give a whole sight knowledge of the sustainable apply in architecture.	7/8/2020 1:10 AM
45	Through my optional module tutor, tech module leader and studio tutor I have been directed to a number of sustainability resources to further my studies	7/7/2020 8:26 PM
46	I don't feel particularly strongly that I am given enough resources to understand and apply sustainable design principles but I am made aware of it to some degree. I believe that most of the effort to acquire knowledge on the subject is made by myself and it can be improved if I have the opportunity to engage with a knowledgeable tutor.	7/7/2020 8:11 PM
47	MOLE format is archaic and not user-friendly. SSoAClimateAction.com should be	7/7/2020 4:04 PM

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	promoted/marketed by the school to it's students as a resource to design WITH. Staff knowledge is good, but difficult to unlock that potential unless in a direct tutorial	
48	I've been made increasingly aware of these organisations and their work, but i don't think they've made it in any way easier to access these resources	7/7/2020 3:58 PM
49	With the climate emergency, I think there could have been more lectures around this topic, preparing us for the future of work in relation to this, for example getting specialists to speak/make lectures available. It's not enough that's it's a criteria in marking.	7/7/2020 3:47 PM
50	I have never looked for these via the department	7/7/2020 3:19 PM
51	It's down to individual modules/tutors to provide this information rather than a school-wide approach - the Fionn's optional module gave a lot of resources but only for those who got to attend it (I didn't even though it was mt first choice). I think this module should be compulsory for everyone.	7/5/2020 2:51 PM
52	Because the department has been quite instrumental in connecting the people who are actually working in the field of sustainability to us in the form of seminars, presentations and site visits.	7/4/2020 9:31 AM
53	The resources aren't hidden but as previously mentioned are separate to the work we are given in studio. Tutors could embed these resources into their studio reading lists for example.	7/3/2020 10:10 AM
54	The department provides fair access to sustainability-related information but I believe that the importance of sustainability in design could be stressed more.	6/29/2020 5:51 PM
55	I've had no real experience or education so far at Sheffield regarding sustainability.	6/29/2020 1:29 PM
56	They do.	6/28/2020 10:53 PM
57	I suppose the department hasn't really facilitated exposure to any of these organisations. The climate group have as well as guest lecturers.	6/28/2020 9:11 PM
58	I have never seen any attempt of the University to link students to these organisations and their resources.	6/28/2020 5:43 PM
59	I just think there is a lack of formal content, lack of continuous conversation (eg. like topics of mental health...) and in turn lack of exposure. And though things might be easy to find and accessible, if I don't know about it or don't constantly think about it then I won't go looking for it.	6/28/2020 3:03 PM
60	I feel that resources are accessible on a ask basis, they are not strongly advertsied at the heart of the schools website or blackboard. Sustainability should be the heart of all aspects of architecture, whether these are design based or not. Each module in the handbook should encompass a sustainability section that reviews its limitations towards sustainability, and its opportunities. It should actively encourage how your approach to that module can be more sustainable along with sustainable resources and organisation links. The only module that really advertises and gives out resources without asking is the environment and technology modules.	6/28/2020 1:27 PM
61	Found all sustainable information online , would be good to have more library books on more recent sustainable materials	6/28/2020 12:18 PM
62	the resources have been made easily available through the online network and knowledge of tutors.	6/27/2020 3:00 PM
63	i think the resources might be there but it isnt made obvious or manditory that we use them	6/27/2020 12:06 AM
64	Students could be made more aware of the climate sustainable society talks	6/26/2020 11:27 PM
65	I have not found it particularly advertised but there is access to resources	6/26/2020 4:35 PM
66	I have had some direction to resources but largely by actively expressing interest and asking the tutors that are knowledgeable in these areas. My understanding is that others have not had the same experience, and there are many tutors that lack climate literacy and sustainability in the current industry context - therefore access and knowledge of organisations and resources relies heavily on the knowledge of the tutors, and on student's motivation to actively pursue resources.	6/26/2020 1:23 PM
67	Half of the groups I was already aware of external to SSoA, the other half came from studio-specific staff knowledge and optional modules, which are not available to all students	6/26/2020 12:36 PM
68	I haven't particularly been searching for the above	6/26/2020 8:37 AM

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69	They don't support it	6/26/2020 4:01 AM
70	I feel that the course/tutors do have these resources on hand, however I feel they are only obvious when one goes in search of them. Perhaps greater promotion of certain practices to check out/projects/ simpler detailing of why a project has been made sustainable or how could help a great deal - particularly if promoted through a social media forum such as Instagram.	6/25/2020 9:04 PM
71	It is not often talked about or specifically recommended	6/25/2020 6:04 PM
72	Organisations and resources made very clear in Low Impact Material optional module. However, unless you take this optional module or already know about the organisations / resources I think this would go under the radar. We had a lecture at the beginning of the year on the IPCC and their resources, perhaps this should be expanded to a covering of other key organisations / resources?	6/25/2020 3:57 PM
73	It help to get me know there are organizations that actually do the job and partly who are they and what they aim to do. And what we could do as an urban designer.	6/25/2020 3:42 PM
74	Books for further reading are always suggested at the end of lectures and made available at the library	6/25/2020 2:39 PM
75	I think the resources are probably available if I had specifically asked about them, however I don't recall a time that they have been brought to my attention within the department.	6/25/2020 2:39 PM
76	Easy access to a library of sustainability database would be wonderful	6/25/2020 2:20 PM
77	There are emails sent out from time to time about events and seminars, but I think they should be integrated into the programme	6/25/2020 2:13 PM
78	The department does provide sustainability based resources in the form of lectures and the accompanied reading lists but i wouldn't say that it was particularly "easy" to access information about organisations specifically, as if told to access them right now i wouldn't know where to go.	6/25/2020 2:13 PM
79	Other than the library, very little publicised access to the most up to date sustainability information.	6/25/2020 2:04 PM
80	These organisations are never mentioned to my knowledge within the school. And even if they are, might just be a passing comment or suggestion. There is no active knowledge base of these. Perhaps it's assumed that they are already known, however this is not the case, especially as an international student.	6/25/2020 12:03 PM
81	I think landscape people give more advice about sustainable design compared with architecture	6/25/2020 10:00 AM
82	The library is quite coherent in searching for books on sustainability.	6/25/2020 8:51 AM
83	lectures and library but not enough built in to studio discussions	6/25/2020 1:07 AM
84	I don't think sustainability is ever actively pushed or encouraged, however there is a good response if you as a student bring it up. Having said that I wrote my dissertation on circular architectural design and my tutor knew nothing about it at all...	6/24/2020 3:00 PM
85	We haven't really been told about these organisations, only perhaps in one slide of a lecture or at the end of a lecture as more resources to look at	6/24/2020 2:41 PM
86	other than through the optional module course i was never really guided to look at resources or organisations specifically relating to sustainability.	6/24/2020 2:33 PM
87	Very rarely are we pointed in the direction of these resources. Things like TRADA are not paid for	6/24/2020 2:29 PM
88	Some organizations have been well referenced in lectures but many from 14. which I'm unaware of have never been mentioned. No centralized place linking to them in the department online resources as far as I've found (either complex to access or not there I guess).	6/24/2020 2:29 PM
89	There is no central online or physical resource base dedicated to sustainability	6/24/2020 2:29 PM
90	I am interested in sustainable groups and organisations within architecture but have not gone much out of my way to find them previously and feel that they are only available if you do this	6/24/2020 2:24 PM
91	Theres a few bits, but it's all very loose	6/24/2020 2:21 PM

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92	I only hear about these organisations as a reference in my teaching. I have never been shown how I can actively engage with them myself, they are simply given to us as a 'precedent' or source of information we can take information from, but not something where we can dive in and actively become a part of the networks.	6/24/2020 2:19 PM
93	I feel like it's not brought up enough in depth for us to want to research it individually. we fly by topics within the realm of sustainability in lecture when it's a complex subject and we have questions.	6/24/2020 2:03 PM

Q17 Any further comments on the teaching of sustainable design at SSoA?

Answered: 59 Skipped: 116

#	RESPONSES	DATE
1	Little communication of sustainability within design tutorials should be pushed more	7/13/2020 9:31 AM
2	The department can always do more and should be striving to do so. It is not enough to say what we do at the moment is fine. Sheffield is teaching architecture for future generations and should integrate sustainability much more to keep that reputation.	7/13/2020 12:05 AM
3	good start... part of the reason i chose Sheffield was that it was merited good for sustainability. First year i was very impressed, yet it seemed to become more insignificant towards the end of 3rd year. I did my second project and special study looking into sustainable design and did not find the right tutors for support at the right time	7/12/2020 11:29 PM
4	I don't feel the School needs to feel threatened that by becoming a more technical school, in that it would lose its social ideology. Climate justice and social justice are intertwined - the school needs to emphasis this more and build upon it. Main point would be the more technology, the better. More lectures, seminars, site visits - we really need teaching in this area. Doesn't have to be divided by course and year, there could be whole school conferences and lecture series'. I would feel more confident in the school if the tutors were more literate in sustainable design. Sometimes they tell us 'that's not sustainable' but can't guide us towards an alternative. I understand MArch is partially 'self-taught', but tutors need to be able inspire students and open their eyes to solutions they may have never heard of.	7/12/2020 7:27 PM
5	Some more in depth lectures as well as more construction lectures and seminars per week, in order to get a better understanding of sustainable design AND construction/materials	7/11/2020 7:01 PM
6	I think it should have a more significant role in the marking criteria of design projects as I think this is needed to properly engage students and staff. However, this must be implemented holistically and not leading to it becoming a 'box-ticking exercise'.	7/11/2020 1:27 PM
7	Sustainable design isn't taught enough in the studio, were lectured about it so we understand what it is but we don't really get much guidance/encouragement to integrate it within our designs.	7/11/2020 1:24 PM
8	NO	7/11/2020 9:20 AM
9	It would be more interesting if we could visit facilities relating to sustainable design; thus, we will know how it is connecting with peoples' daily life.	7/11/2020 4:14 AM
10	I think the requirement to focus on how our projects relate to the climate emergency has been an excellent change this year which really makes you think about how large an issue we are facing not just as a profession, but as a huge body of people. I think a bit more variety in terms of teaching about structural strategies for sustainable construction would be good, as often a lot of projects in the school seem to default to CLT and glulam. While these are good choices, it now seems to be a bit of a derivative path that often is chosen as the 'sustainable option' (I am guilty of this myself), and maybe some more teaching about alternatives to this might be better and could help to develop some more creative and interesting responses.	7/10/2020 6:04 PM
11	no	7/10/2020 4:19 PM
12	I would like to see environmental sustainable strategies in our design projects as a key marking point from first year on. I think the school doesn't pushes us enough on being inventive about off-grid solutions.	7/10/2020 3:14 PM
13	None	7/10/2020 3:06 PM
14	I do think it is good, but more should be done. I think it was hard to manage this with coronavirus interrupting and I'm sure if things went as normal then my answers to the questionnaire would be very different.	7/10/2020 1:55 PM
15	SSoA does have a good approach on addressing sustainability within education, however, It would be interesting to see different methods of teaching sustainability, such as a more hands on approach such as workshops. Teaching students about materials exploration through tutorials and in the workshop may be a way in which we can better understand the craft of sustainability.	7/10/2020 1:15 PM
16	Please more! Teach us how to have broad debates about sustainability and reviews which aren't just about green technologies or community involvement, force us to make more opportunities for sustainable networks and allow briefs to reflect this, antique restoration for example is a very niche brief within the context of the climate emergency!	7/10/2020 12:41 PM
17	I feel sustainability is mentioned quite passively at SSoA. I wish there was more emphasis put on it. After completing four Environment and Technology courses I lack indepth	7/10/2020 12:34 PM

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	understanding on the subject as the courses only look at the surface level and don't require any kind of memorizing to get a grade. In addition, 'Environment' should be a separate course and not integrated with 'Technology'.	
18	Think it'd be potentially be useful to have an optional module on reuse of existing buildings and yeah, perhaps further outreach into the community and wider profession about sustainable design would be good. Also government and riba pressure is needed, no point in having the knowledge if it just going to be thrown away due to cost cutting by incompetent surveyors or engineers. Also we should be putting more pressure on the uni for buildings like the new school by the football pitches, especially now they're having to start again with it. What's the point if we can't even make change within the university.	7/10/2020 12:33 PM
19	I think that we are taught very well about environmental sustainability with environment and technology modules, but not so much about social sustainability. Sustainability is taught in the school but is not a necessary and constant discussion in studios or with tutors.	7/10/2020 12:23 PM
20	As a MAAD student we were introduced to the concept of this year's topic (Climate Change), but other than the presentation after the LP, I have not been involved to any related work, lecture or talk about this topic. In theory everything works fine, I guess	7/10/2020 12:11 PM
21	Still have to a lot of room for improve	7/10/2020 11:58 AM
22	Technology tutorials could have been more valuable, perhaps have more tech tutorials too?	7/8/2020 1:37 PM
23	I think this year there was more of an expectation that all studio projects were in some way sustainable, either in their brief or design, which was good. I think the current technology lectures are good but there should be more	7/8/2020 11:49 AM
24	Perhaps the teaching should go hand in hand with the action: less printing for portfolio submission. At the end of the year, stusents have to throw away so many A1 pages and that is environmentally unfriendly. Less ink (and money) wasted on printing. Also more site construction visit? Has the university done its job kn sustainability? Eg: new FASS building. Is that building sustainable?	7/8/2020 11:06 AM
25	Aidan's lectures and online resources were very helpful but unfortunately we only got very little personal contact with him due to the strikes and pandemic. As a 6th year, I would have just liked some more contact, as it is very beneficial to have Environment and Technology lectures in person and get the opportunity to ask or hear others ask useful questions on sustainable design.	7/7/2020 8:20 PM
26	Studios should not dismiss "sustainable design" just because they are in an urban setting. Sustainable design is not about a rural site with lots of trees. Suggestion to have a United school-wide manifesto that all studios "conform" to	7/7/2020 4:06 PM
27	More sustainability lectures and conferences could be made available online for the next year	7/7/2020 3:47 PM
28	I would prefer some hands-on workshops on applicability and exploration of alternative materials and construction methods. Such as rammed earth construction or straw bale construction etc..	7/4/2020 9:33 AM
29	While the Environment and Technology lectures are good, more up to date precedent examples may be more relevant for future practice. Sustainable design was a key driver of our studio teaching and wasn't considered as an 'add-on'. This helped to generate a range of projects with principles of sustainable design at their core. I therefore can't fault the studio's teaching of sustainable design.	7/3/2020 11:11 AM
30	Even in conversations we do have on sustainability they talk about the concept as if it were in a silo. There have been very few things I have heard in the school (bar Fionn on the SSoA poscast) who talk about the political and social context of climate action. As a school nicknamed the social school of architecture I've been disappointed with the lack lustre response to the context of the world we're living in. Studios and tutors continue for years with the same agenda, the same reading lists and the same guest speakers and I find can sometimes lead to repetitive Student projects that aren't fuelled by new inspiration. I think more drastic mix ups, that encourage innovation on the big issues affecting our profession would propel SSoA into a school at the forefront of these discussions.	7/3/2020 10:18 AM
31	It seems to be personal to each studio the approach they take to the importance of sustainability. It also seems to be more of a 'tack-on' to projects rather than teaching us how the intrinsic design of the buildings determines how they work with the environmental conditions, and how we can better design for place and future communities beyond the lifespan of our buildings.	7/2/2020 11:43 AM
32	I believe given the climate crisis, it should be a mandatory module.	6/29/2020 1:30 PM

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33	Too much focus on the environmental and quantifiable results, eg materials sciences. A broader range of research, including the full range of sustainability (notably sustainable community and sociability) will keep the school relevant and grounded.	6/28/2020 10:55 PM
34	A whole school lecture series would be great. even if it means using a venue other than the well...	6/28/2020 9:11 PM
35	Some open online lectures between different universities about sustainability would be great - how are we going to hit the 2030 RIBA Climate Challenge - students need to know this and don't! There is a real gap in education and knowledge in our industry even with students now pay £9,250 a year with very high interest rates on their loans for an education. Universities need a wakeup call currently they only provide a tick box service to become an architect creating professionals which are ill-equipped to deal with the climate emergency - the real crisis of our generation.	6/28/2020 5:45 PM
36	Whilst Masters is independent learning with access to a range of resources related to sustainability and the climate emergency. The most effective way for students to engage with the issues and be encouraged to prioritise its importance in design is through doing, instead of absorbing a vast array of knowledge with limited academic application in our theoretical projects. Getting hands on with sustainable construction processes and materials, visting real life projects and factories in studios rather than online tech lectures of buildings (which feel more disconnected from learning the key lessons). The live projects are a great opportunity to adjust the mark scheme to have a climate emergency section, which encourage own our self led practices to think how we can operate, design and build sustainably.	6/28/2020 1:32 PM
37	Absolutely enjoyed my time studying here and being a part of this community. Please keep up the good work!	6/27/2020 3:01 PM
38	A particular observation is the inconsistency of teaching regarding sustainability and the climate emergency, resulting in inconsistent student experience preparing students for future practice, which at times has actively countered sustainability and the climate emergency. I was disappointed by the quality of 'generic' tech tutors (though very impressed with studio guest tech tutor). One tutor was reasonably knowledgeable but did not contribute much new other than what I had already found myself, and the other appeared entirely unmotivated and engaged, especially concerning sustainable design. It should be expected that all tech tutors have a good level of climate literacy and are knowledgeable in certain aspects of good sustainable practice, rather than 'business as usual' practice, and that these specialisms are broad and communicated to students ahead of tutorials so they can get project relevant expertise. There are some exemplary academic and industry leading staff at the school, but many students do not benefit from this, as sustainable design is still approached in its own silo, and is not properly embedded within the core teaching of the university, and is entirely dependant on the knowledge and experience of studio tutors and reviewers through which most of the teaching is delivered. Sustainability is still not being constructively criticised enough in these settings. Also many staff appear to lack climate literacy - given the climate emergency, all staff and students should receive climate literacy training/lecture, and practical direction as to how this can then be applied in staff, student, and professional contexts. In one instance I was told sustainability isn't important, and that I should post-rationalise it. In my opinion this is counter to the direction both the school and the architecture industry are moving towards. There is a serious lack in verifying and evaluating sustainable design - regarding both student projects and the knowledge and skills of applying this to real buildings. This is very important, and the recognition of this is growing and is set to become more common in the industry, yet students (and professionals) do not have sufficient knowledge or experience of this. The school should provide teaching and additional opportunities to learn this, and other tools and resources which can be used to demonstrate performance /quantify the effectiveness at all stages of the design process - brief, programme, concept, design, construction, and end-of-life. Given the seriousness and urgency of the climate emergency, it is important the school declares a climate emergency and acts accordingly. It must recognise it is imperative that it should be preparing students to design buildings appropriate for the climate emergency (mitigation and adaptation), and make a commitment to this. In considering my observation of masters projects from core modules as an anecdotal attempt to quantify this, my perception is that almost half of the projects do not adequately acknowledge the climate emergency, with around a quarter responding in a meaningful way, though barely any of them able to verify the sustainability of these proposals. While anecdotal, this suggests that the school is not doing enough to prepare students for sustainable practice. This is something both the school and the industry need to address.	6/26/2020 2:25 PM
39	N/a	6/26/2020 8:37 AM
40	Perhaps more projects with public participation	6/26/2020 12:39 AM

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41	- The ability to personalise the degree (optional module, design studio/project, dissertation topic) enables you to pursue sustainable design interests excellently if you are interested in it. This may be a case of preaching to the converted. Otherwise, the environment and technology lectures give a good base coverage. - Interestingly the initial masters E&T submission asked us to pick 5 precepts of sustainable design and set targets for each, yet the subsequent submission did not check if these targets were being met. - Masters environment and technology lectures are excellent. However, whilst teaching sustainable design through case study analysis is brilliant to see how theory is applied in practice, it potentially leaves gaps in higher level sustainable design theory if one does not already have this. - Possibly more teaching on environmental modelling software would be beneficial. In undergraduate we were taught a daylighting piece of software. However, the license to the software no longer exists. For it is limited in capability and I struggled to access the software. - More specialised events on sustainable design...e.g. like the MatriArch events. - Despite being in a climate emergency, this doesn't quite feel evident in the course. However, I do understand it's a massive and challenging topic and the school is currently formulating its approach.	6/25/2020 4:33 PM
42	I think there should be a more critical attitude towards the way in which sustainability within the built environment is assessed. During my time in practice it seemed that the architects in my practice had very little control over the sustainability of the project and this was something very much dictated by the contractor or developers desire to meet certain accreditation rather than any actual intention to create sustainable buildings. I think students should be better prepared to understand their place within the construction industry if they are to ever be expected to enact meaningful changes.	6/25/2020 2:44 PM
43	Social sustainability is a key focus at SSOA, currently we are self teaching technical and environmental sustainability. This could be more proactively taught in lectures or through an online database of knowledge.	6/25/2020 2:23 PM
44	A larger scale move to presenting reviews on screen to save on paper would be good. Also maybe having the "sustainability and construction" sessions related to design projects earlier in the design process would be helpful to ensure integration into a project.	6/25/2020 2:15 PM
45	Good in principle and intent, some staff are highly knowledgeable and others treat sustainability as less of a priority than other building attributes ie. it's nice to have but not essential - at this time it must be essential	6/25/2020 2:14 PM
46	It needs to be at the core of E&T. Instead, just adding an assessment criteria on climate emergency with no real principles taught on it. Precedent lectures are interesting but they are bespoke. If climate is to be seriously integrated, there needs to be effectively a module on it. Teach the very principles, the best practices. Expecting students to solve the climate crisis, with no additional dedicated teaching on it is just unrealistic. The real world hasn't solved it yet. Otherwise you get a mixed response at review with comments like "should you be using concrete at all in the building?" "Shouldn't you be using a pre-existing frame?". Fair questions. But we are training to practice in the real world. Teach us how you actually can build new buildings with realistic sustainability principles. It's not a binary topic, either a sustainable building or not - no building is in the real world. But it feels like it's assessed like that. We are all extremely keen to learn sustainably principles, but at the minute it feels like "be cutting edge and innovative, otherwise your project won't be sustainable.....but we won't teach you the basics first"...	6/25/2020 2:11 PM
47	We have such a focus on social sustainability within the ssoa, why is this not extended to environmental. We need proper lecture series run in masters to help. Tech was little to no use	6/25/2020 2:10 PM
48	It seems as though sustainability can be a little additional feature that can be added on. Sustainable design is said to be 'integral' but in reality when it comes to design there is very little focus. There is no information regarding the impacts on building material and making choices early about what to use.	6/25/2020 2:00 PM
49	I think it would be great to have studio specific discussion sessions based on sustainability. Every studio is different and it would be great to have these sessions maybe 2/3 times in a semester as a studio to share knowledge and maybe invite a professional to join in.	6/25/2020 12:05 PM
50	Somehow, I feel the sustainable design is split in the studio and mainly conveyed from E&T lecture. There is no a big concept/topic to actually practice in the design.	6/25/2020 10:02 AM
51	Sustainability should be thought creatively with the type of the project. I think the university has sometimes focused too much on sustainability that it makes ambitious or unconventional design difficult. We should be thought to think differently with unconventional sustainability when needed rather than applying the typical solution.	6/25/2020 10:02 AM

Sustainability in Architectural Education

SurveyMonkey

52	Site visits to eco construction such as straw bale houses or Passivhaus projects could inspire more people to realise quality of life is in fact improved through sustainable construction practices	6/25/2020 8:53 AM
53	I feel there should be a sustainability module	6/24/2020 6:35 PM
54	I think it should be integrated in tutorials more as I think my understanding would be better as I am able to relate it to my design	6/24/2020 2:42 PM
55	Needs more specialism in the school. Students should be given the opportunity to learn about specific and broad areas of sustainable design	6/24/2020 2:29 PM
56	Low impact building materials optional module should not be optional!	6/24/2020 2:29 PM
57	It shouldn't be seen as an optional design choice and more of a requirement in every project, as well as an extra lecture module	6/24/2020 2:25 PM
58	I think SSOA has a good understanding of the importance of sustainability, we are often told why it is important that we as architects respond to the climate emergency. However, the school falls significantly short of teaching us HOW we can enact these changes in our work. We need to be shown specific instances of how sustainable design has been enacted, and given examples of how existing building stock fails to meet the standards as required of it, whilst also showing us how to improve on these flawed designs. Sustainability feels as if it is generally limited to building performance, and more weight must be given to the material cost of architecture and the built environment. I feel like the current staff are not knowledgeable enough to enact these changes, so the school must look to bring in new members of staff with a broad knowledge in the field.	6/24/2020 2:23 PM
59	-	6/24/2020 2:21 PM

