



HEDQF Student Design Research Project and Awards

**A collaboration with The University of Sheffield
MArch Studio, Collaborative Production**

The students were briefed to work collaboratively and individually on the creation of an alternative form of higher education campus imbued with environmental and social sustainability. Located in the Wicker area, to the north east of Sheffield city centre, the campus designs propose various strategies to combat the Climate Emergency. This is with reference to the UN's Sustainable Development Goals and includes ideas that minimise in use and embodied carbon.

The studio's aim has also been to break down the barriers between academia and local people, creating a collaborative space which promotes meaningful and productive interaction. The projects mean to create a vibrant, environmentally and socially sustainable piece of the city, with learning and innovation promoting new kinds of employment and novel forms of production and exchange.

Representing HEDQF, Andy MacFee has assisted the studio and school of architecture by providing tutorial support to each student at several key moments through the academic year. This has culminated (at the end of the spring Covid - 19 lockdown) with a final review of each student project. Following this and in discussion with tutors, Andy decided on 4 prizewinning projects. The student descriptions and critical appraisals of these are summarised on the following pages:

1st Prize £1,200 Kelubia Onaro (Yr 6)

Student's project summary:

'Wicker Innovation Commune represents an opportunity to reinvent university buildings as places for community by bringing together new spaces for displaced businesses and locals in Wicker, Sheffield whilst facilitating the university's activities. It aims to celebrate and popularise the proposed university's groundbreaking research into carbon capture, a crucial strategy for mitigating climate change, in order to engage the local multicultural community, generate clean energy and facilitate social cohesion and development.'





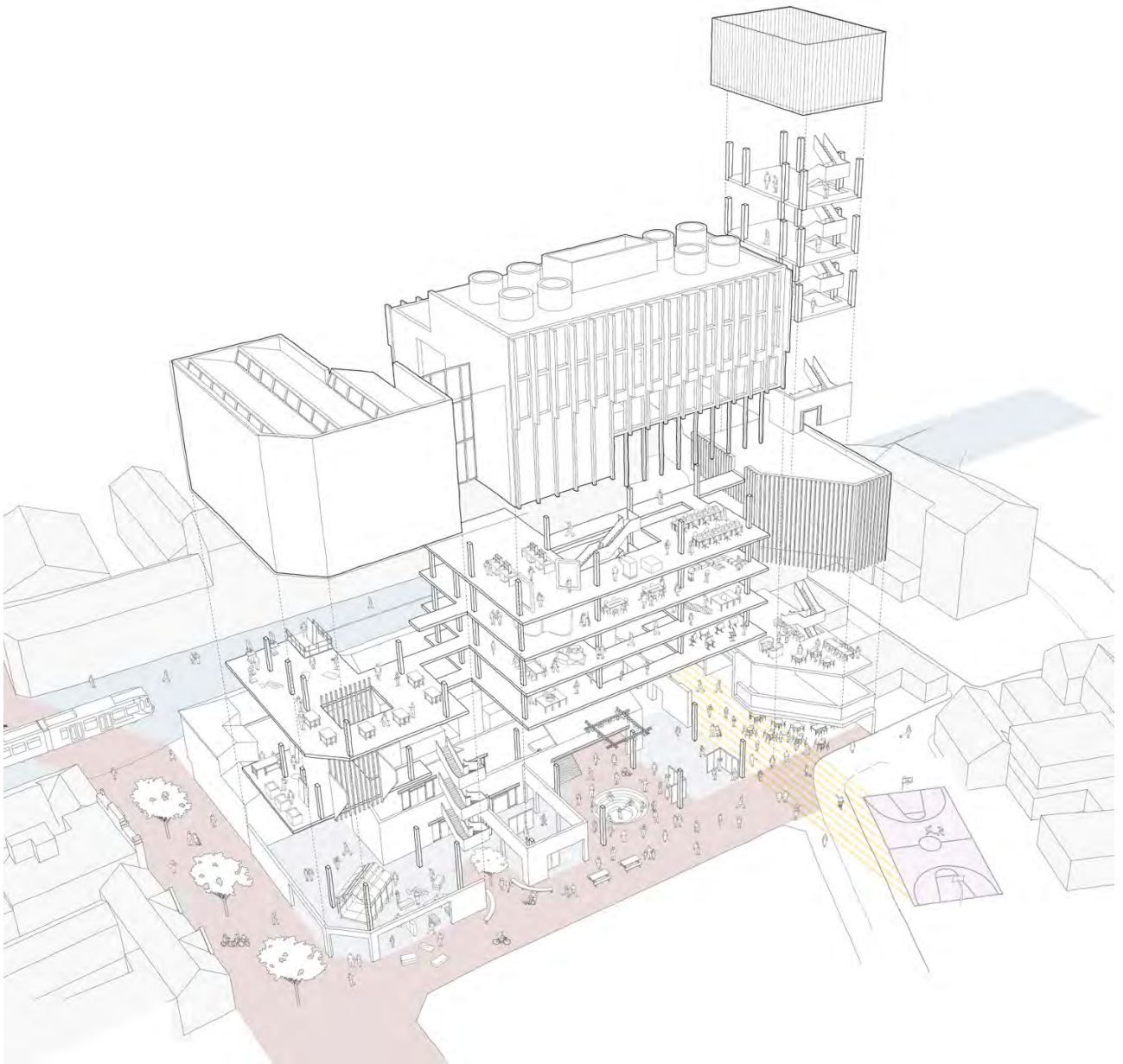
Critical summary:

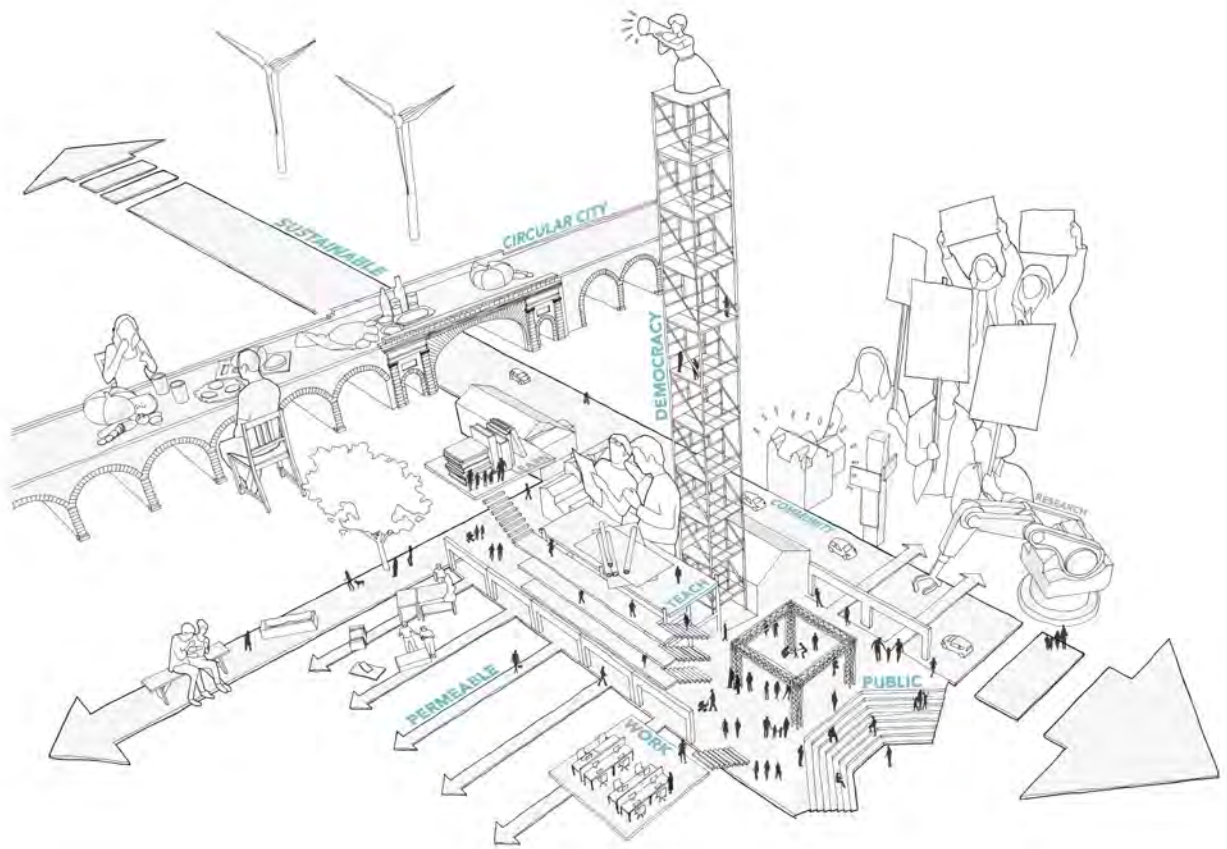
Kelubia describes her design as ‘a building that facilitates the capture of carbon and acts as a beacon of progress for the community.’ Thereby perfectly summarizing the content of a highly original and distinctive project. Avoiding architectural fashion this year 6 student has created a highly attractive and sophisticated project imbued with progressive low carbon strategies and a socially sustainable program. The project motto of ‘Share Learn and Innovate’ seems appropriate and credible with this design proposal. All suggesting an exemplar approach for sustainable university buildings of the future, located within a socially integrated urban campus.

2nd Prize £800 Charlie Perriam (Yr 6)

Student’s project summary:

‘Sheffield School of Urban Activism explores the role of architecture in facilitating public engagement in the teaching and research of various disciplines with the potential to instigate positive social and environmental change in the built environment. Situated in the Wicker to the North-East of Sheffield City Centre, the project acts as a departure from the conventional approach to campus development, instead seeking to bring about positive community benefit before, during and after the construction of a physical building.’





Critical summary:

A socially sensitive and idealistic project borne from an authentic engagement with the indigenous community. Charlie's project is skillfully handled and very well presented, making ingenious use of the Covid-19 enforced video presentation opportunities. The architectural language is somewhat derivative and some programmatic proposals may be considered naive, nevertheless the finalised project design is of a high quality. It suggests positive ideas for universities to move away from their traditional ivory towers and to regenerate urban sites in socially responsible and engaging ways.

Joint 3rd prize £500 Kristie-Lee McAreavey (Yr 5)

Student's project summary:

'The Institution of Sustainable Construction provides local marginalised communities a platform for interaction through building activity. Catalysed by a community hub, the building hub forms part of a civic university which integrates communities into research activities. This affords users the opportunity to learn new skills and to build their own adaptable homes for life. Spatial relationships are drawn from Sheffield's historical industrial, social culture and are supported by technologies and construction methods that reduce the need for highly skilled labour.'





Critical summary:

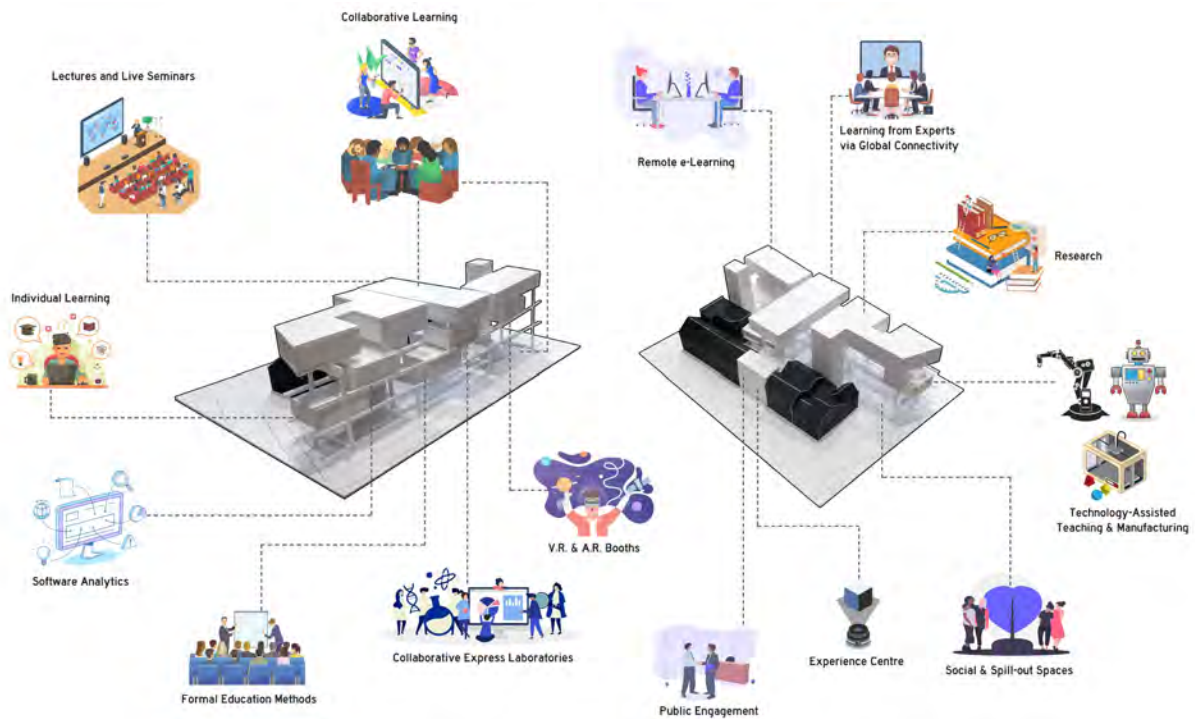
Community Building hub. Kristie's project is filled with imaginative ideas for sustainable student / community housing and includes the intention to integrate refugees recently arrived in Sheffield into the life and activity of the university. The project is programmatically creative, suggesting a strategic shift for universities to co-locate living accommodation with teaching, learning and research space. This seems highly appropriate for a post Covid-19 world. Whilst not comprehensive in the quality of its execution, Kristie's project is sensitive, thought provoking and attractively illustrated.

Joint 3rd Prize £500 Kanai Shah (Yr 5)

Student's project summary:

'The Centre for Innovative Learning Environments forms a part of Studio Collaborative Production's strategy to create a Civic-University addressing the demands of the Climate Emergency. By understanding the SPACE-TECHNOLOGY-PEDAGOGY continuum in Higher-Education, driven by the need for 'quality learning for all', the project aims to create a global impact by creating experimental and flexible spaces; easily dismantled, loaded onto a truck and transported to deprived regions. For instance, classrooms are a dynamic space capable of plugging into other dynamic/fixed spaces like a Library or Virtual-Reality Pods.'





Critical summary:

Centre for Innovative Learning Environments. Founded on good research into alternative learning spaces and pedagogical models, Kanai’s project creates an attractive proposal to regenerate the urban site whilst choosing to preserve the existing character and activity of the Wicker streetscape. The project investigates the potential for dynamic architectural assembly and disassembly and expresses this concept in an attractive and engaging way. Thereby the capacity to preserve the buildings embodied energy for re-use can be appreciated. The building components of structure, circulation, roof and dynamic ‘pods’ are articulated and skillfully composed into an engaging overall design concept. Perhaps only the realities of dynamic crane-age and the Sheffield weather need further resolution.

Conclusion

As the academic year concluded the students were still working remotely. Nevertheless we held an online prize giving awards on 21st July. This has been reported on the University of Sheffield Website here:

<https://www.sheffield.ac.uk/architecture/news/hedqf-prizes-awarded-ssoa-march-students>

It is proposed that we create a similar post on the HEDQF website as soon as possible.

Despite the very difficult situation this year with the pandemic lockdown, all the students in the studio worked hard from home. Many of them produced highly commendable work and Andy has a Powerpoint show-real of both commended and prizewinning work that can be exhibited, reviewed and discussed at the next HEDQF conference. The prizewinning students have been invited, UK expenses paid to our conference in 2021.

Andy MacFee August 2020