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## **HANDBOOK FOR NEW STUDENTS IN THE 2009/2010 ACADEMIC SESSION**

### **Preface**

*Welcome to the Department of Landscape – we hope you enjoy your time at Sheffield and here in the Department.*

### **Important information**

This handbook provides you with a range of useful information about life in the Department and about your studies. Please read it carefully and keep it safe for future reference throughout your time in the Department. You will not be given another copy in later years, although reference copies are available in the office and electronic copies are downloadable from the Landscape Office site in MOLE and the Department's web site.

**Part 3** contains very important details about the way that you will be assessed on your course and about the requirements for progression. It is very important that you read all this information very carefully to ensure that you fully understand everything. If you do not understand anything, or if you are even slightly unsure about any aspect, please speak to your personal tutor as soon as possible and ask for further explanation.

### **Other Handbooks**

There is a separate handbook of undergraduate module descriptions available on MOLE. This contains details of the modules included at all levels in each of the under graduate courses. If you look at your course structure in **Part 2** you can then refer to the details of the relevant modules in the Module handbook.

***Eckart Lange***

*Head of Department*

*September 2010*

# PART 1

## Health and Safety

Health and Safety is a very important issue and the department expects all its members to behave responsibly in University buildings and when undertaking study outdoors. The following section summarises the good practices to which we adhere. In addition, you should, as soon as possible, familiarise yourself with the University's general Code of Practice, which can be accessed at <http://safety1.dept.shef.ac.uk/ugcop.html>. It does not take long to read and being familiar with it could save lives.

## IN AN EMERGENCY

In the event of an emergency telephone 4444 on a University internal telephone and give details clearly and concisely. The Departmental Safety Officer is currently Denise Hall, room C.H24, telephone extension 20604.

### Emergency evacuation in the event of a fire

On hearing a continuously-sounding fire alarm all staff and students must **leave the building immediately by the nearest exit** and then assemble away from the building at the Northumberland Road Car Park. Fire Marshalls will encourage you to move away from the building to a safe area. **When leaving the building do not try to collect any personal belongings, and do not use the lift.**

### Working hours in the Crookesmoor Building

The Crookesmoor Building is normally open on weekdays between 8.00am and 6.00pm.

### Accidents and injuries

Any accidents resulting in injury must be entered in the accident book, and the entry initialled by a member of the academic staff. The book is kept in the Department Office (room C.H29, green turret). First-Aid boxes are also kept in the departmental office. The First Aid Officer for the Department is Helen Morris.

### Alcohol and smoking

You must not smoke in the Crookesmoor building and you must not bring alcohol into the building or consume it there.

### Electrical appliances

No electrical appliances must be used unless they have been supplied by the University or authorised. If you wish to use your own electrical equipment you must advise Helen Morris who will ensure that it is included in the Departments PAT test.

Any extension leads which are required for electrical equipment should be of adequate length, not causing strain on cables or trip hazards. Cables should be kept in a neat and tidy manner in all rooms and not allowed to become tangled up.

**Any electrical adaptors used in rooms MUST meet UK regulations. NON UK ADAPTORS DO NOT MEET UK LEGISLATION AND ARE NOT ALLOWED.**

Any laptop computers should only be plugged in at authorised positions in allocated rooms. They should not be used where they may cause a hazard to other equipment or people's working space. When they are plugged in for use in a studio the cable should be kept in place on the floor by the use of a cable protector, in order to minimise the possibility of anyone tripping. If one is not available in the studio then you should request one from the support team.

Projector and laptop cables should be left in a tidy condition and returned with the projector or laptop to the relevant support staff, immediately after use.

**Safety in studios**

Safe working practice is concerned not only with your own safety but with the welfare of other students, cleaners and technicians. Please make sure that:

- i) Any paper or card which can be recycled should be, by use of the containers provided.
- ii) All waste paper, cardboard and other materials not suitable for recycling should be placed in the metal waste bins provided.
- ii) Any sharp objects to be disposed of should be wrapped and labelled before being placed in a waste bin.
- iii) Blades or knives should be protected after use and left in a safe place to avoid accidents.
- iv) Spray mount or other inflammable materials should be kept in the allocated areas when not in use.
- v) All windows should be closed when a room is not in use. This is particularly the case in wet weather in order to prevent water collecting around electrical equipment.
- vi) No extension cables should be allowed to trail across the floor. All cables and electrical extension leads in studios should be kept in place by the use of cable protectors. If one is not in the relevant studio then please contact the support staff to rectify the matter.

<b>STUDIO HAZARD</b>	<b>HEALTH AND SAFETY REQUIREMENT</b>
Obstacles on the floor	Keep doorways, circulation routes and other floor areas clear.
Electric wires to equipment	If available, use cable cover to keep wires and cables fixed to the floor. Otherwise ensure that cables are kept in a neat and tidy manner and are not in places where people could trip over them. Any extension leads should be of adequate length, not causing strain on cables.

Waste paper, cardboard and other materials	If suitable for recycling then place in suitable container, if not suitable for recycling then place in the metal waste bins provided.
Scalpel blades and other sharp objects	Protect blades after use and leave in a safe place in order to avoid accidents. Dispose of by wrapping and labelling before putting in a waste bin.
Water from windows	Close windows when a room is not in use.
Spray mount and other fixative chemicals	Use such chemicals in a limited manner and in a well ventilated room. Return to allocated areas when not in use. Dispose of empty tins in appropriate waste bins.
Electrical appliances and adaptors	No electrical appliances must be used unless they have been Supplied by the University or authorised. If you wish to use your own electrical equipment you must notify the Department Secretary so that it can be PAT tested. Any electrical adaptors used in rooms must meet UK regulations: Non UK adaptors do not meet UK legislation and are not allowed.

### **Safety on Field Trips**

Staff leading a field trip will have completed a Risk Assessment. You must observe any safety requirements communicated by staff. You will also need to supply the Department Office with details of personal and health issues, especially if you have any known medical conditions that may affect your work in the field.

The following risks can be anticipated on any landscape field trip and you should take appropriate precautions and follow any additional guidance given by field trip leaders:

- Risk of falling or slipping due to slipping or site conditions
- Need to wear appropriate footwear and waterproof clothing
- Need to take care when adjacent to water, cliffs or other hazards
- Need for sunblock in strong sunlight
- Not to be adversely affected by alcohol or drugs on site
- Need to take care of traffic
- Not to become detached from the group
- No lone working unless agreed previously with leader

### **Theft**

In recent years there have been thefts from both studios and offices. In light of this we would recommend that extra vigilance and care is taken with respect to any items of value, especially electrical goods such as computers, ipods, and music players. Any such valuable items should not be left unattended, nor in rooms which are not locked.

## **The importance of safety**

These guidelines are designed for your safety. More information is contained in the Health and Safety book issued by the Safety Services Department in the University to which you should turn for more information. If you do not have a copy you may obtain one from the Departmental Safety Officer.

**The conditions imposed upon us by the general legislation, the Health and Safety Executive, the University's insurers, and the Fire Service make it essential that all users of the Crookesmoor building strictly observe regulations of use. For reasons of both safety and security it is necessary to impose the rules without exception.**

## **Important points to note about your studies**

### **What we expect from you**

The Student Charter (provided in your registration pack and also available on the University's web site under 'Information for Students') sets out what Departments will provide for students in terms of teaching, learning and academic guidance. It also sets out what Departments should expect from students, stressing in particular that they should:

- Read and note the information and guidance provided for them, and act on it accordingly.
- Check carefully their registration details and report any errors or discrepancies
- Ensure that the proper procedures are followed when they wish to change their registration details - e.g. address, modules or degree course.
- Attend punctually and regularly all appropriate lectures, classes and other timetabled coursework.
- Meet regularly with their tutors or supervisors.
- Complete all written assignments, practical or other coursework within specified time limits.
- Satisfy all assessment requirements, including attendance at requisite examinations.
- Full-time students will attend throughout the whole of each semester
- Notify their tutors and supervisors, or appropriate departmental representatives, at the earliest opportunity, if there are extenuating circumstances that prevent them from satisfying any of these requirements.

## Attendance

You are expected to be present in the University on weekdays during each semester, including the assessment periods. You should not arrange holidays or other activities at these times. You should also try to avoid committing to paid employment during these times, but, if this is not possible, then you should try to make sure that any employment obligations do not conflict with your course commitments. If, occasionally, conflicts do arise you should discuss the implications with the module co-ordinator or year co-ordinator. You must attend all lectures, seminars, studio sessions, tutorials or other teaching sessions, which form part of your course. It is only by attending all the scheduled sessions you will be able to learn effectively. To help ensure that you make full use of the learning opportunities that are available, the department will be monitoring the attendance of students at twelve or more sessions throughout the year.

The monitoring will be carried out by taking registers at lectures, personal tutorials, year meetings and any other appropriate times identified by staff. They may take the form of signup sheets and it is essential that you make sure you sign if you are in the room. No student must sign on behalf of another student and please note that checks will be made on signatures. Monitoring will help us identify and support student who are having difficulty with their studies.

If you cannot attend due to illness or for some other good reason then please contact the departmental office - preferably prior to the session you are going to miss to inform them of the reason and make arrangements for completion of a Special Circumstances form. Persistent failure to attend any part of the course ultimately could affect whether you have completed enough credits to graduate. This is particularly important when studying a professionally accredited course where full attendance is required. It is likely to be recorded in student files and you may be reported to the Faculty Student Review Committee, which has the power to exclude you from further study in the Faculty.

## Field visits

Field visits are an important part of our courses and your tutor will explain to you the importance of taking part in these. Students will generally be required to contribute significantly to the cost of these visits although the Department sometimes provides a subsidy. We strongly recommend all students to take part in these visits unless there are medical or other good reasons why this is not possible.

## Workload

Assessment for your degree programme will take a variety of forms. In this Department there are very few formal examinations at undergraduate level and most modules are assessed by non-investigated methods including design projects, essays and reports. **As your degree programme involves course units in other Departments you may find that there are examinations and you must make sure that you are fully aware of the rules and regulations that apply in the other Department.**

In terms of student effort you should note that for modularised undergraduate courses the University expects one credit to be roughly equivalent to 10 hours of work, including both contact time and your own independent work on each module. So for a ten credit module you might expect that it will require about 100 hours of effort. With each undergraduate

year consisting of 120 credits this means roughly 1200 hours of work in the year, spread over the two semesters, including the assessment periods. This is a rough guide only, but should help you to plan your work. Remember that there will inevitably be peaks of workload at the end of the teaching periods and in the assessment periods so try to plan accordingly. Do not leave everything until the last minute, as this will add to the pressure on you.

## **Discipline**

We expect all students to act as mature and responsible individuals and to behave in a way that respects other students and staff in the Department and other people with whom they may come into contact while involved in Departmental activities. This is important at all times but especially when in contact with individuals and organisations outside the University. We do not have a formal disciplinary code but the Head of Department can and does take action if individuals cause serious annoyance or danger to others through their behaviour. There are University procedures, which may be used if behaviour is liable to bring the University into disrepute. Disciplinary matters are covered in detail in your general University Student Handbook.

## People and contacts

The list below provides brief details of each member of staff in the Department showing their background, research interests (academic staff) and the role they play in the Department. Details of rooms and telephone numbers follow and show where everyone can be contacted.

### Head of Department

#### **Professor Eckart Lange Dip Ing, MDesS, PhD/Dr Sc Techn, AMLI**

Eckart initially trained in Landscape Planning at the Technical University of Berlin and also studied at Heriot Watt University and at the Massachusetts Institute of Technology and Harvard University. He worked for several years as a senior researcher at the Institute for Spatial and Landscape Planning in the City and Landscape network at ETH Zurich where his responsibilities included leading the Landscape Research Group. His research interests concentrate on the potential for landscape architecture to influence anthropogenic change in the landscape and particularly on the advanced use of 3-D visualisation as a major instrument for the design, planning and sustainable development of landscape.

### Professors

#### **Professor James Hitchmough BSc, PhD**

James initially graduated with a degree in Horticulture. For 10 years he worked as a lecturer-researcher in Melbourne, Australia. On his return to Britain he was a lecturer in Environmental Horticulture at SAC near Glasgow. His research interests are broad, however much of his research is associated with various aspects of the ecology of designed herbaceous plant communities and how these are perceived by the public. He is also interested in planting design in general, and greenspace management.

#### **Professor Paul Selman BSc, MSc, PhD, MRTPI, MIEEM**

Paul trained in Environmental Science and in Town Planning. He has worked in a number of higher education institutions and from 1990 - 2004 was at the University of Gloucestershire where he was awarded a personal chair in Environmental Planning in 1995. His research interests are in: landscape planning and environmental sustainability, and the relationship between landscape ecology and land use planning.

#### **Professor Carys Swanwick, BA, MSc**

Carys originally trained in Biology and Conservation. She worked in private practice for Land Use Consultants for 25 years and continues to be associated with the company. Her research interests include Landscape Character Assessment, Rural Landscape Change, Countryside Policy and Environmental Assessment and she teaches modules covering these subjects

### Readers

#### **Dr Nigel Dunnnett BSc, MSc, PhD**

Nigel has a background in Botany, Horticulture and Landscape Ecology. He lectures in landscape ecology, ecological design and habitat creation. His research interests include ecological planting and landscape design, the role of greenspace in cities and garden ecology, management and design.

### **Dr Jan Woudstra MA, PhD**

Jan studied landscape planning, horticulture and conservation studies. He was until recently a director of a London based landscape consultancy firm, and has recently been involved with mainly conservation projects for historic landscape parks and gardens. Other interests include ecology, planting design and trees. He is undertaking research on changing attitudes in the twentieth century towards greenspace in urban settings.

## **Senior Lecturers**

### **Andy Clayden BSc, MA**

Andy trained in Geography and Landscape Design and now specialises in the use of computers to support landscape planning and landscape design. He teaches CAD, landscape design and construction. His research interests include sustainable housing landscapes and 20<sup>th</sup> century cemetery design.

### **Catherine Dee BA, MA, CMLI**

Cathy is qualified in Fine Art and practised as a sculptor before training in Landscape Design. She worked in private practice before joining the department and now teaches design principles, processes and visualisation, and landscape construction. Her research focuses on cultural aspects of landscape and design education.

### **Dr Kevin Thwaites BA, DipLA, PhD**

Kevin completed his education in Landscape Architecture at Leeds in 1983. Since then he has worked in both private practice and in education. Kevin's teaching experience is broadly based but focuses on urban settings and includes theory of landscape design, design processes and spatial language, and the design of community and neighbourhood settings. Research interests relate to theory and philosophy of landscape design and the spatial expression of experience in urban and residential settings.

### **Helen Woolley BSc, BPhil, CMLI**

Helen trained in Agricultural and Environmental Science and Landscape Design. Formerly a Landscape Architect in both the public and private sectors, Helen now teaches social aspects of design, housing/site planning and professional practice. Her research interests relate to the design of housing layouts, involvement in urban regeneration processes, children's use and perception of town and city centres, and green space planning and design.

## **Lecturers**

### **Clare Rishbeth BA, DipLA, MEd**

Clare completed her BA in Landscape Architecture at Leeds and her Diploma in Landscape Architecture at Sheffield. She has worked in practice for both a local authority and in a Groundwork Trust. Her research interests are relationships between culture, ethnicity and social aspects of landscape, how personal histories of migration relate to landscape experience, and design issues with regard to ethnically diverse neighbourhoods.

### **Dr Anna Jorgensen BA, MA, PhD, AMLI**

Anna completed her MA in Landscape Architecture at Sheffield following a background in law and legal practice. She is currently doing her PhD on public perception of woodland as a setting for housing and new settlements. Anna teaches landscape planning, social aspects of design, landscape design and Geographic Information Systems. Her research

interests also include the theoretical basis of landscape perception and human perception of natural landscapes.

## Part Time Lecturers

### **Mel Burton Bsc, MA, CMLI**

Mel completed her BSc in Ecology at UEA before undertaking the MA in Landscape Design at Sheffield. She is a chartered Landscape Architect with many years experience in the private and public sector, particularly in community engagement and green space regeneration. She teaches ecological design and management and planting design. Her current research interests are 'place – keeping' (the long term management of places) and sustainable urban river corridor development.

### **Laurence Pattacini Architect DPLG, MA Urban Design, PGCFHE**

Laurence qualified as an architect in Versailles (France) and completed her Master in Urban Design at Oxford Brookes University. She has work in several European countries and has extensive experience in Landscape Architecture Practice. She has been teaching for the past twelve years and been involved in several research projects in the UK. Her main research interests lie in sustainable urban environments, urban forms and people's perception of landscape.

### **Thom White BSc, DipLA**

Thom completed both his Undergraduate and Landscape Diploma at Sheffield finishing in 1998. Since then he has worked both in the field of community landscape development and in private practice in Sheffield and the region. Areas of expertise/experience include Public Greenspace design, management, funding and community engagement, housing, SUDS, Green Roof design and planting design. He has almost 30 years experience in the community, voluntary and Arts sector.

## Module Tutors

**Zoe Dunsiger BSc MSc PhD**, is a Marie Curie Research Fellow working in the Green Roof Centre, and has previously worked for the Royal Horticultural Society and in information and research posts. Her doctorate was on the establishment of amenity trees in industrial and post-agricultural landscapes, and she now researches into plant response to the physical environment, management of land use and its influence on landscapes.

**Jeff Sorrell BSc**, has a background in construction project management and has worked in developing countries on disaster preparedness projects, as well as more conventional projects in the UK. He has been a driving force behind the Green Roof Centre since it was established in 2007, and his research interests are in all things green roof, particularly the relation of ecology and design.

**Marian Tylecote BSc MA**, specialises in the application of ecology in designed landscapes, especially those which contain urban plant communities. Before joining the Department of Landscape, she worked for some years as a designer (mainly advertising and textile) and has taught art and English in Adult and Further Education.

## **Departmental Office**

Support staff in the Departmental office will offer help and advice on a range of issues. They are:

### **Helen Morris – Postgraduate Secretary and Learning and Teaching Support**

Responsible for Graduate Admissions and all student matters, and for co-ordinating support for the Department's teaching and learning activities.

### **Emma Payne – Undergraduate Secretary**

Responsible for Undergraduate Admissions, Undergraduate Student Matters, Student Welfare and In Practice Year assistant.

### **Stephanie Oates – Support Secretary**

Responsible for assisting academic and support staff, procurement and submission of student work.

**During the semesters the office will be open between the following hours:**

**9.00 . - 12.00 . Open**

**12.00 – 1.30. Closed for lunch**

**1.30 pm – 3.00 . Open**

3.00 onwards. Closed except for urgent matters. If you urgently need help outside these hours please knock on the office door.

## **Other Support Staff**

### **Denise Hall – Departmental Manager**

Managers the operational infrastructure of the department and supports strategic planning in respect of teaching, research and administration.

### **Paul Buck – IT Officer**

Responsible for resources and equipment, and helps in teaching computer skills. He can be found in Room CH.29 and can supply various materials. He also operates the colour A0 and A1 printers and can help with all sorts of computer and IT problems. Please remember that he is not there only to help with computer work and sometimes he will not be available, so do not rely too heavily on him. We encourage students to ask each other about the general use of IT facilities, i.e. software packages, printing, etc.

## Communication with Students

Increasingly we communicate with year groups and individual students by **e-mail**. Please note **all e-mail correspondence will go to your university account address and not to personal e-mail addresses**. You should check your university e-mails regularly, preferably on a daily basis, or you will miss important information. The **notice board** in your studio is also an important form of communication between department staff and students. It is **your** responsibility to check the board daily, or whenever you are in the studio, for any recent information. Urgent notices are also sometimes put on your **studio doors** so please make sure you check doors and notice boards for information when you are in the department.

## Departmental Notice Boards

There are also several Departmental notice boards along the corridors; one giving general information and information about landscape events; one showing examination information; and one which is a social events notice board. Please look at them regularly.

## Pigeon Holes - Internal and External Mail for Students

If mail arrives for any student in the department it is placed in the student pigeon holes, which are located outside the Departmental Office. Remember to check the pigeon holes regularly. Please note that you should **not** use the departmental address for general communication with friends and family.

## Keeping Us Informed

Please make sure you keep us informed of any changes in your circumstances. If you change address, either in Sheffield or at home, please make sure you give the details to the Student Services Information Desk. It is also very important that we know about any personal circumstances which may affect your work or your progress on the course – speak to your personal tutor as soon as possible about any problems.

## Communicating with staff

You should generally contact staff by e-mail using the addresses below.

### WHERE TO FIND US

Paul <b>BUCK</b>	C.H26	20606	p.r.buck@sheffield.ac.uk
Mel <b>BURTON</b>	A.H5		mel.burton@sheffield.ac.uk
Andy <b>CLAYDEN</b>	A.H3	20612	a.clayden@sheffield.ac.uk
Catherine <b>DEE</b>	C.L3	20603	c.dee@sheffield.ac.uk
Nigel <b>DUNNETT</b>	B.H12	20611	n.dunnett@sheffield.ac.uk
Zoe <b>DUNSIGER</b>	A.H2	27124	z.dunsiger@sheffield.ac.uk
Denise <b>HALL</b>	C.H24	20604	denise.hall2@sheffield.ac.uk
James <b>HITCHMOUGH</b>	B.H13	20610	j.d.hitchmough@shef.ac.uk
Anna <b>JORGENSEN</b>	B.H10	20621	a.jorgensen@sheffield.ac.uk
Eckart <b>LANGE</b>	C.H28	20605	e.lange@sheffield.ac.uk
Helen <b>MORRIS</b>	C.H29	20600	h.morris@sheffield.ac.uk
Stephanie <b>OATES</b>	C.H29	20617	s.oates@sheffield.ac.uk
Laurence <b>PATTACINI</b>	A.H4		l.pattacini@sheffield.ac.uk

Emma <b>PAYNE</b>	C.H29	20602	e.payne@sheffield.ac.uk
Clare <b>RISHBETH</b>	B.H9	20606	c.rishbeth@sheffield.ac.uk
Paul <b>SELMAN</b>	B.H11	20619	<a href="mailto:p.selman@sheffield.ac.uk">p.selman@sheffield.ac.uk</a>
Carys <b>SWANWICK</b>	C.H25	20601	c.swanwick@sheffield.ac.uk
Kevin <b>THWAITES</b>	B.H18	20620	k.thwaites@sheffield.ac.uk
Thom <b>WHITE</b>	A.H5	20613	thom.white@sheffield.ac.uk
Helen <b>WOOLLEY</b>	B.H15	20608	h.woolley@sheffield.ac.uk
Jan <b>WOUDSTRA</b>	B.H14	20609	j.woudstra@sheffield.ac.uk

\* If telephoning from outside the department dial 0114 22 before the number listed.

## Contact Address for the Department

Department of Landscape  
University of Sheffield  
The Crookesmoor Building  
Conduit Road  
Sheffield  
S10 1FL  
Tel: 0114 222 0600  
Fax: 0114 222 0627

e.mail: [landscape@sheffield.ac.uk](mailto:landscape@sheffield.ac.uk)

## Telephones

Please note that Departmental telephones cannot be used for personal calls unless there is an emergency or you are required to use a phone on Departmental business authorised by a member of staff.

## Student Support

### Academic and personal support

The Department of Landscape is fully committed to implementing the University's policy for support for students. In the Department of Landscape personal support is a key part of a formal framework of academic support which has four main components. These are:

- Course co-ordinators
- Year co-ordinators
- Module co-ordinators
- Personal tutors

It is important that you understand these different roles so that you know who you should go to for help in different situations.

## Course co-ordinators

Course co-ordinators are responsible for the co-ordination of the two parts of your degree programme. The co-ordinators liaise with the relevant partner departments, that is, either Town and Regional Planning, Animal and Plant Science, or Architecture, with respect to curriculum content, timetabling, workload and the timing of assessment hand ins. If you have any questions or concerns about these issues you should, in the first instance, discuss them with the relevant course co-ordinator.

In 2010/11 the **course co-ordinators** are:

- **Landscape Architecture and Planning:** Carys Swanwick
- **Landscape Architecture and Ecology:** Nigel Dunnett
- **Architecture and Landscape:** Andy Clayden

## Year co-ordinators

Each year group has a Year Co-ordinator whose main responsibility is to deal with academic issues that affect the whole year group. You are advised to speak to your year co-ordinator about issues such as timetabling, workload, assessment deadlines, course content (though not details of individual modules), unit choice, and other matters relating to the landscape component of the programmes that are common to all students in the year. Year Co-ordinators normally hold one year meeting with their year group in each semester at which information will be provided, student opinion sought and outstanding business dealt with. You are strongly advised to attend all these meetings because they often provide important information for students.

In 2010/11 the **undergraduate year co-ordinators** are:

- **Level 1:** Andy Clayden
- **Level 2:** Laurence Pattacini
- **Level 3:** Kevin Thwaites
- **Year in Practice:** Mel Burton

## Module co-ordinators

Module co-ordinators are responsible for the organisation and delivery of specific modules, including planning and delivering, in whole or in part, the content, detailed timetabling and assessment and evaluation of the module. These co-ordinators are always permanent members of staff in the department, even in those cases where much of the delivery of the modules is carried out by external staff. They are named in the module handbook which identifies the co-ordinator responsible for each module. These are the people who you should approach if you are having difficulty understanding what is required for a module or if you are unexpectedly unable to attend or cannot meet hand in deadlines. Module co-ordinators will normally arrange extensions for their own modules where the circumstances require this but they will also keep your personal tutor informed of any difficulties that may arise.

## Personal Tutors and Student Welfare

On entering the Department of Landscape you will be allocated to a particular member of staff who will act as your personal tutor during the whole of your programme. If your Personal Tutor goes on Research Leave or leaves the department we will allocate you a

replacement Personal Tutor. Your Personal Tutor will take an overview of your work and will offer advice if you run into problems – for example if you fail a module – or if you need to make decisions regarding your programme of study. They will also often be an appropriate person to write a job reference for you. Sometimes, students experience personal difficulties, for example related to health, bereavement or finances. If you are affected by such issues, especially if they are likely to affect your studies even in small ways it is important that you speak to your personal tutor in the first instance. These personal difficulties, called extenuating circumstances, may allow you to request with an extension to a module hand in date but to obtain such an extension you **MUST** talk to your personal tutor as soon as you become aware of the issue. Written evidence will be required, such as a medical note from a doctor, to enable a personal extension to be granted. (refer to section on illness).

Normally, you should meet with your personal tutor twice a year and extra meetings may be arranged if your progress is unsatisfactory. If you encounter particular difficulties don't wait for your scheduled meeting but do contact your Personal Tutor because they will help you identify ways to help resolve the problem. It is important for you to meet with your Personal Tutor early on in the year so that you know who to go to should you have a problem. If you are a Dual Honours student, your second department may also have a member of academic staff with responsibilities for dual degree students whom you can contact as well.

If, for any reason you find it difficult to speak to your personal tutor, we suggest that you speak to either Helen Woolley, the Department Director of Student Welfare and Disability Liaison Officer, or Eckart Lange, Head of Department (Emma Payne will arrange an appointment).

Sometimes you experience situations which require more specialist advice. The University provides a wide range of services to support you in practical ways. Information about the advice and support services in the University are listed in the **Welfare and Services Guide** given to every new student and also in the Student Academic Diary and Handbook. These sources describe the Central Academic Services, Housing Services, the Advice Centre, Chaplaincy, the Counselling Service and Nightline; it has information on resources for disabled students, students with dependent children and for international students; there are sections on financial hardship, Health Services, and safety.

In the Department of Landscape, Helen Woolley will offer advice on these services, and you are advised to speak to her in the first instance. If you have had a clinical assessment for mental health reasons, assessment for dyslexia or if you are disabled, you are strongly encouraged to speak to Helen at an early opportunity. If you prefer, you may, of course, approach the central University services independently.

### **Confidentiality**

The issue of confidentiality is taken very seriously by the university. This means that no member of staff will release any information about you without first asking your permission to do so. The only information which would be passed on without your permission is if you became a risk to yourself or others. In such a case you will be asked for your permission but if you do not agree then such information may be passed on and you will be told that this is happening.

In addition, within the department, information will only be revealed to other members of staff, such as module co-ordinators or an examination board with your permission. This does mean that any extenuating circumstances can only be fully taken into account, in situations such as examination board meetings, if you disclose them.

## Problems with modules

If there are problems with a particular lecture course or project, the most effective help usually comes from the Module Co-ordinator who is usually the person who teaches the course. It may also be helpful to speak to your Year Co-ordinator if there is a general problem affecting the year group, or to your course co-ordinator if an issue relates to the content or organisation of your degree and involves another department – for example clashes of assessment deadlines. If you are unable to see the right person, you can always speak to your Personal Tutor first.

## Arrangements for personal tutorials

In line with university policy students have a right to see their personal tutor individually at least twice a year, once in each semester. Additional meetings may be arranged on request and there may also be opportunities when your personal tutor may arrange group meetings involving other personal tutees. The broad timing of individual personal tutorials will be indicated in your timetable and they will generally take place in specific weeks of the academic year, so that students know when they are likely to take place.

If you need to see your personal tutor at any time, outside timetabled slots for regular meetings, you should contact your tutor either by e-mail, by telephone or by seeing them in person, to ask for a meeting and to arrange a mutually convenient time. Remember that academic staff can be very busy and may sometimes be out of the office so you cannot always expect to find them in if you drop in.

Even if you feel you do not have any significant issues to discuss, it is still important to attend personal tutorials. At a future date, you will need your personal tutor to write job references, or they may need to respond to an issue on your behalf at short notice so it is important that they get to know you.

## Record Keeping and Attendance

At the end of each personal tutorial **your tutor will ask you to complete a pro-forma where you will briefly summarise the discussions and outcomes of the meeting.** The form will be signed by both student and tutor before the tutorial ends, to agree that it is a fair record. Signed forms will be kept on your personal file in the department as a record of your contact with your tutor. These forms may, if appropriate, be referred to for the purpose of writing references for students.

Please make sure that you inform your tutor in good time if you are unable to attend so that a new arrangement can be made. **You should note that attendance at personal tutorials will be monitored and any students who regularly fail to attend will be contacted by the Head of Department and asked to explain why this is.**

Similarly, should a tutor be unavoidably unable to attend a tutorial they are expected to notify you in advance, giving as much notice as they can, and to make alternative arrangements as soon as possible. If a member of staff is on sabbatical leave then their personal tutees will be temporarily allocated to an alternative member of staff.

## Personal Development Planning

The Department of Landscape supports the University's policy on Personal Development Planning (PDP) and considers that it has two main aims:

1. To enhance the employability of students
2. To produce reflective people and practitioners who are able to move into the workplace having had some experience of self reflection

To a lesser extent the PDP process may also act as a tool that can assist staff to write well-informed references for employers.

In this Department staff will strongly encourage students to use the PDP process, but it is not compulsory. You are encouraged to access the Departmental paperwork for PDP on the university MUSE portal, to download it and to fill it in before you meet your personal tutor at regular personal tutorials. The PDP process encourages a reflective approach to an individual's achievement and goals and the paperwork is considered to be helpful in this process. If you do decide to pursue PDP the completed paperwork can sent to your tutor in advance or can be taken to tutorial meetings to form a focus for discussion. Such paperwork will not however be kept in your departmental file unless you specifically request this.

## Illness

Illness may interrupt your work. If it does so, tell the co-ordinator of the module or modules concerned as soon as possible. When illness extends for more than a day or two, there is a specific procedure to be followed:

- (1) Student absences of up to one week (seven days) require completion of a self-certification note, which is obtainable from the Departmental Office or from the Student Services Information Desk.
- (2) Where academic work has been disrupted through illness for longer than a week, or if your illness is likely to affect your examinations or other assessment of your work self certification is not enough and you should ensure that you obtain an official medical certificate from your GP or, if you are registered with the University Medical Service, obtain a Student Sickness/Absence Form from the SSiD and follow the instructions given on the form.
- (3) Self certification notes, medical certificates or Sickness/Absence forms should be taken to Helen Morris in the Departmental Office as soon as possible so that any time lost through illness can then be taken into account formally when work is marked. You **must** also inform your **personal tutor** and the **module co-ordinator** for any module where your work may be affected.
- (4) Should illness mean that an extension to a submission date is necessary, **you must get the appropriate extension form signed by the module co-ordinator** (see section on submission of work for details) and **you must also discuss your problems with your personal tutor.**

- (5) Medical certificates are required for **all** absences due to illness during examination periods.

**Do not forget that it is your responsibility to seek medical advice at the time of an illness - at a later date your doctor may not be able to give you a certificate.**

If you have to interrupt your work because of bereavement or other serious problems in your family or personal life, please tell the module co-ordinator if it affects the hand in of particular pieces of work and discuss the effects on your work with your personal tutor as well. The Department will do all it can to support you and help you to continue studying afterwards.

### **Disabilities and Accessible Assessment**

The Disability Discrimination Act (DDA) requires that learning, teaching and assessment do not discriminate against disabled students, including those with Specific Learning Differences (SpLDs), such as dyslexia, together with students with communication impairments, such as stammering.

In view of this, the Department and the University endeavor to support students with Learning Difficulties. In particular, if you feel that this applies to you, it is important that a proper assessment of your condition is made, for example through the University's Disability and Dyslexia Support Service. Also, the University has introduced a system whereby dyslexic students may voluntarily identify themselves as such to markers by appending a **sticker** to their assignment cover sheet. This will remind markers to refer to information on your assessment, and take this into account when marking and commenting on your work.

If you have had an assessment from the University's Disability and Dyslexia Support Service you are also entitled to have a Study Needs Assessment. This may result in you being able to have support to help you in your academic work in a way that is suitable to your specific needs. Such needs might include a request to the department for the following:

- Permission to use a voice recorder;
- The possibility of flexible deadlines – to be negotiated individually;
- Handouts to be available in advance or on MOLE;
- Alternative forms of assessment than examinations;
- Presentation of project work: if you find standing up and presenting in front of your peers difficult then consideration can be given to you being assessed individually, rather than as part of a group. However such presentations are considered to be an important part of your academic and professional development and if a module has a learning outcome which includes presentation you will be expected to undertake this.

### **University Contact Information**

*(see the University Student Handbook for more detailed information)*

### **Student Services Information Desk (SSiD)**

The University of Sheffield Student Services Information Desk (**SSiD**) is an important point of contact for you throughout your time at the University. SSiD's staff are trained to deal with a wide range of enquiries and the office is a key central point for general information on many University services. Open Monday to Friday 9am until 5pm all year round except Bank Holidays and training days.

Student Union Building  
Western Bank  
Sheffield  
S10 2TG

**Email:** [ssid@sheffield.ac.uk](mailto:ssid@sheffield.ac.uk)

**Telephone:** 0114 222 1299

**Fax:** 0114 222 1297

#### **University Health Service:**

53 Gell Street  
Sheffield  
S3 7QP

**Email:** [Health.Service@sheffield.ac.uk](mailto:Health.Service@sheffield.ac.uk)

**Telephone:** 0114 222 2100 (or 22100 if internal)

#### **The University Counselling Service:**

36 Wilkinson Street  
Sheffield  
S10 2GB

**Email:** [ucs@sheffield.ac.uk](mailto:ucs@sheffield.ac.uk)

**Telephone:** 0114 222 4134 (or 24134 if internal)

#### **Disability and Dyslexia Support Service**

The Hillsborough Centre, (across the concourse from the Students' Union)  
Alfred Denny Building  
The University of Sheffield  
Tel: 0114 222 1303  
E: [disability@info@sheff.ac.uk](mailto:disability@info@sheff.ac.uk)

#### **Student Advice Centre**

The Students Union run a Student Advice Centre located on Level 3 in the Students Union Building, which is a student-run service that offers comprehensive advice and information. Open Monday to Friday 9am to 5pm Telephone 222 8660 (or 28660 if internal) or e-mail [advice@sheffield.ac.uk](mailto:advice@sheffield.ac.uk)

#### **Nightline**

Nightline is the University of Sheffield's confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8 pm until 8 am every night during term time. It offers a listening service, for when you need to talk a problem through with someone, and an information line covering anything from takeaways or club nights to departmental matters. The service can be called free from phones in Halls of Residents. If you think you would like to volunteer for Nightline, contact [Nightline@sheffield.ac.uk](mailto:Nightline@sheffield.ac.uk) for more information.

## Careers Service Support

The Department itself provides a great deal of support and advice on finding both year out and graduate jobs in the landscape profession. In addition students in the Department of Landscape have access, at any stage of their course, to the support offered by the University Careers Service. The Careers Offices is at 388 Glossop Road. The range of help available includes:

- Take away leaflets on a variety of issues including career planning, making applications, jobsearch and interview preparation e.g. Briefing Sheets series.
- Access to a range of reference materials e.g. on occupations, employers, postgraduate study, career management skills.
- The Careers Service web site (<http://www.shef.ac.uk/careers>).
- Individual guidance interviews to discuss your personal career plans.
- Access to a range of careers related computer programmes and employer videos.
- Access through the main university network to 'Prospects Planner', an inter-active career-planning programme.
- Careers Service events and workshops, as well as employer presentations (full information is available from the 'events' section of "Directions" (<http://www.shef.ac.uk/careers/events>).
- Assistance from the OpUS, the Work Experience Team, in obtaining part-time work during the term-time, as well as vacation employment
- Access to information on graduate vacancies via the Directions website (<http://www.shef.ac.uk/careers/vacancies>)

For initial brief enquiries an Adviser is available in the Careers Library each weekday during term time (and on a more limited basis in the vacations) from 11 – 1 and from 2 – 4 pm. If appropriate, you can arrange a longer individual appointment with Marcus Zientek, the designated Careers Adviser for the Department of Landscape. He can be contacted through the Careers Service reception Tel: 0114 222 0910 or by email ([M.Zientek@sheffield.ac.uk](mailto:M.Zientek@sheffield.ac.uk)).

## Student Representation

The University places great value on the opinions of its students and there are various opportunities for you to get involved, both to have your say and also to represent the views of other students. Being a student representative is rewarding work and can help you develop useful skills such as communication skills. It can also give you a greater understanding of how the University works as well as enabling you to play a role in decision making in your department and/or Faculty.

### What student representation opportunities are available?

#### In the department

We have a staff-student committee which is made up of student representatives and a number of academic staff. Getting involved means you will be able to take part in discussions and decision making about a range of issues e.g.

- student feedback on teaching;
- changes to programmes;

- departmental/school services (e.g. hand-in arrangements, office opening times, study facilities, availability of personal tutors);
- communication with students.
- 

Contact Professor Carys Swanwick who is the Chair of the staff-student committee for more information.

The student members of the Staff-Student Committee also elect representatives to the Department's Learning and Teaching Committee. This is the committee of staff, with two student representatives, which is responsible for discussing teaching matters in the Department. Student representatives on the Learning and Teaching Committee are usually elected at the first Staff-Student Committee of the year and include one undergraduate (usually Level 3) and one postgraduate (usually MA2 or MLA) representative. A representative must also be elected to sit on the Faculty Board.

**In our Faculty of Social Sciences** there is a regular Faculty Student Forum which meets two or three times a year and is an opportunity for Faculty staff and students to discuss faculty-wide issues in a fairly informal way. For example, Faculty staff may wish to ask students their views on a new Faculty initiative or students may wish to raise issues of concern to students across the Faculty such as personal tutoring, work-life balance, environmental initiatives. Representatives for other Faculty Committees will be elected from the Forum.

### **Faculty Committees**

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

### **Additional opportunities**

There may be opportunities for students to play a role in Faculty working groups on specific issues e.g. a Faculty working group on giving feedback on assessments.

**For further information on Faculty representation see <http://cms.shef.ac.uk/lets/studrep.html>**

We place emphasis on listening to and responding to student views. In addition to comments which you may pass on to your year co-ordinator in year group meetings, which usually take place at least once each semester, there are two main ways in which your views can be passed on.

### **Staff Student Committee**

The Staff-Student Committee exists to encourage any student taking a Landscape course to raise issues of general or particular concern relating to any aspect of Departmental Management, facilities or courses within a group made up of representatives of the teaching staff and student representatives. Student representation includes one representative from each of the undergraduate and taught postgraduate courses for each academic year. Student representatives are normally elected by their year group at the

start of each year. The Committee is chaired by Professor Carys Swanwick and is normally also attended by the Head of Department, who together co-ordinate the meetings in consultation with the student representatives.

The committee normally meets at least once each semester. Any student wishing to raise an issue at one of the meetings should bring it to the attention of their student year representative in advance.

The terms of reference for the staff student committee are:

- To consider the form and timing and results of student evaluation of courses, together with results from previous years (and any necessary action arising from these) and the National Student Survey and the Sheffield Annual Student Satisfaction Survey.
- To consider any changes to programmes and assessment.
- To consider issues raised by students and/or by the department relating to course content, design and delivery; assessment and feedback; tutorials; timetabling; library; IT and other facilities.
- To be involved in departmental quality assurance procedures including the Annual Review of Learning and Teaching, receiving reports from (and reporting to) other relevant departmental committees as appropriate.
- To consider the effectiveness of the departmental personal tutorial support system and other student support systems, such as PDP

The student members of the Staff-Student Committee also elect representatives to the Department's Learning and Teaching Committee. This is the committee of staff, with two student representatives, which is responsible for discussing teaching matters in the Department. Student representatives on the Learning and Teaching Committee are usually elected at the first Staff-Student Committee of the year and include one undergraduate (usually Level 3) and one postgraduate (usually MA2 or MLA) representative. A representative must also be elected to sit on the Faculty Board.

## **Student Union Representative – UNION LINKS**

Union Links are students who are employed by the Union for a year and paid to:

- Improve communication between the Union and students in departments
- Raise awareness amongst students about Union issues and campaigns
- Develop a knowledge of students issues of concern within the Department
- Act as a first point of contact for students who don't know where to turn with a problem

Why should you use your Union Link? If you've got a problem and don't know where to turn you will Union Link will direct you to the right help. If you are unsure how to contact your Union Link, please send an e-mail to [unionlinks@sheffield.ac.uk](mailto:unionlinks@sheffield.ac.uk) . They can bring your concerns as a student to the attention of the Sabbatical Officers so the Union can

effectively represent you if necessary. You can also contact your Union Link if you want to be updated on Union campaigns or events.

## Module Evaluation

Student evaluation of modules is an important way in which we aim to improve modules and keep them interesting and relevant. At the end of every module you will sent an email with a link to an online module evaluation questionnaire. Your responses to this questionnaire will be entirely anonymous. It is important that everyone responds to these so that the results are representative. The results are analysed by a small group of staff (Director of Learning and Teaching, Chair of Staff Student Committee and Head of Department) and a summary of findings and proposed responses is reported to Learning and Teaching Committee and Staff Student Committee. The evaluations also play an important part in informing our Teaching 'Away-Days' which we hold each summer to review courses and plan for the next year.

## Participating in other evaluation processes

You are also strongly encouraged to participate in other surveys outside the department.

**National Student Survey (NSS)** – this aims to find out the opinions of final year students in most UK Universities on their overall satisfaction with their programme. The results from this survey are published and widely available especially to students applying to universities.

**Student Satisfaction Survey (SSS)** – the University runs a similar survey for non-final year students. The enables the University to gather feedback on all the facilities provided to students e.g halls of residence, library, sports facilities. You can find out how the University has responded to the findings from previous years' surveys from <https://www.shef.ac.uk/ssid/news/survey>

## Landmark

The Department has a very active and enthusiastic Student Society, called **Landmark**, which organises a programme of talks and visits on landscape themes, as well as social events. It involves students from both undergraduate and postgraduate year groups. It is run by students, for students, and we encourage you to join and to get actively involved both by taking part in lectures and events and also by helping with the running of the group. Representatives of Landmark will contact you with information early in each academic year.

## The Landscape Institute (LI) and Student Landscape Institute Council (SLIC)

We encourage all students in the Department to take up student membership of the Landscape Institute. Student membership puts you in touch with fellow students, those already working in the profession and a range of others who share the institute's aims. You can choose from student e network, their free electronic student membership, or full membership receiving the LI's journal, Landscape and other LI's services at a cost of £2 per month. Application forms can be obtained directly from the Landscape Institute website at [www.landscapeinstitute.org/](http://www.landscapeinstitute.org/).



The Department of Landscape uses mainly high specification PCs capable of complex graphics based use. These are located on the 3<sup>rd</sup> floor of the main turret in room E.T42a and on the top floor of the white turret (room E.L52).

### **Corporate Information and Computing Services (CiCS) Resources**

There is an open access PC suite on floor 2 of the main turret containing mid power Managed computers.

24 hour PC access is available in the Information Commons, which contains 500+ higher spec computers.

### **Departmental Hardware**

#### **Room ET.42a (3<sup>rd</sup> Floor of the Main Turret)**

- 25 high spec PCs:Pentium core 2 duo 3.16GHz, 4GB Ram, 512mb Graphics Cards, DVD/CD writers, 22" Screens.
- One A4 Scanner
- Two A3 Scanners
- A4 Black and White Swipe Card Printer
- A3/4 Colour Swipe Card Printer
- A3 Black and White Swipe Card Printer
- 2 Plotter swipe card stations

#### **Room E.L52 (Top Floor of the White Turret)**

- 11 high spec PCs:Pentium core 2 duo 3.16GHz, 4GB Ram, 512mb Graphics Cards, DVD/CD writers, 22" Screens.
- One A3 Scanner
- A4 Black and White Swipe Card Printer
- A3/4 Colour Swipe Card Printer

#### **Print Room/IT Office (3.9)**

- Two A0 Colour Plotters

### **Computer Software**

To access our software go to:

**Start > Programs** for Photoshop, Indesign, and Illustrator

and

**Start > Load Application Menus** for other programs such as CAD and Sketchup

After a short while the **Applications** menu will appear on the start menu.

To access software specific to Landscape:

**Start > Applications > Academic > Landscape**

To access CAD:

**Start > Applications > Academic > CAD**

### **Landscape specific software**

- **Auto CAD 2007** – A suite of cad software products for 2- and 3-dimensional design and drafting.
- **Photoshop** - The world-standard photo design and production tool for print, multimedia, and the World Wide Web. Can be used to retouch scanned photographs, edit images, and create painted artwork and special effects.
- **Illustrator** - Used to produce presentation drawings, Desktop Publishing and Reports. Can import Autocad Files and many other formats.
- **InDesign** - Is an advanced Desktop Publishing application launched as a direct competitor to QuarkXPress.
- **Sketchup 5** - for rapid 3D modelling
- **Simmetry 3D** – Specialist landscape software which can be used to create and manipulate landform

If you would like to know how to obtain the software listed above for your own computers go to our software guide at:

<http://www.shef.ac.uk/landscape/current/designresources.html>

### **Printing**

Printers available for student use:

- **Two HP Designjet A0 Colour Plotters.** Large format full colour printer located in the print room, networked to computers in the computer room and able to print A0, A1 and A2 sheets.

To send to these choose **LINE-PLOT ON SHEFUNI** or **COLOUR-PLOT ON SHEFUNI**

Payment is collected via a swipe card system. Students charge their U Card with credit at locations around the university, send their prints from any departmental computer and then swipe their cards at one of the plotter release stations located in the department to debit their account. The nearest place to credit your U card is in room D.T38 on the 2<sup>nd</sup> floor of the main turret in the Crookesmoor Building.

More detailed information on large format plotting can be found at <http://www.shef.ac.uk/landscape/current/printing.html>

- **PC Room Printing.** Black and white A4 and colour A4/A3 printers are located in both computer rooms and are networked to all PCs. Payment is collected via a swipe card system, students charge their U Card with credit at locations around the university. When prints are sent to these queues they may be collected from any of the swipe card printers located around the university. Details of this system including where to

charge your cards and the location of the other printers can be found at [www.shef.ac.uk/cics/printing](http://www.shef.ac.uk/cics/printing).

To send A3/4 colour choose **SHEFUNI Colour**  
To send A4 black and white choose **SHEFUNI 4100**

### **Print Collection Times**

A0, A1 and A2 plots may be collected in room C.H26 from 8.30 a.m. until 12:00 p.m and 1:00 p.m until 4:15 p.m There will be times that the IT Officer will close the Print Room without notice to fulfil other commitments. This will only usually be for short periods, so please be patient and call back later.

**Please make sure your plots are sent with plenty of time before hand-in deadlines. Sending at the last minute will most likely cause a late submission for which you will lose marks.**

Submission times will be posted on the computer and print room doors. Even when the plotters are not busy please do not send print later on in the afternoon and expect to collect the same day as you are bound to be disappointed.

### **Checking the progress of plots**

To view the progress of your plots, check the screen next to the plotter release stations in room E.L42a and the print room.

### **Wireless Network**

Wireless networking can be accessed almost anywhere in the Crookesmoor building. Wireless access is available at numerous locations around the university including the plaza café and the Information Commons [www.shef.ac.uk/cics/wireless/areas.html](http://www.shef.ac.uk/cics/wireless/areas.html).

To register your laptops for wireless use please follow the instructions at [www.shef.ac.uk/cics/wireless](http://www.shef.ac.uk/cics/wireless).

### **Online Training Resources**

The department has purchased a number of online tutorial packages. They consist of guided video demonstrations along with the actual files used in the tutorials allowing you to practice as you learn, each one takes about 10hrs to complete. The titles are Photoshop, Illustrator, AutoCAD and InDesign and can be found at:

**[www.lsc-training.shef.ac.uk](http://www.lsc-training.shef.ac.uk)**

These resources run from a webserver within the department and can be accessed from all PCs within the university. It is possible to access these from home if you have a Virtual Private Network (VPN) set up. To do this, follow the instructions at [www.shef.ac.uk/cics/vpn](http://www.shef.ac.uk/cics/vpn).

**You must get yourself some headphones to listen to the audio in the department.**

## Photocopying

There are photocopying facilities in the library that are cheaper and designed for high-volume copying. You can also get your photocopying, binding and other reprographics done at the Students Union Copy Shop and also at the University Print Unit in the Central Annex where high-quality poster production is available

## Art and Design Materials

The **Department** supplies A1 tracing paper at 80p per sheet. The **Students Union Shop** sells a good range of stationery and equipment some of which can be ordered overnight. It is worth checking there before visiting other suppliers. The Architecture Department contains the **Students' Architecture Shop** on Floor 16 of the Arts Tower. This is open most lunchtimes and is supplied by Pinders. It supplies a limited range of materials and is particularly useful for layout pads and paper. Outside the University, **Pinders** has a very large range of art and design supplies.

PINDERS [www.pinders.uk.com](http://www.pinders.uk.com)  
16 Moore Street  
Sheffield  
S3 7US  
0800 783504

## The University Library

The Library is here to support you in your studies. There is a wealth of material available; over 1,400,000 printed volumes and an extensive range of electronic resources including subject databases, ebooks and eJournals. Many resources are accessible off-campus via the internet.

### Sites & services

There are four Library sites for you to choose from:

The Information Commons (IC) – holds 100,000 core texts found on module reading lists. This is a 24 hour facility with 1300 study spaces and over 500 PCs. It has bookable group study rooms, and a cafe. It's a safe and secure environment if you need to work late into the night, and is wireless enabled.

Western Bank Library – this newly-refurbished Library contains additional landscape material, has a separate Architecture Collection off the Main Hall and covers material in the arts, humanities, science, other social science subjects and East Asian studies. It has a superb Reading Room, long opening hours, and has a quiet study atmosphere. There is access to the wireless network in most of the building.

St. George's Library – based in a modern building on Mappin Street, this Library contains material relating to engineering, management, economics, information studies and computer science. It has access to the wireless network throughout and is ideal if your department is based in the St. George's area.

Health Sciences Library – based on Floor C of the Royal Hallamshire Hospital, with a satellite at the Northern General Hospital. This site specialises in medicine, dentistry and health related subjects.

A valid UCard is needed to gain entry to all Library sites and to borrow books. You will also need your UCard to use photocopying, printing and scanning facilities.

### **The electronic library**

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

- find and request the books you need
- renew your library loans and pay any charges you may have incurred
- see your reading lists
- access electronic resources, such as ejournals, ebooks, subject databases
- search Google Scholar
- use the tutorials in the Information Skills Resource to learn how to search for information effectively, and use references correctly

### **Sources of help & guidance**

Staff are on hand at each site to offer advice and assistance. If you have problems, for example, finding books in the Library, accessing electronic resources, or need help with your Library account please don't hesitate to ask any member of staff.

There are Liaison Librarians to offer subject-specific guidance, (see <http://www.shef.ac.uk/library/libstaff/slist.html> for a full list). Denise Harrison ([denise.harrison@sheffield.ac.uk](mailto:denise.harrison@sheffield.ac.uk)) and Emily Stock ([e.stock@sheffield.ac.uk](mailto:e.stock@sheffield.ac.uk)) are the Liaison Librarians for Landscape.

The Library web pages at [www.sheffield.ac.uk/library](http://www.sheffield.ac.uk/library) offer extensive information about making the best use of resources and services, and you can keep up-to-date with Library news via Twitter (@UniSheffieldLib), subject blogs (see <http://www.shef.ac.uk/library/services/blogs.html>) and RSS feeds (see <http://www.shef.ac.uk/library/services/libnewsfeeds.html>). For subject information please see the subject guide <http://www.shef.ac.uk/library/subjects/subarch.html>.

### **Contact the Library**

By telephone 0114 222 7200

By email [library@sheffield.ac.uk](mailto:library@sheffield.ac.uk)

Web [www.sheffield.ac.uk/library](http://www.sheffield.ac.uk/library)

Twitter [twitter.com/unisheffieldlib](https://twitter.com/unisheffieldlib)

uSpace [uspace.shef.ac.uk/community/library](http://uspace.shef.ac.uk/community/library)

## PART 2 – COURSE STRUCTURES

### Undergraduate degrees

The Department has always sought to combine a creative, imaginative and user-orientated approach to teaching landscape architecture, with a solid grounding in a range of related subjects. We seek to develop a range of skills, including design, visual communication, research, analysis and report writing, to educate professionals who can meet the varied demands of an ever changing world of landscape practice. For this reason we run undergraduate courses which combine landscape architecture with a degree level qualification in an additional subject. All the undergraduate degrees are three year honours degrees (either BSc or BA). The three year degree is normally then followed by a year out in practice before returning for a one year Master of Landscape Architecture.

The **BSc in Landscape Architecture with Ecology (LAE)** is taught jointly by the Department of Landscape and the Department of Animal and Plant Science (APS). Between 1982 and 2007 it operated as a dual degree but, as ecological expertise in the Department of Landscape grew, we have begun to replace some APS modules with specially developed Landscape modules. In 2007, LAE became a 'single honours' degree, reflecting the predominant balance of Landscape modules, although the Animal and Plant Sciences Department is still involved to a significant extent. For many years this degree was referred to as Landscape Design and Plant Science. The course aims to link a creative and imaginative approach to landscape architecture with understanding of our environment and the way it works, and of the relationships between people and nature. It is the only UK landscape course to combine the scientific discipline of Ecology with the creative discipline of Landscape Architecture.

The **BA in Landscape Architecture with Planning (LAP)** is the first dual honours course in the UK to bring together the related disciplines of landscape architecture and spatial planning. Launched in 1995, the course aims to train people for a central role in the planning, design and management of urban and rural environments. By combining a thorough training in landscape with a full appreciation of urban development and the planning process, the course has been structured to produce landscape architects with a clear understanding of the problems and opportunities facing the regeneration of urban and rural landscapes. The course is taught by the Department of Landscape in partnership with the Department of Town and Regional Planning.

The dual degree in **Architecture and Landscape** accepted its first students in 2001. **The School of Architecture is the home Department for this degree programme** but students spend approximately half of their time studying modules in the Department of Landscape. This degree aims to train a new type of professional with skills in both architecture and landscape. Combined with the **MLA**, the BA Architecture and Landscape is professionally accredited by the Landscape Institute.

### General Course Structure

The courses are modularised and you must ensure that you are registered for modules adding up to 120 credits in each year. Course structures for each course are on the next few pages. Details of the modules taught in the Department of Landscape (coded LSC) are contained in the separate volume of undergraduate module descriptions. For details of the modules taught in other Departments you should consult the handbooks and

course information that they provide. Similarly you should check with the Department teaching the module for up-to-date details of timetable, assessments and other relevant information.

# Course Structure for Landscape Architecture with Ecology

## Level One Modules

### Compulsory Modules in the Department of Landscape (credits for year 120)

Code	Title	Semester	credits
LSC 108	Landscape Design Studio Project	Spr	20
LSC 109	Intro to Landscape Processes and Planning	Spr	20
LSC 111	What is Landscape Architecture?	Aut	10
LSC 112	Introductory Landscape Design Studio	Aut	20
LSC122	Theories and Histories of Landscape Architecture	Spr	10

### Compulsory Modules in the Department of Animal and Plant Sciences

APS123	Population and Community Ecology	Spr	10
APS 124	Ecosystems and Environmental Change	Spr	10

### Compulsory Modules in the Department of Town and Regional Planning

TRP 131	The Making of Urban Places	Aut	20
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## Level Two Modules

### Compulsory Modules in the Department of Landscape (credits for year 120)

Code	Title	Semester	credits
LSC 203	Landscape Ecology	Aut	10
LSC 204	Introduction to Planting Design	Aut	10
LSC 206	Social Aspects of Design	Spr	10
LSC 221	Sustainable Urban Environments	Aut	20
LSC 209	Introduction to Landscape Construction	Aut	20
LSC 210	Techniques in Landscape 1	Spr	10
LSC 212	Conceptual Design Studio	Spr	20
LSC 213	Techniques in Landscape 2	Spr	10

### Compulsory Modules in the Department of Animal and Plant Sciences

APS 203	Plant Population and Community Ecology	Spr	10
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## Level Three Modules

### Compulsory Modules in the Department of Landscape (credits for year 120)

Code	Title	Semester	credits
LSC 301	Environmental Assessment	Aut	10
LSC 302	Ecological Design Project	Aut	20
LSC 303	Advanced Planting Design	Spr	10
LSC 304	Site Planning for Housing	Aut	10
LSC 305	Land Contamination, Restoration & Revegetation	Spr	10
LSC 306	Landscape Construction Design	Spr	10
LSC 307	Integrated Design Project 1	Spr	10
LSC 308	Integrated Design Project 2	Spr	10
LSC 323	Urban Regeneration by Design	Spr	10
LSC 314	Advanced Ecological Design and Management	Aut	10
LSC 315	Development, Planning and the State	Spr	10

# Course Structure for Landscape Architecture with Planning

## Level One Modules

### Compulsory Modules in the Department of Landscape (credits for year 120)

Code	Title	Semester	credits
LSC 108	Landscape Design Studio Project	Spr	20
LSC 109	Intro to Landscape Processes and Planning	Spr	20
LSC 111	What is Landscape Architecture?	Aut	10
LSC 112	Introductory Landscape Design Studio	Aut	20
LSC122	Theories and Histories of Landscape Architecture	Spr	10

### Compulsory Modules in the Department of Town and Regional Planning

TRP 131	The Making of Urban Places	Aut	20
TRP 133	Development, Planning and the State	Spr	20

## Level Two Modules

### Compulsory Modules in the Department of Landscape (credits for year 120)

Code	Title	Semester	credits
LSC 203	Landscape Ecology	Aut	10
LSC 204	Introduction to Landscape Design	Aut	10
LSC 206	Social Aspects of Design	Spr	10
LSC 221	Sustainable Urban Environments	Aut	20
LSC 209	Introduction to Landscape Construction	Aut	20
LSC 212	Conceptual Design Studio	Spr	20
LSC 213	Techniques in Landscape 2	Spr	10

### Compulsory Modules in the Department of Town and Regional Planning

TRP 235	The Development Process	Spr	20
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## Level Three Modules

### Compulsory Modules in the Department of Landscape (credits for year 120)

Code	Title	Semester	credits
LSC 301	Environmental Assessment	Aut	10
LSC 303	Advanced Planting Design	Spr	10
LSC 304	Site Planning for Housing	Aut	10
LSC 305	Land Contamination, Restoration & Revegetation	Spr	10
LSC 306	Landscape Construction Design	Aut	10
LSC 307	Integrated Design Project 1	Spr	10
LSC 308	Integrated Design Project 2	Spr	10
LSC 309	Cultural Landscapes Project	Aut	10
LSC 323	Urban Regeneration by Design	Spr	10
LSC 313	Landscape Planning Project	Aut	10

### Compulsory Modules in the Department of Town and Regional Planning

TRP 333	Environmental Policy and Nature Conservation	Aut	20
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# Course Structure for Architecture and Landscape

## Level One Modules

### Compulsory Modules in the Department of Architecture (credits for year 120)

Code	Title	Semester	credits
ARC 103	Humanities 1	Aut	10
ARC 104	Humanities 2	Spr	10
ARC 107	Science and Technology 1	Aut	10
ARC108	Science and Technology 2	Aut	10

### Compulsory Modules in the Department of Landscape

LSC 111	What is Landscape Architecture?	Aut	10
LSC 103	Landscape Design Studio Project	Spr	10
LSC 105	Landscape Processes	Spr	10

### Joint Modules

LSC 136	Introductory Environmental Design Studio	Aut	30
ARC 136	Architectural Design (Landscape) 2	Spr	20

## Level Two Modules

### Compulsory Modules in the Department of Architecture (credits for year 120)

Code	Title	Semester	credits
ARC 204	Humanities 4	Spr	10
ARC 207	Environment and Technology 3	Aut	10
ARC 237	Architectural Design (landscape) 3	Aut	30
ARC 238	Architectural Design (landscape) 4	Spr	30

### Compulsory Modules in the Department of Landscape

LSC 204	Introduction to Planting Design	Aut	10
LSC 202	Landscape Design Studio Project	Spr	10
LSC 203	Landscape Ecology	Aut	10
LSC 122	Theories and History of Landscape Architecture	Spr	10

## Level Three Modules

### Compulsory Modules in the Department of Architecture (credits for year 120)

Code	Title	Semester	credits
ARC 303	Humanities 5	Aut	10
ARC 307	Science and Technology 5	Spr	10
ARC 326	Architectural Design 6	Spr	30
ARC337	Architectural Design (Landscape) 5	Aut	30

### Compulsory Modules in the Department of Landscape

LSC 303	Advanced Planting Design	Spr	10
LSC 304	Site Planning for Housing	Aut	10
LSC 306	Landscape Construction Design	Spr	10
LSC 308	Integrated Design Project 2	Spr	10

## Academic and transferable skills development

As well as learning about your subject, throughout your degree you will have opportunities to develop academic and transferable skills. These skills are likely to include how to: write academic essays or reports, do presentations, work in teams, plan and manage your time, find, evaluate and accurately cite and reference material from diverse sources such as books, journals and the internet, and how to make the best use of IT. They are part of a broader set of skills and attributes that the University would like you to have achieved by the time you graduate (see the Sheffield Graduate <http://www.shef.ac.uk/sheffieldgraduate/>). As well as being essential to help you do well in your degree and any further study, we know that employers value these skills, so by gaining them you should also be better prepared for employment.

There are various sources of additional support in developing your transferable skills: The Academic Skills Hub (TASH) provides additional guidance and learning resources to support you in developing many of these skills. You can access it from any PC with an internet connection <http://tash.group.shef.ac.uk>

The English Language Teaching Centre <http://www.shef.ac.uk/eltc/> provides advice and guidance on developing your writing skills.

Maths and Statistics Help (MASH) <http://www.shef.ac.uk/mash/> provides face to face support and online learning resources for developing your skills in maths or statistics. Information about the University policy on 'unfair means' (cheating), including a guide that explains what constitutes cheating (for example plagiarism) and what happens if you are found to have used unfair means, is available from: <http://www.shef.ac.uk/ssid/exams/plagiarism.html>

The University has a scheme called the Sheffield Graduate Development Programme which enables you to reflect on the skills you are learning and plan what you need to develop further so that you are well prepared for employment when you graduate.

### The Sheffield Graduate

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

The Sheffield Graduate is:

- knowledgeable in their subject area
- a critical, analytical and creative thinker
- an independent learner and researcher
- a problem solver
- information literate and IT literate
- a flexible team worker
- an accomplished communicator
- an efficient planner and time manager
- competent in applying their knowledge and skills
- an active citizen who respects diversity
- professional and adaptable
- reflective, self aware and self-motivated

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

The Department of Landscape strongly supports the principle of the Sheffield Graduate and encourages final year students to enter for the **Sheffield Graduate Award**, which has been developed with the purpose of recognising and rewarding your extra curricula activities that help you to gain the Sheffield Skills. The Award is endorsed by a number of employers who recognise that students who have achieved the Award will stand out from the crowd. Further information and on line registration for the Award can be found on: [www.sheffield.ac.uk/theshffieldgraduateaward](http://www.sheffield.ac.uk/theshffieldgraduateaward)

We strongly recommend that, throughout your degree, you make regular use of our MOLE site "Adding Value to Your Landscape Degree", which contains lots of information about entering for the Sheffield Graduate Award, as well as transferable skills more generally

## PART 3 – SUBMISSION, ASSESSMENT AND PROGRESSION

### Submission of Work

#### Submission requirements

The module tutor will provide you with details of the assessment for each course unit. Details of the work required will be provided in a project brief or other statement of requirements, which will also give details of the time and date when the work must be handed in. **All the required work must be handed in on the due date, within the specified time period.** You must attach a completed cover sheet to your work and retain the tear-off slips as proof of submission. Details of how you can download a coversheet can be found at on the departmental homepage via the link below.

[www.shef.ac.uk/landscape/current/handins.html](http://www.shef.ac.uk/landscape/current/handins.html)

#### USE OF UNFAIR MEANS IN THE ASSESSMENT PROCESS (non invigilated exams):

The University expects its graduates to have acquired certain attributes. (See the [Sheffield Graduate](#)) Many of these relate to good academic practice:  
a critical, analytical and creative thinker

- an independent learner and researcher
- information literate and IT literate
- a flexible team worker
- an accomplished communicator
- competent in applying their knowledge and skills
- professional and adaptable.
- 

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

## What constitutes unfair means?

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

- 1. Plagiarism (either intentional or unintentional)** is using the ideas or work of another person (including experts and fellow or former students) and submitting them as your own. It is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.
- 2. Submitting bought or commissioned work** (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole piece of work or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assessed work to other students
- 3. Double submission (or self plagiarism)** is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole piece of work or part of it. Normally credit will already have been given for this work.
- 4. Collusion** is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.
- 5. Fabrication** is submitting work (for example, practical or laboratory work) any part of which is untrue, made up, falsified or fabricated in any way. This is regarded as fraudulent and dishonest.

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

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

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

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

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

The following websites provide additional information on referencing appropriately and avoiding unfair means:

The **Library** provides online information literacy skills tutorials  
<http://www.shef.ac.uk/library/services/infoskills.html>

The **Library** also has information on reference management software  
<http://www.shef.ac.uk/library/refmant/refmant.html>

The **English Language Teaching Centre** operates a **Writing Advisory Service** through which students can make individual appointments to discuss a piece of writing. This is available for all students, both native and non-native speakers of English.  
<http://www.shef.ac.uk/eltc/services/writingadvisory>

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

Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations. For a student registered on a professionally accredited programme of study, action may also be taken under the Fitness to Practise Regulations. Where unfair means is found to have been used, the University may impose penalties ranging from awarding no grade for the piece of work or failure in a PhD examination through to expulsion from the University in extremely serious cases.

### **Detection of Unfair Means**

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

For further information

[www.shef.ac.uk/ssid/charter/guidance\\_taught.html](http://www.shef.ac.uk/ssid/charter/guidance_taught.html)  
[www.shef.ac.uk/ssid/procedures/grid.html#discipline](http://www.shef.ac.uk/ssid/procedures/grid.html#discipline)

You will receive guidance on how to avoid the above, and how to attribute sources of information correctly, from module tutors. However, there is also helpful guidance on the University website

[http://tlsu.dept.shef.ac.uk/plagiarism/student\\_guidance\\_final.doc](http://tlsu.dept.shef.ac.uk/plagiarism/student_guidance_final.doc)

The use of unfair means is likely to result in serious consequences. For example, **the piece of work affected may be given a grade of zero, which in some cases will entail failure in the examination for the relevant unit or research degree.** You may also be referred to the Discipline Committee.

The Information Skills tutorial in MOLE contains excellent subject-specific advice on correct referencing procedures for Landscape literature. You should become thoroughly conversant with this tutorial.

## **Use of Internet Resources in Assessed Coursework**

The Internet provides a wealth of information which may make a valuable contribution to research that you carry out for assessed project work. Although use of such information offers a number of advantages, including easy accessibility and ease of use, there are

also some significant dangers in the use of such information. In particular, there are three points that you should be very careful about:

i) The use of information sourced from the Internet should be reasonable in the circumstances and should not be excessive. Most essays, reports and other assessed pieces of work will also require other materials to be used and referred to, including books, journal articles, reports, and government publications and published images, to name but a few. Assessed work that is based solely or predominantly on use of Internet-sourced materials, including other people's photographic images and other visual material, will normally be considered to be inadequately researched.

ii) The quality of information on the Internet is extremely variable. Some Internet sites, for example government sites or nationally known research institutions, are more likely to be reliable sources of information than others such as individuals' sites or sites of lesser known or unfamiliar organisations. You must ensure that you are confident about the status of the information before using it in assessed work. In general, we do not take kindly to excessive use of Wikipedia, which we consider to be insufficiently advanced and rigorous for degree level work. Also, much of the material in Wikipedia has been inadequately evaluated and is therefore unreliable – some Departments have advised students that it is thus 'worse than useless'.

iii) All Internet source material must be properly cited in your references or bibliography. Downloading excessively large tracts of text from the Internet, whether referenced or not, or using unreferenced Internet text in work that you submit for assessment will be treated as examples of plagiarism and will be subject to the rules outlined above. The normal rules for **referencing** also apply to Internet source information.

## Research Ethics

All University research that involves human participants and/or participants' data must be ethically approved prior to the participants' involvement in the research, through the University's Ethics Review System. On occasion, your project work may involve you in gathering information about users of particular landscapes, and thus ethical issues may be raised. This is particularly likely if some of the users are from 'vulnerable' groups – such as children – or if you are asking people sensitive questions.

Undergraduate degrees in Landscape do not generally involve a great deal of independent work of this nature. If you are asked to gather such data as part of a project, the module tutor will have sought 'generic' approval for the module. However, if you are planning to work independently to gather human data – such as conduct interviews or possibly even simply to observe people's use of landscapes – you must notify your module tutor who will advise on whether special approval is necessary.

In broad terms, any participants must be fully informed about the nature of the investigation, they must be advised that their involvement is voluntary, and they should not be subjected to any unnecessary risk. They should not be coerced or deceived into participating.

If your module tutor feels that your investigations do require ethical approval, you must submit an application to the Department's Ethics Administrator, Denise Hall.

## Group Work

The Department believes that group work is an important part of landscape education, because of its role in developing team working skills, which are vital for work in the landscape profession as well as being transferable to work of other types. At the same time we recognise the stresses and strains that can arise for students working in groups, and the need to ensure, as far as possible, fairness in: the sharing of work; in the way that contributions to group work are recognised; and in the effects this may have on individual performance. Our specific policies reflect this position and are as follows:

- i) At undergraduate level group work should never make up all of the assessed work in a module and in general group work should not account for more than 50% of the final mark of a module (although there may be exceptions provided that the case is clearly argued to the Teaching Committee). At each undergraduate level where assessed group work plays a part in any landscape module, an introduction to relevant group working skills will be incorporated at a suitable point within that level of study.
- ii) At postgraduate level modules may, where appropriate, consist entirely of group work where it is clear that: the module aims to simulate real team working situations likely to be encountered in professional practice; development of team working skills is clearly stated as one of the aims of the module and forms part of the assessment; and training in team working skills is provided as an integral part of the project.
- iii) At the start of any module that involves group work, at both undergraduate and postgraduate levels, there must be agreement between all the participating students and the module co-ordinator about a protocol for behaviour within the group work situation. The protocol should cover matters such as:

- attendance at group meetings;
- timekeeping;
- meeting responsibilities to the group;
- equity in workload;
- the importance of delivering work attributed to individuals on time and to a good standard;
- steps to be taken in the event of failure to adhere to the protocol.

Students may either spend time at the start of the module establishing their own protocol (which must be agreed by the whole year group) or may agree to accept the standard Departmental protocol, which has been agreed by both the Staff-Student Committee and the Teaching Committee.

- iv) Any protocol which is adopted for group work must recognise that there may occasionally be a need to take action where individuals are not contributing equitably to the work of the group or where other difficulties arise. Students should be encouraged to resolve such problems within the group as far as possible, but there should also be

clearly agreed procedures to be followed in the event that this proves impossible. All protocols adopted must therefore include the following provisions:

- The members of the group may, after discussion between themselves and attempts to address the problem within the group, contact the module co-ordinator to complain if they consider that another group member is not contributing fairly to the shared work or is causing significant difficulties for the group in other ways;
- Any module co-ordinator who receives such a complaint should immediately contact the student concerned and find out if there are any extenuating circumstances to explain the difficulties arising, with evidence to support this. If there are no acceptable extenuating circumstances, or if the student does not respond to the tutor's request for explanation, the tutor will warn the individual (verbally or by e-mail) about their behaviour, remind them of their responsibilities to the group and request a clear undertaking to contribute fully and responsibly for the remainder of the project.
- If, after the issuing of such a warning, group members find that the individual concerned has not responded to the warning and the problems continue, they may draw this to the attention of the course co-ordinator for a second time. In this case the tutor will formally advise the student concerned that they will be penalised and that, in their case, marks will be deducted from the overall mark awarded to the group. The tutor will have discretion to decide on the level of penalty, but it should not normally exceed three categories on the 100 point categorical marking scale (e.g. if a group mark of 65% is awarded the individual might, at worst, only receive a mark of 55%). If however it is absolutely clear that the student has made no contribution at all then a mark of 0 may be given for the group work component
- the issuing of warnings and deduction of marks will be recorded by the tutor on the student's personal file.

Peer assessment of group work contributions has a potentially very important contribution to make to effective use of group work to aid learning. **In line with University policy on groupwork, we will explore ways on introducing peer and self assessment of group work.**

## Late Submission of Work

**It is extremely important that you hand work in on time.** The Department has a very short time available to mark work and submit marks to the central administration of the University and in the second semester we also have an extremely tight timetable for mounting exhibitions for external visits by examiners and others. In addition completing work to deadlines is an important part of working life when you leave University and you should try to develop good working habits when you are a student.

If you hand work in after the stated submission time without either a personal or group extension **you will be penalised.** This could seriously affect your overall performance. It is therefore in your interests to make sure that you hand work in on time unless there is a

very good reason why you cannot do so. If work is handed in late and no extension has been granted, the assessment will be dealt with in one of the following ways:

- The time slot for hand-ins of work will generally be standardised to **between 3pm and 4pm** (note that there may be exceptions so read your assessment instructions carefully).
- **There will be an informal period of tolerance of 30 minutes** after the end of the specified hand-in period when work may still be accepted without formal penalty. We cannot, however, guarantee that any of the office staff will be available to accept work that is submitted in this period and your work will not be considered as 'handed-in' unless the formal submission slips have been completed and stamped and you have a copy to prove this.

Formal extensions to submission times may be given in one of two situations:

- (i) **Personal Extension:** If you suffer exceptional difficulties in completing a piece of work by the stated submission time, for reasons of physical or mental ill health, or because of serious personal problems which may affect hand in of work, you must talk to the module co-ordinator **as soon as you are aware of the problem**. The tutor will then be able to agree a revised submission time, which takes account of your difficulties. You must also see your Personal Tutor about the problem. **You must not abuse this provision to seek extensions simply because you cannot finish the work in time.** We are always sympathetic to the problems that students may experience but you must provide the module co-ordinator with a medical certificate or self-certification note (as appropriate, see section on Student Support) if you have health problems. It will also help to have supporting evidence, such as an explanatory letter from the Counselling Service, for personal problems that prevent you from submitting on time. When you go to see the module co-ordinator take the relevant documents to the Departmental Office where you should also **pick up an extension form**. Take this to the module co-ordinator and provided that an extension is agreed they will sign the form showing a new submission date, place a copy in your file and inform your personal tutor.
- (ii) **Year Group Extension:** Occasionally the submission time given in the brief may be changed by the module co-ordinator for the whole Year Group. This will usually only happen if unforeseen circumstances arise, but if you think there is genuine reason to request such an extension for the whole group, perhaps because of a clash of submission dates with other modules, then you should speak to your **student year group representative** who will canvas views from others and if appropriate raise the matter with the module coordinator. You will be clearly advised of any change to submission dates by announcements, notices on your studio noticeboard and/or by e-mail, so keep your eyes and ears open.

Late submission will result in a deduction of 5% of the total mark awarded for each working day after the submission date.

Day late	Mark reduced by 5%	Mark Awarded When Reduced by 5%*	
	Multiply by	Original 60	Original 50
1	0.95	57	47.5
2	0.90	54	45
3	0.85	51	42.5
4	0.80	48	40
5	0.75	45	37.5

The 5 working day deadline for late submission is absolute and any work submitted after the 5 working day period without a special dispensation should receive zero (special dispensations cover medical problems, personal or medical problems arising from disability or specific learning difficulties, extreme personal and family problems, a force majeure and in the case of part-time students only, work-related problems.).

So remember that you must speak to the module tutor at the earliest opportunity if there are any problems likely to affect your hand-in. The earlier you inform them of genuine problems the more likely they are to be able to help you with your difficulties by granting an extension of some form.

**Extensions and extenuating circumstances must be documented on the correct forms and must relate to precise periods (e.g. actual period of illness, revised submission date) – informal word-of-mouth or vague arrangements are not sufficient.** One of the reasons for this is that all examination boards are conducted anonymously, so tutors cannot report 'hearsay' evidence about individual students. We rely on being able to relate written records to student registration numbers.

## Printing of work

**It is especially important that if you are doing work on the computer you make proper arrangements to get it printed in time for the submission date.** Pleas for extensions as a result of losing work which you did not backup on the computer, or leaving inadequate time for printing when you know there will be many other students queuing for use of the printers, or for other technical reasons, will not normally be considered as an adequate basis for extensions.

If you are sending print jobs to the Print Room, you **must** ensure that your work is identifiable.

## Retention and Storage of Work

You should acquire an A1 portfolio in which you need to retain all your returned work. It may be necessary for you to produce this for external examiners in due course, and your personal tutor may request you to bring it along to meetings as a basis for discussion.

Bulky work produced during your course, such as models, or design files, will usually be returned to you after it has been marked. At an agreed time it will be left in your studio for collection. **If it is not collected by the agreed date it will be thrown away.**

If you are asked to submit your portfolio for consideration by external examiners, we will return it to you as soon as possible thereafter. A suitable time for collection would, for example, be on Graduation Day.

## Assessment of Work

### Marking Scales and Criteria

When marking **design work** marks will be awarded according to the extent to which the work demonstrates achievement against the following general criteria:

- accurate grasp of the requirements of the brief;
- knowledge and understanding, and appropriate application, of the theoretical, conceptual and practical principles underlying the project;
- use of relevant, appropriate and well researched supporting information, including design precedents, to support design development;
- ability to develop design solutions which are appropriate to the task, in that they resolve the challenges inherent in the brief, demonstrate an ability to manipulate landscape elements through design, and are responsive to people, place and nature;
- ability to resolve design issues at an appropriate level of detail and to use appropriate organic and inorganic materials to achieve design objectives;
- evidence of originality, innovation and creativity in overall approach and/or in particular aspects of the work;
- high standards of presentation, in appropriate visual, verbal and written media, including both digital and/or non-digital communication methods;
- overall impression created by the submitted work.

When marking **written project work** (essays, reports, dissertations) marks will be awarded according to the extent to which the work demonstrates achievement against the following general criteria:

- accurate grasp of the requirements of the brief;
- knowledge and understanding and appropriate application of the theoretical, conceptual and practical principles underlying the project;
- use of relevant, appropriate and well researched supporting information, which is accurately presented;
- ability to develop a good structure and clear arguments which are appropriate to the task;
- originality, in going beyond simple reliance on material provided in lectures/workshops/ or briefing sessions, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation;
- high standards of presentation, in terms of written expression, and/or graphic work, if required by the brief, and in the combination of the two.
- overall impression created by the submitted work.

These general criteria will be supplemented by more detailed and specific criteria, specific to each module and each piece of assessed work, which will be described in individual project briefs. **TABLES A and B** show how marks relate to the level of achievement against these general criteria, for design work and written work respectively. Marks may

be returned on a 100-point scale: however, most markers will use fixed points on this range as a way of avoiding 'false accuracy', especially where the overall mark arises from an average of individual components.

**TABLE A : UNDERGRADUATE MARKING SCALE FOR DESIGN PROJECTS**

MARK	GENERAL CHARACTERISTICS OF WORK AGAINST KEY CRITERIA	LEVEL OF ACHIEVEMENT
85+	<p><b>DEGREE CLASS I</b>  <b>Excellent/Very Good Work</b>                      Work in these categories achieves very high standards. It shows excellent grasp of the requirements of the brief and very good understanding of the theoretical, conceptual and practical principles underlying the project. It is very well supported by appropriate, relevant, well researched information which is accurately presented. Design solutions are highly appropriate, well resolved and very clearly articulated. Work demonstrates good levels of originality and goes beyond reliance on the material provided in lectures and workshops. It demonstrates a level of creativity in both content and presentation. It achieves the highest standards in visual presentation and the overall impression created is of a very high standard of work.</p>	<p>Exceptional work showing the highest level of achievement against all criteria, with strong evidence of originality and creativity and no significant weaknesses. Could not be expected to do more</p>
78-84	<p>Work in these categories achieves a very good standard against some criteria and a good standard against all the others. Occasional evidence of originality and creativity. Some minor weaknesses but not sufficient to detract from the overall good standard of work.</p>	<p>Very good achievement against the majority of the criteria and showing very good evidence of originality and creativity. Minor inconsistencies in the overall high standard prevent the work from reaching the highest level of achievement.</p>
70-77	<p>Work in these categories achieves a good, all round standard and is very good in some aspects. It addresses most aspects of the brief fully, and shows generally good understanding of the theoretical, conceptual and practical principles underlying the project. It is generally well supported by relevant, well researched information which is accurately presented. Design solutions are appropriate, generally well resolved and clearly articulated. The work provides only limited evidence of originality or creativity, in either content or in visual presentation, but the overall impression created is good.</p>	<p>Generally very good or good level of achievement against most of the criteria. Some evidence of originality and creativity. Some inconsistencies in the overall high standard means that the work does not quite reach the higher standards.</p>
66-69	<p><b>DEGREE CLASS II DIVISION I</b>  <b>Very Good/Good Work</b>                      Work in these categories achieves a good, all round standard and is very good in some aspects. It addresses most aspects of the brief fully, and shows generally good understanding of the theoretical, conceptual and practical principles underlying the project. It is generally well supported by relevant, well researched information which is accurately presented. Design solutions are appropriate, generally well resolved and clearly articulated. The work provides only limited evidence of originality or creativity, in either content or in visual presentation, but the overall impression created is good.</p>	<p>Achieves a very good standard against some criteria and a good standard against all the others. Occasional evidence of originality and creativity. Some minor weaknesses but not sufficient to detract from the overall good standard of work.</p>
63-65	<p>Work in these categories achieves a satisfactory standard. It shows a reasonable understanding of the brief and has gone some way towards meeting the requirements. It is supported in part by relevant, reasonably well researched</p>	<p>Achieves a good standard against the majority of the criteria and a satisfactory standard against all the others. Little evidence of originality and creativity. Some significant areas of weakness but not sufficient to detract from the overall good standard of the work.</p>
60-62	<p>Work in these categories achieves a satisfactory standard. It shows a reasonable understanding of the brief and has gone some way towards meeting the requirements. It is supported in part by relevant, reasonably well researched</p>	<p>Achieves a good standard against some of the criteria and a satisfactory standard against the majority of the others. No evidence of originality or creativity. Several significant weaknesses lower the overall standard of the work.</p>
56-59	<p><b>DEGREE CLASS II DIVISION II</b>  <b>Satisfactory/Acceptable Work</b>                      Work in these categories achieves a satisfactory standard. It shows a reasonable understanding of the brief and has gone some way towards meeting the requirements. It is supported in part by relevant, reasonably well researched</p>	<p>Achieves a satisfactory standard against the majority of the criteria but shows important weaknesses in a few areas. No evidence of originality or creativity. Satisfactory overall standard.</p>

53-55	information which is quite well presented. The work, however, shows significant weaknesses in a number of areas. These may be in understanding of the theoretical, conceptual and practical principles underlying the project, in the accuracy of the supporting information, in the structure and the development of arguments, in the written and graphic presentation or in some combination of these. The overall level of presentation, either written, or graphic, or both, does not reach the highest standards and the overall impression, while satisfactory, could have been much better.	Achieves a satisfactory standard against most of the criteria but shows important weaknesses in some areas. No evidence of originality or creativity. Reasonably satisfactory overall standard.
50-52		Achieves a satisfactory standard against some of the criteria but shows important weaknesses in most other areas. No evidence of originality or creativity. Satisfactory overall standard, sufficient to pass, but with significant weaknesses.
46-49	<b>DEGREE CLASS III</b> <b>Less satisfactory/ Less acceptable Work</b> Work in these categories achieves a less satisfactory standard and only just achieves a pass standard at undergraduate level. The work may show limited understanding of the brief and go only a modest way towards meeting the requirements. The supporting information is not	Achieves a satisfactory standard against some of the criteria but shows important weaknesses in some other areas. Acceptable overall standard, but with some important weaknesses.
43-45	always relevant or well researched and may not be well presented. Understanding of the theoretical, conceptual and practical principles underlying the project is weak, and there may be deficiencies in the structure and the development of ideas, and/or in the appropriateness, resolution or articulation of design solutions. The overall impression is barely satisfactory at undergraduate level.	Achieves a satisfactory standard against a few of the criteria but shows important weaknesses in most other areas. Moderately acceptable overall standard, but several important weaknesses.
40-42		Achieves a satisfactory standard against very few of the criteria and shows important weaknesses in all other areas. Barely acceptable overall standard, with major weaknesses.
<b>UNDERGRADUATE PASS MARK IS 40</b>		
30-39	<b>FAIL</b> <b>Highly Unsatisfactory/ Unacceptable Work</b> Work in these categories is highly unsatisfactory and so fails at undergraduate level. There are major flaws or weaknesses against most of the criteria and the work may also be incomplete. The work shows poor understanding of the brief and goes only a little way towards meeting the requirements. The supporting information, if present, is often not relevant or well researched and is likely to be inaccurately presented. Understanding of the theoretical, conceptual and practical principles underlying the project is very weak, and there are major deficiencies in the structure and the development of ideas and/or in the appropriateness, resolution or articulation of design solutions. The overall level of visual presentation is generally very poor and the overall impression is completely unsatisfactory at undergraduate level.	Unsatisfactory work with serious weaknesses against the majority of the criteria. Very unsatisfactory overall standard.
16-29		Totally unsatisfactory work showing serious weaknesses and omissions against all the criteria. Very unsatisfactory overall standard.
1-15		Incomplete work and the work submitted has major weaknesses against all the criteria. Totally unsatisfactory standard.
0	<b>No submission</b>	

**TABLE B : UNDERGRADUATE MARKING SCALE FOR WRITTEN PROJECTS**

MARK	GENERAL CHARACTERISTICS OF WORK AGAINST KEY CRITERIA	LEVEL OF ACHIEVEMENT
85+	<p><b>DEGREE CLASS I</b>  <b>Excellent/Very Good Work</b>                      Work in these categories achieves very high standards. It shows excellent grasp of the requirements of the brief and very good understanding of the theoretical, conceptual and practical principles underlying the project. It is very well supported by appropriate, relevant, well researched information which is accurately presented. It is well structured and very clearly argued. Work demonstrates good levels of originality and goes beyond reliance on the material provided in lectures and workshops. It demonstrates a level of creativity in both content and, where required, presentation. It achieves the highest standards in written expression, graphic work if required, and appropriate combination of the two. The overall impression created is of a very high standard of work.</p>	<p>Exceptional work showing the highest level of achievement against all criteria, with strong evidence of originality and creativity and no significant weaknesses. Could not be expected to do more</p>
78-84		<p>Very good achievement against the majority of the criteria and showing very good evidence of originality and creativity. Minor inconsistencies in the overall high standard prevent the work from reaching the highest level of achievement.</p>
70-77		<p>Generally very good or good level of achievement against most of the criteria. Some evidence of originality and creativity. Some inconsistencies in the overall high standard means that the work does not quite reach the higher standards.</p>
66-69	<p><b>DEGREE CLASS II DIVISION I</b>  <b>Very Good/Good Work</b>                      Work in these categories achieves a good all round standard and is very good in some aspects. It addresses most aspects of the brief fully, and shows generally good understanding of the theoretical, conceptual and practical principles underlying the project. It is generally well supported by relevant, well researched information which is accurately presented. Text is generally well structured and clearly argued. The work provides only limited evidence of originality or creativity in either content or, where required, presentation. It achieves good standards in written expression, and/or in graphic work where this is required. The overall impression created is good.</p>	<p>Achieves a very good standard against some criteria and a good standard against all the others. Occasional evidence of originality and creativity. Some minor weaknesses but not sufficient to detract from the overall good standard of work.</p>
63-65		<p>Achieves a good standard against the majority of the criteria and a satisfactory standard against all the others. Little evidence of originality and creativity. Some significant areas of weakness but not sufficient to detract from the overall good standard of the work.</p>

60-62		Achieves a good standard against some of the criteria and a satisfactory standard against the majority of the others. No evidence of originality or creativity. Several significant weaknesses lower the overall standard of the work.
56-59	<b>DEGREE CLASS II DIVISION II</b> <b>Satisfactory/Acceptable Work</b> Work in these categories achieves a satisfactory standard. It shows a reasonable understanding of the brief and has gone some way towards meeting the requirements. It is supported in part by relevant, reasonably well researched information which is quite well presented. The work, however, shows significant weaknesses in a number of areas. These may be in understanding of the theoretical and conceptual principles and practical principles underlying the project, in the accuracy of the supporting information, in the structure and the development of arguments, in the written and graphic presentation or in some combination of these. The overall level of presentation, either written, or graphic, or both, does not reach the highest standards and the overall impression, while satisfactory, could have been much better.	Achieves a satisfactory standard against the majority of the criteria but shows important weaknesses in a few areas. No evidence of originality or creativity. Satisfactory overall standard.
53-55		Achieves a satisfactory standard against most of the criteria but shows important weaknesses in some areas. No evidence of originality or creativity. Reasonably satisfactory overall standard.
50-52		Achieves a satisfactory standard against some of the criteria but shows important weaknesses in most other areas. No evidence of originality or creativity. Satisfactory overall standard, sufficient to pass, but with significant weaknesses.
46-49	<b>DEGREE CLASS III</b> <b>Less satisfactory/ Less acceptable Work</b> Work in these categories achieves a less satisfactory standard and only just achieves a pass standard at undergraduate level. There are significant weaknesses in a number of areas. The work may show limited understanding of the brief and go only a modest way towards meeting the requirements. The supporting information is not always relevant or well researched and may not be well presented. Understanding of the theoretical, conceptual and practical principles underlying the project is weak, and there may be deficiencies in the structure and the development of arguments, in the written and graphic presentation or in some combination of these. The overall level of presentation, either written, or graphic, or both is generally poor and the overall impression is barely satisfactory at undergraduate level.	Achieves a satisfactory standard against some of the criteria but shows important weaknesses in some other areas. Acceptable overall standard, but with some important weaknesses.
43-45		Achieves a satisfactory standard against a few of the criteria but shows important weaknesses in most other areas. Moderately acceptable overall standard, but several important weaknesses.
40-42		Achieves a satisfactory standard against very few of the criteria and shows important weaknesses in all other areas. Barely acceptable overall standard, with major weaknesses.
<b>UNDERGRADUATE PASS MARK IS 40</b>		

30-39	<b>FAIL</b> <b>Highly Unsatisfactory/ Unacceptable Work</b> Work in these categories is highly unsatisfactory and so fails at undergraduate level. There are major flaws or weaknesses against most of the criteria and the work may also be incomplete. The work shows poor understanding of the brief and goes only a little way towards meeting the requirements. The supporting information, if present, is often not relevant or well researched and is likely to be inaccurately presented. Understanding of the theoretical, conceptual and practical principles underlying the project is very weak, and there are major deficiencies in the structure and the development of arguments. The overall level of presentation, either written, or graphic, or both is generally very poor and the overall impression is unsatisfactory at undergraduate level.	Unsatisfactory work with serious weaknesses against the majority of the criteria. Very unsatisfactory overall standard.
16-29		Totally unsatisfactory work showing serious weaknesses and omissions against all the criteria. Very unsatisfactory overall standard.
1-15		Incomplete work and the work submitted has major weaknesses against all the criteria. Totally unsatisfactory standard.
0	<b>No submission</b>	

## Classifying Your Degree

Your degree classification will be awarded anonymously to avoid any possible bias. It is important therefore that if you have any special circumstances such as serious illness which has affected your performance you report these to your department in good time so that they can be considered before the final anonymous degree classification board meeting. The special circumstances form can be found at <http://www.shef.ac.uk/ssid/forms/special.html>

Your degree class will be determined by the outcome of two calculations:

- (1) *your weighted average grade* and
- (2) *the distribution of your weighted grades,*

in both cases based on the grades you obtained in the modules contributing to your degree programme. You should note that:

- your degree classification is based on modules taken at Levels 2 and 3; modules taken at Level 1 of your programme of study are not used for classification purposes and are, therefore, excluded from this process;
- the grade obtained in individual modules is weighted according to both the credit value of each module and the Level in which the module was studied.

For further details including an animated tutorial of a worked example of how a degree class is calculated, see <http://www.shef.ac.uk/ssid/exams/classification.html>.

1. At the end of your programme of study, your degree will be classified on the basis of a calculation which takes account of both the weighted average of the grades you obtain in modules at Levels 2 and above and the class within which the best 50% of these weighted module grades fall.

2. In the calculation, grades are weighted both according to the credit value of each module (eg. grades for 20 credit modules are worth twice as much as 10 credit modules in the calculation) and according to the Level at which the module was studied (ie. your Level 3 grades are counted twice relative to those obtained at Level 2).

3. First the weighted average grade is calculated and converted to a preliminary degree classification according to the following scheme:

Weighted average grade	Preliminary Degree classification
69.5 or higher	First
59.5 or higher	2.1
49.5 or higher	2.2
44.5 or higher	Third
39.5 or higher	Pass

If your weighted average grade falls within the ranges indicated below, this results in a preliminary borderline classification:

Weighted average grade	Preliminary Borderline Degree classification
67.0 -69.4	First
57.0 -59.4	2.1
47.0 -49.4	2.2
43.5 -44.4	Third
37.0 -39.4	Pass

4. Next the class within which the best 50% of your weighted module grades fall is calculated and converted to a second preliminary degree classification according to the following scheme:

Classification threshold exceeded by best 50% of weighted module grades	Preliminary Degree classification
69.5 or higher	First
59.5 or higher	2.1
49.5 or higher	2.2
44.5 or higher	Third
39.5 or higher	Pass

If 5/12 of your weighted grades correspond to a classification higher than that indicated by the grades of the best 50%, you would, for the purposes of this preliminary classification, be placed in the borderline category for the higher classification.

5. The scheme by which the preliminary classifications based on (1) the weighted average grade and (2) the best 50% of your weighted modules grades contribute to a final degree classification is detailed below.

<b>Preliminary classification based on weighted average</b>	<b>Preliminary classification based on best 50% of module grades</b>	<b>Final classification</b>

First First First	First Borderline first 2i	First First Borderline first
Borderline First Borderline First Borderline First	First Borderline first 2i	First Borderline first 2i
2i 2i 2i 2i 2i	First Borderline first 2i Borderline 2i 2ii	Borderline first 2i 2i 2i Borderline 2i
Borderline 2i Borderline 2i Borderline 2i	2i Borderline 2i 2ii	2i Borderline 2i 2ii
2ii 2ii 2ii 2ii 2ii	2i Borderline 2i 2ii Borderline 2ii 3rd	Borderline 2i 2ii 2ii 2ii Borderline 2ii
Borderline 2ii Borderline 2ii Borderline 2ii	2ii Borderline 2ii 3rd	2ii Borderline 2ii 3 <sup>rd</sup>
3 <sup>rd</sup> 3 <sup>rd</sup> 3 <sup>rd</sup> 3 <sup>rd</sup> 3 <sup>rd</sup>	2ii Borderline 2ii 3rd Borderline 3 <sup>rd</sup> Pass	Borderline 2ii 3 <sup>rd</sup> 3 <sup>rd</sup> 3 <sup>rd</sup> Borderline 3 <sup>rd</sup>
Borderline 3rd Borderline 3rd Borderline 3rd	3 <sup>rd</sup> Borderline 3 <sup>rd</sup> Pass	3 <sup>rd</sup> Borderline 3 <sup>rd</sup> Pass
Pass Pass Pass Pass Pass	3rd Borderline 3 <sup>rd</sup> Pass Borderline Pass Fail	Borderline 3rd Pass Pass Pass Borderline Pass
Borderline Pass Borderline Pass Borderline Pass	Pass Borderline Pass Fail	Pass Borderline Pass Fail
Fail Fail Fail	Pass Borderline Pass Fail	Borderline Pass Fail Fail

Where the final classification is in the borderline category, your classification will be made at the discretion of the Board of Examiners, who will take into account the weighted average grade you obtained at the final Level of your studies.

Further information on this is available at  
<http://www.shef.ac.uk/ssid/exams/classification.html>

## Policy on anonymous marking of work

It is Departmental policy, wherever possible, to mark anonymously, and you are usually requested to identify your work only by your Registration Number. In practice, because of

the extent to which coursework and individual tutoring are used, your identity will often be apparent to the marker. However, we do seek to reduce the risk of marker 'bias' in various ways, and the use of student numbers rather than names is an important part of this. **However, it is very important that you always identify all parts of your coursework. This includes any files sent to the Print Room, especially those for which printing costs need to be recovered.**

## Policy on Moderation of Marks

The Department of Landscape operates a system of 'moderating' all assessments which count towards your honours classification. This means that the work will first be marked by the module co-ordinator, if necessary with other staff involved in the module. A second marker will then select a sample of work to check/moderate, which will include any work receiving a first mark which is borderline pass/fail or which is deemed to have failed. In addition at least one piece of work will be selected from the mid range of the other marking bands above the pass level.

## What happens if you fail a module

If you fail a module at any level you will need to re-submit the project work or re-sit the examination, in order to meet the University's progression requirements. As our degrees are professionally accredited, there is an additional requirement for you to pass all Landscape modules. **You should note that re-sits or re-submissions may require that you pay a re-examination fee to the University.** You should ask the Department office or Student Services about this.

You are normally allowed to re-sit or resubmit work on one occasion only. At Levels 1 and 2 re-submissions or re-sits takes place in August so that results can be processed before you enter the next level. Should you fail a module at the end of Level 3 you will be advised how to bring your work up to a satisfactory standard.

If you have to re-sit an exam or re-submit project work at Level Two or Level Three and there are no approved extenuating circumstances you can only receive the bare pass mark of 40. This is the mark that will go toward your degree classification. At Level One re-sits or re-submitted work will be marked on its intrinsic merits.

When you receive your results at the end of each semester, if you find that you have failed any module it is very important that **you** take the initiative in contacting the module co-ordinator to make arrangements for re-submission, including the work to be done and the date for re-submission. Please note that there is no entitlement to tutorials or other academic support when you are resubmitting work outside the normal semester dates. Academic staff may agree to provide advice but this is entirely at their discretion and they may not always be available.

## Feedback on assessed work

The Department is committed to providing students with feedback on their assessed work at the earliest opportunity. Transcripts of marks are formally issued to students by the Student Services Department of the University who will post them to you once they have been approved at the end of each semester. We do, however, normally issue marks and comment sheets informally to students after each assessment period at the end of each semester. These marks are not confirmed until the Faculty formally approves them and they have been reviewed by the External Examiners at the end of the academic year. They should, however, give you a good indication of how your work is progressing.

Because the Department often teaches in half modules you may regularly hand work in at the end of the first six weeks of each semester. Marking of this work is unlikely to be completed before the end of the assessment period in that semester, although whenever marks and comments are available earlier tutors will advise you accordingly. It is the Department's policy to double mark pieces of work that have major implications for the degree classification (eg. major design projects).

## **Types of feedback**

The nature of the feedback will vary. Sometimes it will be verbal, in the form of crits, in which case it is important that you make a record of the comments made. In most modules, however, you will be provided with a written comment sheet, which will be issued to you by the Departmental office.

If you want further information on your mark you are advised to contact the module tutor.

## **Progression**

### **Progression between undergraduate levels**

All undergraduate courses in the Department of Landscape are professionally accredited by the Landscape Institute. For professionally accredited courses, progression with conceded passes based on less than 120 credits in each year is rare. However, it may not be possible to re-sit a failed module in your 3<sup>rd</sup> year, although we would typically expect you to satisfactorily re-submit the failed work prior to enrolling on the MLA.

### **Returning for the MLA**

In order to be allowed to progress towards the MLA, you will normally be required to achieve an overall mark at Level Two of not less than 54.9%. If you successfully complete your three year degree you may, depending on your class of degree, be able to return for the MLA, which gives you a professional landscape qualification. If you are eligible to return you must first of all spend a year working in landscape practice.

If you are awarded an upper second class degree you are automatically eligible to return to take the MLA.

If you are awarded a Lower Second class degree and/or if you failed credits at Level Three, we will consider your case more closely. We will ask you to attend an interview. We will consider the level of your marks in different parts of the course and ask you to bring a portfolio to the interview demonstrating evidence of your development during the year out. We will require specific evidence of attainment of a satisfactory standard in any Level Three modules which you have failed. Then on the basis of this procedure, we will offer advice on returning immediately or gaining additional professional experience and on appropriate routes through the MLA. You are strongly advised to act on our recommendations as the MLA is a very demanding year and you should not embark on it prematurely.

### **The Year in Practice**

If you are aiming to return and complete your professional landscape training, then you will need to find appropriate employment between your BA/BSc and MLA. The Year in

Practice Tutor (Helen Woolley) will provide further advice on this but you will need to prepare a portfolio of your work and start applying for jobs several months ahead of graduation. We provide as much help as we can, but it is your responsibility to find a suitable post.

### **What if you decide not to continue to the MLA?**

Because of the broad ranging nature of our undergraduate degrees they are an important qualification in their own right. For this reason we do not automatically assume that all students will wish to complete the four-year route to qualification as a landscape professional, although we hope that a high proportion will. If you want to pursue other options you should talk to your personal tutor.