Undergraduate Student Handbook.
2016-17
Welcome.

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

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

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

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

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

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

Professor Fionn Stevenson
Head of School

The University of Sheffield
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Student Engagement and Representation.  
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School of Architecture Contacts.

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

www.sheffield.ac.uk/architecture/people

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

Simon Chadwick
Director of BA Architecture
Year 3 Leader
Room 14.04
Ext. 20311
simon.chadwick@sheffield.ac.uk

Howard Evans
Director of BA Architecture and Landscape
Room 14.17
Ext. 20385
h.evans@sheffield.ac.uk

Krzysztof Nawratek
Year 1 Leader
Room 14.15
Ext 20327
k.nawratek@sheffield.ac.uk

Catherine Skelcher
Year 2 Leader
Room 14.08
Ext. 20386
c.a.skelcher@sheffield.ac.uk

Studio Staff

Year 1

Krzysztof Nawratek
Matthew Bradshaw
Isabel Britch
Taghi Amirhosseini
Wei-Shan Chia
Jen Langfield
David Gobson
Pouyan Akbari
Alexander Maxwell

Key Professional Services Staff

Sam Guest
Receptionist
Ext. 20305
s.guest@sheffield.ac.uk

Becky Gray
Learning and Teaching Manager
Room 13.04
Ext. 20309
r.gray@sheffield.ac.uk

Andrea Chambers
Finance Administrator
Room 13.04
Ext. 20607
a.chambers@sheffield.ac.uk

Annabel Smith
Undergraduate and Studio Support Officer
Room 13.04
Ext. 20310
annabel.smith@sheffield.ac.uk

Year 2

Cith Skelcher
Ranald Lawrence
Ian Hicklin
John-Paul Walker
Abi Van Hoorebeek
Mark Parsons
Maggie Pickles
Yussur Al-Chokhdar

Year 3

Simon Chadwick
Paul Testa
David Britch
Robert Blundell
Facilities.

Tariq Zaman
Facilities Manager
Health and Safety Co-ordinator
Room 15.04
Ext. 20328
t.zaman@sheffield.ac.uk

Floors of The Arts Tower

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

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

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

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

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

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

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

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

Reprographics Unit

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

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

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

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

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

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

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

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

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

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

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

Access is not provided outside of the opening hours below.

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

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

**Telephone:** 0114 222 0337

http://ssoa-matwork.blogspot.co.uk/

**IT Rooms: 18.10 and 19.01**

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

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

**Opening times:** 08:00-16:00  
Closed for lunch: 12:30-13:30  
**Telephone:** 0114 222 0331

http://ssoa-it.group.shef.ac.uk/
Registration and Student Records.

You need to register with the University on an annual basis to confirm you intend to continue studying for your degree. If any of your circumstances change it is important to let us know. You can do this by updating your student record on the Student Services Information Desk (SSiD) website:

www.sheffield.ac.uk/ssid/record

Change of status

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

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

Before completing the form, you should discuss your proposed course of action with your personal tutor and you may also wish to consult the Careers Service and/or the Student’s Union Advice Centre as appropriate.

You will need to complete the relevant sections of the form and take it to your year tutor for approval. It should then be returned to SSiD in the Student’s Union.
Personal Tutors.

Your Personal Tutor is a member of academic staff in your department who is there to support you with any difficulties you may be experiencing and also point you in the right direction for specialist help or additional skills development you may be interested in.

If you are experiencing difficulties contact your Personal Tutor as they will want to help you identify ways to help resolve the problem. You can email or phone your Personal Tutor to ask for an appointment or visit your Personal Tutor during their office hours. It is vital to inform your Personal Tutor of any changes in your circumstances, especially if these affect your academic work.

Remember, your Personal Tutor is not just there to help resolve issues but to support you in reaching your full potential and making the most out of your experience here so be proactive and make the most of your meetings. Further information on Personal and Academic Tutors can be found at [www.sheffield.ac.uk/ssid/course/study/personal-and-academic-support](http://www.sheffield.ac.uk/ssid/course/study/personal-and-academic-support).

For BA Architecture students your Year Leader fulfills the role of Personal Tutor. For BA Architecture and Landscape students, Howard Evans acts as Personal Tutor. For Dual Architecture and Engineering students, Rachel Cruise acts as Personal Tutor.

The Year Tutors have times when they will see students on issues beyond the studio; you should try to keep to these times unless it is a real emergency.

**Year One Tutor:** Krzysztof Nawratek

**Year Two Tutor:** Catherine Skelcher

**Year Three Tutor:** Simon Chadwick

**What to do if you have a problem**

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

The Head of School, Professor Fionn Stevenson is always available when there are problems that affect your studies, difficulties which you cannot discuss with another member of staff, or personal matters that must be kept entirely confidential. Charlotte Ward in the School Office on Floor 13 will arrange an appointment.
Programme Descriptions.

The following introduces each School of Architecture Undergraduate Programme in a very general way. Each programme has a programme specification, which is available at www.sheffield.ac.uk/calendar/progspec/arc. These programme specifications include the overall aims of the programme, the learning outcomes, issues of progression and assessment methods.

Each programme is made up of individual modules that have credits attached to them. Module handbooks, including aims and learning outcomes are available on MOLE. Finally, some modules are broken down into components. Descriptions of these components are also available on MOLE.

BA Architecture (RIBA Part 1)

The BA Architecture is a three-year honours degree that brings together a balanced university education with a professionally orientated course. It combines lecture-based courses with a creative studio culture.

The lectures develop a broad knowledge base ranging across the sciences and humanities; this knowledge is then brought to the studio where it is tested and developed through a sequence of design projects.

Lecture courses are delivered by staff who are all at the forefront of their own field of research, thereby ensuring that the information imparted is up-to-date and relevant.

Within the studio, full time members of staff are joined by practicing architects, who bring with them topical ideas and skills from the world of architecture.

After gaining the BA, students intending to become qualified as architects then leave the University to gain a year of practical experience. During this year students need to register with the University, and liaise with the Practical Training Advisor over their Professional Education and Development (PEDR).

Alternatively, students who wish to specialise, but not necessarily obtain a professional qualification, can begin their postgraduate studies, registering for a taught masters degree.

BA Architectural Studies

It is possible in the third year to follow an alternative course of study to BA Architecture. This replaces the design studio and technical design modules with credits in unrestricted modules and with a major special study, allowing students to follow through an area of interest and specialisation. This course does not lead to exemption from RIBA Part 1, but does give students the opportunity to develop an area of study to high academic standards. This course leads to the award of the degree of BA Architectural Studies. Second Year students thinking of following this route should see their Year Tutor or Mentor before the end of the academic year. In addition, final year students who do not pass all their design or other modules, and who do not wish to continue to Part 2, can elect to receive this degree, normally with Honours.
BA Architecture and Landscape
(RIBA and LI Part 1)

The dual Architecture and Landscape Architecture course provides a unique opportunity for students to become the leading urban designers of the future. The course framework offers a creative and diverse environment for students to develop their own critical approach to multi-disciplinary themes. The programme of integrated study leads to qualifications in both disciplines, making for highly employable graduates with truly holistic and critical awareness of the built environment.

The dual Architecture and Landscape course takes advantage of the close relationship between two of the country’s leading architecture and landscape architecture courses. The course has run for over a decade and is now producing highly skilled alumni working at some leading UK and globally significant practices.

The course is the only one of its kind in the UK. Students are taught in both the architecture and the landscape departments, but the intention is that work done in one department should inspire and inform the work in the other. The aim is to explore ways in which architectural design and landscape architecture complement each other. The degree can lead to a specialism in either profession, though it seems more likely that graduates will follow a career path that makes use of the whole range of their skills.

The host department for this programme is the School of Architecture, and Howard Evans (ext. 20385) is the programme co-ordinator working with Andy Clayden (ext. 20612) in the Department of Landscape. Immediate contacts are with the Year Tutors in Architecture and the Module Coordinators in Landscape. The programme is validated by the RIBA for exemption from RIBA Part 1 and prescribed by ARB.

MEng Structural Engineering and Architecture
(RIBA Part 1, IStructE and ICE)

The four year undergraduate masters programme is unique in providing graduates with a single degree suitable as a common first step in the professional training for a career in either structural engineering or architecture. Accreditation by both the Royal Institute of British Architects and the Institution of Structural Engineers means the course provides sufficient Architecture content to meet the Part I requirements for becoming a Registered Architect and meets the MEng requirements to progress to Chartered Engineer without further educational qualifications.

The host department for this programme is Civil and Structural Engineering and Rachel Cruise is the programme coordinator working with Abigail Hathway (ext: 25702) in the Department of Structural and Civil Engineering.
Studio Courses
First Year.

Objectives
The objectives of the First Year studio course are:

• to develop imaginative thinking, from the articulation of abstract ideas to the creative manipulation of materials

• to encourage an awareness of the diversity of architectural ideas and participation in critical evaluation and debate

• to initiate an understanding of the relationship between creative intentions, their representation in drawings and models and the reality of built works of architecture

• to develop graphic dexterity, model making and computer skills and the ability to communicate ideas verbally

• to begin to understand the potential value of working, co-operatively, with colleagues

• to develop an understanding of domestic scale construction, structure and services within a sustainable context

The first year presents a very different learning environment to that you may have encountered before - teaching is not prescriptive but asks you to make decisions and judgments for yourself.

Projects
The studio project work in first year is focused on exploring notions of private, social and public spaces. Projects move between the scale of the city and a scale of a human body; however the complexity of these projects are not necessary directly related to a size of designed (or investigated) objects and spaces.

You will engage with spaces, functions and processes that you are familiar with (bedroom, street, house, cooking etc.) but your pre-conceptions are challenged.

You will be encourage to see and engage with familiar spaces and objects in a new, refreshing and innovative way. You will explore tensions and connections between personal and public spaces.

By revealing the rich and complicated matrix of interactions between human being, spaces, ideas and material objects you may begin to understand the potential connections between human activities and spatial qualities (the play of light, the colour and texture of materials, scale and so on), whilst simultaneously investigating the technical complexities involved in constructing a work of architectural interventions.

The projects are designed to test your response to a series of increasingly complex and challenging design problems. The early projects are short - one or two weeks in duration; the final project in the year may take up to 6 weeks. Much of the discussion around project work focuses on the appropriate means of representing and communicating your design ideas, hence throughout the year you will experiment with a range of traditional and contemporary representation techniques.

Non-Studio Courses
The studio project work is supported and complemented by the series of lecture courses in first year.

Studio Teaching
Teaching will be by group and individual tutorials and by peer review. Our studio ethos is based on a notion of cooperation. Students are encouraged to work in the studio as much as possible, and are expected to share and discuss their ideas with their colleagues, to help and inspire each other.

The University of Sheffield
Studio Courses
Second Year.

Objectives
The objectives of the Second Year are:

- to develop an awareness of the architectural complexity of the urban environment
- to establish strategies for analysing this complexity, and to understand the wider implications of a building’s role within such a setting
- to continue to develop imaginative thinking, from the articulation of abstract ideas, to the interpretation of users’ needs, to the creative manipulation of materials and details, supported by an increasing ability to undertake independent research and use Library resources to the full
- to continue to explore a range of issues that emerge from the consideration of architecture and sustainability, particularly those related to the social, material and servicing aspects of this debate
- to continue to encourage an awareness of the diversity of architectural ideas, and the importance of participation in critical evaluation and debate with colleagues and tutors as part of this process
- to continue to develop both your communication skills (graphic dexterity, model-making, computers and verbal presentation) and your understanding of these methods of representation and the design process itself
- to continue to foster skills in the use of architectural technology and in the understanding of the various roles technology may take in the process of architecture

Projects
The projects you will undertake address the objectives just noted. You will be expected to develop responses that demonstrate considered analysis of each particular project’s context, an appreciation of the architectural possibilities, and an ability to articulate your design in a specific and detailed proposal. The projects themselves will be set in a variety of locations. They will develop from the analysis of a variety of complex urban situations and will proceed from programmes concerning groups of dwellings through to public buildings and spaces.

Teaching
Teaching will be by both group and individual tutorials and by peer review. Students are expected to attend tutorials at least once a week as arranged by their Project Tutors.

Field Trips
There will be a number of field trips taking place throughout second year including one day whole year visits within the UK, along with an optional field trip in Amsterdam. Field trips are an opportunity to visit and gain first-hand experience of historical and contemporary architecture and urban form, and to gain insight into the various issues behind the formation of these buildings and environments. It is an exercise that should enable you to gain an understanding of design in another cultural context and a different physical environment, encouraging you to reconsider design from first principles. Field trips will be related to design projects, and it is expected therefore that some design work will be carried out during the trip itself. You are also expected to develop a sketchbook during any field trips undertaken. An indication of the cost of individual visits will be given nearer the time of the trips.
Studio Courses

Third Year.

The year allows you to continue to expand on issues developed within the earlier years of the course. The projects provide a framework that will allow you to concentrate on developing appropriate and relevant theoretical agendas within your own architectural solutions.

The year is demanding and requires constant engagement in all aspects of the work.

Objectives

The objectives of the Third Year are::

• to continue to understand the designer’s role within the complex urban environment. You should continue to realise the importance of reading and analysing surroundings and how they might inform your own agenda

• to continue to develop theoretical agendas that can inform your own proposals from conceptual thinking through to material realisation of a project

• to evolve and expand your levels of critical analysis and debate. The review process will continue to make you aware of the importance of participation in the cultivation and development of ideas

• to continue to evaluate user needs and requirements within a broad social context and to understand the relevance of assimilating different needs when developing a detailed brief

• to continue to develop communication skills and graphic dexterity, model making and computer skills in relation to the design process

• to continue to foster skills in the use of architectural technology, and demonstrate an understanding of the technical, environmental and sustainable implications of your design proposals

• to continue to appreciate and resolve the 3-dimensional nature of your architectural proposals in relation to building skin (internal/external envelope), materiality, lighting and texture

Skills

To develop a high standard of graphical presentation, with design ideas expressed clearly, indicating context, materiality and evoking atmosphere. A full range of representations should be explored, including diagrams, orthographics, perspectives, axonometrics, collage and models.

Verbal skills will be developed in regular seminars and reviews relating to projects, in which all students will be encouraged to present their ideas. Students will be expected to attend and contribute in all review sessions of their peer group, therefore encouraging debating and cross-fertilisation of techniques and ideas.

Projects

The projects focus on the relationship of ideas to proposals within the urban environment at all levels. The variety and nature of the briefs will be challenging and expect you to think creatively and inventively at all times. In both semesters you have a choice of briefs that explore different ideas and building types in a range of settings, which will allow you to develop coherent architectural proposals.
Special Interests

The third year encourages you to develop your own area of interest in architecture. This specialisation is helped through the following:

- The Special Study which usually takes the form of a written dissertation, but might take other approved forms, depending on the nature of specialist research undertaken.
- A series of one day workshops throughout the year will be held to develop relevant responses whilst working within set criteria. These will encourage group working and help develop quick techniques of thinking, development, production and representation.

Studio Teaching

Sign up lists will be posted in the studio for individual tutorials. Students are expected to attend tutorials at least once a week. Provision will be made for students to have at least one weekly tutorial session to which they will be expected to attend and have the appropriate level of work expected for that stage of the project, thus allowing for relevant feedback/discussion with the tutor.

BA Architectural Studies

The BA Architectural Studies offers students the opportunity of exchanging studio modules for an extended Special Study and to take forty credits from unrestricted modules. These may be taken from across the University courses where appropriate. This programme of study is often seen as a means of developing individual interests in architecture at an early stage and in taking a career path that has architectural content but that is not professional architectural practice.

Careers

Marcus Zientek is the School’s career liaison officer and can be contacted in the case of queries about future careers. He will be addressing the Third Year students in the course of the year, following on from the career talks in the first and second years. In addition there will be sessions on preparing a CV and how to apply for jobs.

Year-Out

In 2003-4, the RIBA introduced the PEDR - Professional Education and Development Record. This is a new system for recording your year-out experience, and involves the School in quite extensive administration. In common with other Schools, we have had to introduce an administration fee, but we have tried to keep this as low as possible. For 2015-16 it is £250. You will be invited to attend recall days. These are an opportunity to reflect on your experience and seek advice from both your peers and tutors. The website www.pedr.co.uk has details of the PEDR system.

MArch in Architecture

The School’s range of MArch programmes lead to qualifications at RIBA Part 2 level. The criteria for admission to the MArch programme for Sheffield Graduates are set out below.

Admission to the MArch

Graduates of the University of Sheffield wishing to return to the MArch programme should apply by 30 April of the calendar year in which the programme begins. If you cannot make this date, please let us know.

There is no automatic right of entry for Sheffield Graduates to the MArch and if you make an application, you will be required to attend an interview. Interviews normally take place from February of the year you wish to start the course, so please make sure you will be available for any possible interview during that period of time.

_The School of Architecture Undergraduate Handbook 2016_
Modules BA Architecture.

The following list gives the subject examinations in each year. Detailed module handbooks are available on MOLE.

First Year (level 1)

Studio Based Courses: these modules are co-ordinated by Daniel Jary. ARC 125 and ARC 126 contain technical components, requirements for which will be detailed in the briefs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Tutor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 101</td>
<td>Communication 1</td>
<td>10</td>
<td>Shan Chia/Krzysztof Nawratek</td>
</tr>
<tr>
<td>ARC 102</td>
<td>Communication 2</td>
<td>10</td>
<td>Shan Chia/Krzysztof Nawratek</td>
</tr>
<tr>
<td>ARC 125</td>
<td>Architectural Design 1</td>
<td>30</td>
<td>Krzysztof Nawratek</td>
</tr>
<tr>
<td>ARC 126</td>
<td>Architectural Design 2</td>
<td>30</td>
<td>Krzysztof Nawratek</td>
</tr>
</tbody>
</table>

Lecture Based Courses: these modules are made up of components

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Tutor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 103</td>
<td>Humanities 1</td>
<td>10</td>
<td>Peter Blundell Jones</td>
</tr>
<tr>
<td>ARC 104</td>
<td>Humanities 2</td>
<td>10</td>
<td>Magda Sibley</td>
</tr>
<tr>
<td>ARC 107</td>
<td>Environment &amp; Technology 1</td>
<td>10</td>
<td>Howard Evans</td>
</tr>
<tr>
<td>ARC 108</td>
<td>Environment &amp; Technology 2</td>
<td>10</td>
<td>Howard Evans</td>
</tr>
</tbody>
</table>

Second Year (level 2)

Studio Based Courses: these modules are co-ordinated by Simon Chadwick. ARC 225 and ARC 226 contain technical design components, requirements for which will be detailed in the briefs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Tutor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 202</td>
<td>Communication 4</td>
<td>10</td>
<td>Simon Chadwick</td>
</tr>
<tr>
<td></td>
<td>(hybrid studio/lecture)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC 225</td>
<td>Architectural Design 3</td>
<td>30</td>
<td>Cith Skelcher</td>
</tr>
<tr>
<td>ARC 226</td>
<td>Architectural Design 4</td>
<td>30</td>
<td>Cith Skelcher</td>
</tr>
</tbody>
</table>

Lecture Based Courses: these modules are made up of components

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Tutor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 201</td>
<td>Computer Aided Design</td>
<td>10</td>
<td>Jules Alexandrou</td>
</tr>
<tr>
<td>ARC 203</td>
<td>Humanities 3</td>
<td>10</td>
<td>Magda Sibley</td>
</tr>
<tr>
<td>ARC 204</td>
<td>Humanities 4</td>
<td>10</td>
<td>Tatjana Schneider</td>
</tr>
<tr>
<td>ARC 207</td>
<td>Environment &amp; Technology 3</td>
<td>10</td>
<td>Ian Hicklin</td>
</tr>
<tr>
<td>ARC 208</td>
<td>Environment &amp; Technology 4</td>
<td>10</td>
<td>Ian Hicklin</td>
</tr>
</tbody>
</table>

The University of Sheffield
**Third Year (level 3)**

Lecture Based Courses: these modules are co-ordinated by Russell Light. The following modules are taken by both BA Architecture and BA Architectural Studies students

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 303</td>
<td>Humanities 5</td>
<td>10</td>
<td>Stephen Walker</td>
</tr>
<tr>
<td>ARC 308</td>
<td>Environment &amp; Technology 6</td>
<td>10</td>
<td>Paul Testa</td>
</tr>
<tr>
<td>ARC 327</td>
<td>Advanced Structures and Env</td>
<td>10</td>
<td>Ranald Lawrence</td>
</tr>
<tr>
<td>ARC 328</td>
<td>Management Practice Law</td>
<td>10</td>
<td>Satwinder Samra</td>
</tr>
</tbody>
</table>

BA Architecture students also take the following modules (leading to RIBA Part 1):

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 325</td>
<td>Architectural Design 5</td>
<td>30</td>
<td>Simon Chadwick</td>
</tr>
<tr>
<td>ARC 326</td>
<td>Architectural Design 6</td>
<td>30</td>
<td>Simon Chadwick</td>
</tr>
<tr>
<td>ARC 322</td>
<td>Special study</td>
<td>20</td>
<td>Mark Emms</td>
</tr>
</tbody>
</table>

For BA Architectural Studies students (which does not give exemption from RIBA Part 1) the following modules are taken:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 311</td>
<td>Thesis 1</td>
<td>20</td>
<td>Mark Emms/Russell Light</td>
</tr>
<tr>
<td>ARC 314</td>
<td>Thesis 3</td>
<td>20</td>
<td>Mark Emms/Russell Light</td>
</tr>
</tbody>
</table>

Unrestricted F6 level units to the value of not more than 40 credits
**Modules BA Architecture and landscape.**

Generally modules beginning LSC are delivered in the Department of Landscape. Students should consult the Course Handbook for Landscape for a full description of those modules. The exception is LSC 136 which is taught in the architecture studio together with the mainstream architecture students. The architecture lecture courses are made up of components. Detailed module handbooks are available from your module leaders (for ARC modules) or the Department of Landscape (for LSC modules).

**Level 1**

*semester 1*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 136</td>
<td>Introductory Environmental Design Studio</td>
<td>30</td>
</tr>
<tr>
<td>ARC 103</td>
<td>Humanities 1</td>
<td>10</td>
</tr>
<tr>
<td>ARC 107</td>
<td>Environment &amp; Technology 1</td>
<td>10</td>
</tr>
<tr>
<td>LSC 111</td>
<td>What is Landscape Architecture?</td>
<td>10</td>
</tr>
</tbody>
</table>

*semester 2*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 104</td>
<td>Humanities 2</td>
<td>10</td>
</tr>
<tr>
<td>ARC 108</td>
<td>Environment &amp; Technology 2</td>
<td>10</td>
</tr>
<tr>
<td>ARC 136</td>
<td>Architectural Design (Landscape) 2</td>
<td>20</td>
</tr>
<tr>
<td>LSC 103</td>
<td>Landscape Design Studio Project</td>
<td>10</td>
</tr>
<tr>
<td>LSC 105</td>
<td>Landscape Processes</td>
<td>10</td>
</tr>
</tbody>
</table>

**Level 2**

*semester 1*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 237</td>
<td>Architectural Design (Landscape) 3</td>
<td>30</td>
</tr>
<tr>
<td>ARC 207</td>
<td>Environment &amp; Technology 3</td>
<td>10</td>
</tr>
<tr>
<td>LSC240 Urban Ecological Design and Planting</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

*semester 2*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 204</td>
<td>Humanities 4</td>
<td>10</td>
</tr>
<tr>
<td>ARC 238</td>
<td>Architectural Design (Landscape) 4</td>
<td>30</td>
</tr>
<tr>
<td>LSC241 Materials of Landscape - Construction Design</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>LSC242 Cultural Studies - Urban Landscape</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Level 3

semester 1

ARC 303 Humanities 5  10
ARC 307 Environment & Technology 5  10
ARC 337 Architectural Design (Landscape) 5  30
LSC 304 Site Planning for Housing  10

semester 2

ARC326 Architectural Design 6  30
LSC 303 Advanced Planting Design  10
LSC 306 Landscape Construction Design  10
LSC 308 Integrated Design Project 2  10
Achieve More.

Achieve More ensures that all undergraduate students have the opportunity to explore global issues with others, both from other disciplines across the University and with communities from beyond it. This prepares you for the future by helping to foster deeper and broader learning and providing opportunities to enhance your academic and wider skills set.

Through a series of learning activities, you will be challenged to apply your subject knowledge in creative ways, understand the role of interdisciplinary research in tackling global issues and be able to communicate the impact of your subject to non-specialists.

In practice, Achieve More means that you will participate in the following learning activities as part of your course.

Level 1 (first year)

Faculty-based group project activities to devise and present multi-disciplinary responses to contemporary issues.

IPS101 The State of Sheffield – Global Perspectives on Local Issues forms the Faculty part of the University of Sheffield’s Achieve More initiative. You will work in groups of seven to carry out a project based on global themes such as inequality, environment and diversity and their impact on the city.

The following benefits have been highlighted by students who have participated in the IPS101 module:

- Deepen and broaden knowledge of your subject, the University and the City
- Understand and value how other disciplines think and apply their knowledge
- A broader understanding of the world by making connections beyond your subject area
- Develop transferable skills: communication skills, critical analysis, team work skills
- Learn how to identify your own and others’ strengths
- Talk about your area of expertise to non-specialists
- Produce tangible outputs which can be used on a CV or at job interviews
- Work with academic staff and students from across the University as well as local communities, employers and others from outside the University
- The freedom to be creative and try out new ways of learning
- Meet people from outside your department

Further information on the IPS101 module including an example project can be found on your MOLE pages.

Level 2 (second year)

Achieve More Level Two: 10bn sees students from all Faculties come together to explore the problems and possibilities that will arise as the global population grows to more than 10 billion.

10bn will include a festival of talks, debates and exhibitions, as well as an online course, where you will reflect on your subject knowledge and develop important academic skills such as critical thinking.

10bn will be optional in 2016-17 and your participation in 10bn will be recorded on students’ Higher Education Achievement Report (HEAR).
More information will be available soon on the Achieve More web pages. You can see highlights from the 2016 Festival of 10bn below.

www.sheffield.ac.uk/ssid/course/achieve-more/festival10bn16

Final year

By the final year of your degree, you will have become an expert in your subject area and should be confident discussing your ideas with students and researchers from within your own department.

However useful this is, it is also important to be able to communicate your knowledge and ideas to non-specialist audiences.

Whether you go onto further study, work in an industry closely related to your field, or do something completely different after graduation, you will need to communicate effectively with people who have expertise in areas different to your own.

All subjects at degree level involve complex concepts and technical or discipline-specific language; the skill is to make what enthuses you interesting, relevant and accessible to others - whether they are colleagues, researchers from other fields, or members of the wider public.

Achieve More Final Year will help you develop these skills by giving you the opportunity to produce audience-appropriate summaries of your final year project/dissertation to present in schools, publish in an undergraduate research journal or present at an undergraduate research conference. You may also have the opportunity to work on projects with partners in the local community, such as health care providers, schools, and other community groups.

These activities will, as far as possible, be incorporated into final year modules. Achieve More Final Year is being introduced to all programmes in a phased way. This means that all students starting the first year of their course in 2016-17 will have the opportunity to participate in these activities as part of the final year of their course. If you are currently in second year or above, you may have an opportunity to participate in these activities if your department is involved in the pilot scheme.
Research Ethics and Integrity.

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

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

Golden Rules:

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

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

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

Please follow the steps below carefully to fulfill the research ethics requirements:

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

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

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

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

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

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

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

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

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

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

www.sheffield.ac.uk/polopoly_fs/1.112642!/file/Full-Ethics-Policy.pdf
### SSoA Research Ethics Implementation Framework

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

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*The University of Sheffield*
Assessment and Feedback.

Assessment procedures are overseen by the University’s General Regulations relating to First Degrees (accessed through SSiD website). Each subject module is assessed individually, either by formal written examinations or by coursework; details of each assessment method are contained in the module handbook. Usually the assessment is made during weeks 13–15 of the semester in which the course is given. However, different arrangements are made for studio based modules which are assessed through portfolio (see below).

Project based courses

Because of the cumulative nature of design, the final examination for all project work is in the final weeks of the second semester. The examiners will be looking at the portfolio as a whole, as well as associated materials. The weighting of each project within the module will be given by the year tutors. You are encouraged to treat your portfolio submission as a body of work. In the presentation of your portfolio for assessment it is, therefore, important that the process by which you have arrived at the end result is clearly shown, and that the portfolio is self-explanatory.

Assessment of coursework

As coursework, unlike examinations, is not invigilated, the University lays down rules so that everyone is clear about what is acceptable practice. These rules are set out formally in the University Calendar. Among other things, they require you to abide by the rules laid down by the School of Architecture in the following paragraphs.

Submission of work

Portfolios should be submitted as instructed at the specified time and place. Coursework should be submitted by the deadline given by the module or component tutor to the designated place (which is not always the General Office). All submissions must be accompanied by a cover sheet, which you must sign (in signing you are confirming that the work is your own and thus is in no way plagiarised). You should ensure that you get a receipt for your submission and keep this receipt safe. It is your responsibility to keep a copy of any submission made with the exception of portfolios.

Format of submissions

In some cases the format of the submission will be specified, and keeping to this format will form part of the assessment criteria. In other cases, the format will not be specified and the presentation of the work will not be a specific part of the assessment criteria. However, in all cases the work should be legible. In some cases the requirement for word-processed work will be part of the assessment instructions. In particular all third year special studies should be word processed. Submissions by email are not acceptable for any coursework under any circumstances.

Anonymity

Under University Regulations, all non-invigilated work should be submitted anonymously - i.e. without your name on. Because of the nature of portfolio submissions, and also the third year special study, the requirement for anonymity is waived - indeed you should ensure that any portfolio or associated work such as models is clearly marked with your name. However, all other coursework must be submitted without your name on it - but with your student registration number clearly shown.
It is a good idea to place this number on each sheet submitted, or at least make sure all sheets are firmly bound together.

**Feedback**

**The Principles of Feedback**

**Guidance for Students**

Principle 1 - Student engagement with feedback is promoted

Feedback is a 2-way process, an on-going dialogue between you and your lecturers. In order for feedback to work for you, you need to engage with your feedback to improve future performance and the department should help you to do this.

Principle 2 - Feedback is for learning

Feedback should help you to improve your future performance as well as provide comment on work already done. Feedback should affirm what you already know and offer encouragement. Feedback comes in many forms: written, face-to-face (both individual and collectively), from your peers, electronically via MOLE, in audio files or email. Opportunities for reflection on your feedback should be provided by personal tutors or elsewhere.

Principle 3 - Feedback is clearly communicated to students

The School will provide clear information about the types of feedback you will receive and the dates when it is available for all modules.

Principle 4 - Feedback is timely

You will receive regular feedback throughout your modules, timed to help with your final assessment. Feedback on assessed work will normally be within 3 weeks.

Principle 5 - Feedback is consistently delivered

Your feedback will be delivered in an accessible and consistent manner and will relate to module assessment criteria and learning outcomes. There will be an opportunity to view exam scripts.

Principle 6 - Feedback quality is maintained

The School will ensure that the feedback you receive is of good quality. Your student reps will be involved in the process of maintaining that quality.

**Feedback on studio work**

Feedback takes a number of different forms throughout studio projects. You will receive verbal feedback during the course of tutorials, written feedback at interim and final reviews and verbal and written feedback at Portfolio reviews. Feedback is intended to assist you in your progression through your project work, not to substitute or predict marking. At the end of the first semester, all portfolios will be submitted to a panel. This does not constitute a formal assessment, but is in order to give feedback to each student in the form of a provisional indicator, normally a letter grade. This will give an indication of your progress to date, but does not represent a final mark. As provisional feedback, this grade may go up or down when your portfolio is finally examined and assessed at the end of the year.

It is also possible for you to add supplementary work to the portfolio in the course of the year, though architectural merit and quantity of work are not equitable, so additional work will not automatically mean that the project is improved. For all these reasons, you should not be tempted to calculate your degree classification on the basis of this provisional feedback.
However, you should take seriously any indication that your work is in danger of failing or borderline.

You should also be aware that sometimes supportive feedback is given in order to motivate you or help you; you should not take this necessarily to mean that you will be awarded a good grade. As noted marks can sometimes go down from these provisional feedback grades, and students cannot appeal on the grounds of discrepancy between provisional feedback and final grade. This is important to note.

**Reviews**

Unless explicitly stated by the tutors, design reviews do not form part of the assessment process. It is the intention that reviews are an important part of the teaching and learning process, are a way of opening up project work to broader feedback, and students are encouraged to participate in them.

**Other materials**

Students should retain all drawings, including work submitted for interim reviews and sketch books, as this material will be required for examination at the end of the year. A photographic record should be made of all models at the end of each project, in case these are damaged or lost during the year.

**Individual work**

All work submitted for marking must be totally the student’s individual work, unless a project is specifically a group activity. In a group project it is normally necessary for the tutor to be able to assess the contributions made by each individual member.

**Ownership of submitted work**

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

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

**Religious holidays and examinations**

If you are not able for religious reasons (e.g. Sabbath, Festival, Friday Prayers etc.) to take examinations on any day on which examinations may be set during the year (including Saturdays but not Sundays), you should complete a ‘Request for Religious Observance Form’ at the beginning of the year. This can be found at:

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

Please note that once examination timetables have been set it is difficult for alterations to be made.
Reflection

What is it?
You are encouraged to reflect on your work and ideas in relation to your personal and academic development. It involves you reviewing your own work, abilities, experiences, qualities and skills – your strengths and your weaknesses. This self-review then guides a plan for further study, work and life decisions, allowing you to more effectively communicate ideas about your work, course and future career plans. It will help you get more out of your course by taking responsibility for your own direction.

Opportunities for reflection
There are many structured opportunities for reflection built into the course. Group tutorials, design reviews and portfolio reviews all provide an opportunity to discuss your work and critically evaluate other students’ work. Lectures and tutorials with staff and visiting practitioners allow you to think about your own work in relation to architectural practice. Projects with other years allow you to discuss work and ideas with new people with different experiences. All of these opportunities support you in reviewing and planning your own direction, allowing you to think about your work in new ways.

Recording reflections
You can record your reflections during the year in many different ways, for example:

- Sketch journal - a versatile place to record ideas at any time.
- Design reviews - these will usually involve a review sheet, which allows you to write your own reflections next to other people’s feedback.
- After each studio project/after a series of lectures - you might make your own notes about what you got out of it, where your strengths and weaknesses were, and anything that you want to do or change as a result of what you’ve learned.
## Marking Scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Class</th>
<th>Qualitites</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>85+</td>
<td>1</td>
<td><strong>Exceptional</strong> work where nothing more could be expected for the level of study</td>
</tr>
<tr>
<td>A</td>
<td>80</td>
<td></td>
<td><strong>Excellent</strong> in most required aspects of work, all aspects of work given attention or acknowledgement, no significant omissions or flaws; well-worked out in detail. Intellectual agenda established, researched with rigour.</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>68</td>
<td>2.1</td>
<td><strong>Good</strong> in some required aspects of work, at least competent in all required aspects of work, few or no significant omissions or flaws, well worked-out in detail. Intellectual agenda established; researched with rigour.</td>
</tr>
<tr>
<td>B</td>
<td>65</td>
<td>2.2</td>
<td><strong>Satisfactory</strong> overall standard in most required aspects of work; generally competent. May show some uneven weaknesses and strengths, within work that shows signs of attention to detail. Intellectual agenda established and explored in parts.</td>
</tr>
<tr>
<td>C</td>
<td>55</td>
<td>3</td>
<td><strong>Acceptable</strong> standard in most required aspects of work - competent but showing little understanding or effectiveness, not necessarily worked out in detail. Intellectual agenda underdeveloped.</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>45</td>
<td></td>
<td><strong>Marginal</strong> work meeting minimum requirements or criteria but showing some significant omissions or flaws signs of lack of understanding or application.</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>Fail</td>
<td><strong>Unsatisfactory work</strong> serious omissions or flaws, little sign of understanding or little sign of application, inadequate attention to detail. Fail intellectual agenda absent or undeveloped.</td>
</tr>
<tr>
<td>F</td>
<td>30</td>
<td></td>
<td><strong>Totally unsatisfactory work</strong> showing serious misunderstanding of subject or assignment. Inadequate submission in almost all aspects of work.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unclassified</td>
<td>NC</td>
<td><strong>No submission</strong> (Non completion)</td>
</tr>
</tbody>
</table>

Grades are intended for guidance to students about their general progress. Grades overlap classification boundaries (A+= 85+, A=68-78, B=58-65, C=48-55, D= 38-45, F=0-30). D minus (D- 38) indicates work that fails. Grade D at preliminary marking indicates work that is failing or in danger of failing. Marks: These are the fixed points for marking on the 100 point scale. Qualities are for general guidance to staff and students. Staff should elaborate these where necessary for individual assignments. Required aspects will be those specified in the objectives published for each component, assignment, module or course. See Feedback section of handbook. Approved by Learning and Teaching Committee 29.06.11. Revised L&T committee 26.06.12.
Progression.

Progression and failure

The University’s General Regulations set out the requirements you need to meet for each Level of study in order to progress to the next Level.

www.sheffield.ac.uk/govern/calendar/regs.html

Because the BA Architecture, the BA Architecture and Landscape and the MEng Structural Engineering and Architecture are professionally validated programmes, it is necessary to pass all components in all modules to progress from level to level either at first attempt or else in the August resubmission. Students who are not successful in referral work are able to repeat failed components either with attendance or as externally registered students. This decision will be taken by the School of Architecture Examination Board and is based on offering a repeating student the best chance of success and individual circumstances.

Whilst all of the above sounds quite demanding, take solace that these regulations are not often invoked. The vast majority of our students progress smoothly - or maybe with a small disturbance in one component being resubmitted - from Level to Level.

Resubmitted work

Please note that if you fail a module, then you can only be awarded a bare pass (40 on the 100 point scale) for the resubmitted work. However, if you fail just one component of a module, you will only be required to resubmit for that component. You can only be awarded a bare pass for that resubmission, but the overall mark for the module will be a weighted mean of that bare pass and the mark(s) for the passed component(s).

Resubmission procedures

If you need to resubmit work, then this is normally done over the summer vacation, with a hand-in date in the middle of August. A letter or email will be sent to your home address or University email account outlining the submission requirements. If you have any doubts as to what is required, you should contact the Module Coordinator or Component Tutor. This is particularly the case with studio work, in which it is likely that you will need advice as to what to do. You should seek this advice before the end of the semester. Tutors may be prepared to give informal tutorials outside semester dates, but this is not an absolute entitlement, and any advice is given without prejudice.

Academic appeals procedure

The grounds and mechanisms for academic appeals are clearly set out in the University Undergraduate Handbook, and thus not repeated here. The onus is on you to follow these procedures carefully, otherwise any appeal may be rejected on procedural grounds.

Please note that the grounds for appeal are quite limited - you cannot appeal against the academic judgment of examiners (i.e. you cannot request for your work to be remarked).
Degree Classification.

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 extenuating circumstances form can be found at:

www.sheffield.ac.uk/ssid/forms/circs

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 (and Level 4 if you are on a four year programme); 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:

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

The School of Architecture follows University procedures in the classification of the undergraduate degree. However, in the School of Architecture, extra weighting is given to third year grades when determining degree classifications. Grades at Level 3 are weighted 3:1 compared to Level 2 grades. This applies to both the BA Architecture and the BA Architecture and Landscape degrees. Level 1 grades do not count towards the final degree classification, but this does not mean that you shouldn't try.

Students on professionally validated programmes (BA Architecture, BA Architecture and Landscape and MEng Architecture) must pass all architecture modules and components at every level. If you do not pass all the prescribed modules, you may be awarded the degree of BA Architectural Studies or BA Architectural Studies and Landscape. These are non-prescribed degrees and therefore do not count towards entry into the architecture profession, but in all other respects are full University degrees. Normally you would have to pass at least 90 credits at Level 3 to be awarded the alternative degree.

Where you have satisfied the Examiners in respect of a unit but fail in one or more components of the mandatory unit for the purpose of professional accreditation, the Examiners may recommend that the student be required to re-sit only in respect of that component or those components. If you satisfy the Examiners in the re-sit examination, the grade for the unit will be determined as a minimum pass grade in respect of that component or those components.
Plagiarism, Collusion and Unfair Means.

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

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

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

What constitutes unfair means?

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

Rules about these forms of cheating apply to all assessed and non-assessed work.

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

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

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

4. **Collusion** is where two or more students work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.

5. **Fabrication** is submitting work (for example, practical or laboratory work) any part of which is untrue, made up, falsified or fabricated in any way. This is regarded as
fraudulent and dishonest.

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

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

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

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

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

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

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

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

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

**Detection of unfair Means**

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

For further information

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

[www.sheffield.ac.uk/rs-sas/conduct](http://www.sheffield.ac.uk/rs-sas/conduct)
Regulations.

In all modules it is necessary to pass ALL the component subjects within the module in order to achieve an overall pass mark for that module and to be thereby awarded the corresponding number of credits. This regulation differs from standard University practice, and is there in order to meet professional requirements. If you fail a component, you only have to resubmit for that component. Your marks for the other components will be carried forward unpenalised, and your overall module mark will be the average of the carried forward mark(s) and the minimum pass grade (40) for the resubmitted component(s).

Details of each component are available on MOLE. The module co-ordinator is also listed, together with the lecturers who coordinate the component subjects. If you have any queries about the individual components (and in particular about resubmissions) you should seek out the component tutor in the first instance. Otherwise you should ask the module co-ordinator or Rebecca Gray, the Departmental Examination Officer, for assistance.

You must pass all units mandatory for the purpose of professional accreditation in order to be eligible for the award of the degree.

Where you have satisfied the Examiners in respect of a unit but fail in one or more components of the mandatory unit for the purpose of professional accreditation, the Examiners may recommend that the student be required to re-sit only in respect of that component or those components. If you satisfy the Examiners in the re-sit examination, the grade for the unit will be determined as a minimum pass grade in respect of that component or those components.

Achieve More

Students commencing Level 1 of a programme of study from session 2014-15 onwards must attain a satisfactory standard in IPS101 State of Sheffield – Global Perspectives on Local Issues.
Policy on Group Working.

Group working in all areas of the curriculum is a valuable teaching method and students are encouraged to take advantage of it when offered. We also recognise that there is a need to ensure that there is fairness in sharing of work, the way that contributions to group work are recognised and in the efforts this may have on individual performance. The policies set out here reflect this position and are as follows:

General protocol

At the start of any module that involves group work there must be agreement between all participating students and the module coordinator 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

The students may either spend time at the start of the module establishing their own protocol (which must be agreed by the whole group) or may agree to accept the standard School protocol. Any protocol which is adopted for group work must recognise that there may 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 in the event that this proves impossible, the following procedure should be followed:

- The members of the group may, after discussion between themselves and attempts to address the problem within the group, contact the tutor responsible if they consider that another group member is not contributing fairly to the shared work or is causing significant difficulties for the group.
- Any tutor who receives such a complaint will immediately contact the student concerned and find out if there are any 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 about their behaviour, remind them of their responsibilities to the group, make sure that the student understands the consequences of his/her actions and request a clear undertaking to contribute fully and responsibly for the remainder of the project.
- After such a warning the tutor will keep in close touch with the group to monitor the situation.
- If, after the issuing of such a warning, the individual concerned has not responded to the warning and the problems continue, 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 the penalty, but it should not normally exceed three categories on the 100-point categorical marking scale. 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.

The University of Sheffield
Late Submission.

Managing your time to meet your deadlines is an important skill for success both at University and in future employment. It is important, therefore, that you do your best to hand in all work on time. If you submit work to be marked after the deadline your mark will be reduced by 5% for each working day the work is late after the deadline. A working day includes working days within standard vacation times. For example, if a submission date falls on the last day before the start of the Easter vacation, penalties would start to be applied from the following working day and not from the first day following the vacation.

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

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

See the table below for examples.

<table>
<thead>
<tr>
<th>Number of days late</th>
<th>Penalty (Mark reduced by 5% for each working day work is late)</th>
<th>Calculation (Multiply the original mark by)</th>
<th>Mark awarded when reduced by 5% per late day*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Example A Original = 60</td>
</tr>
<tr>
<td>1</td>
<td>5%</td>
<td>0.95</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
<td>0.90</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
<td>0.85</td>
<td>51</td>
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<tr>
<td>4</td>
<td>20%</td>
<td>0.80</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
<td>0.75</td>
<td>45</td>
</tr>
<tr>
<td>6 or more</td>
<td>Grade of zero</td>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>

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

For information on late submissions, please visit:

www.sheffield.ac.uk/ssid/exams/policies
Extenuating Circumstances and Expectations of Attendance.

Illness, absence and mitigating circumstances

Mitigating circumstances

The University is here to support you. It’s not just your education that is our priority; it’s your welfare too. We’re aware that everyone has a life outside of University and that sometimes there are circumstances that can mean you are unable to give your fullest. This is why we have provisions in place to help you through difficulties.

If such a circumstance is affecting your attendance, ability to work, exams, or course work you should inform us at the earliest opportunity.

Mitigating circumstances broadly fall under medical problems, extreme personal and family problems, unforeseen accidents and major unfortunate occurrences, and for part-time students work-related issues.

Both medical and personal problems can be reported through an Extenuating Circumstance Form, which can be found at: www.sheffield.ac.uk/ssid/forms/circs

Or pick one up in person at the SSiD desk in the Students Union.

Short-term absence

Short-term absence and illness is also understood to impact upon attendance and ability to work. This could include a cold, a personal issue such as a job interview or perhaps a vehicle breakdown during a commute. In such circumstances you should inform your tutor as soon as possible by email if you will not be able to make it to your seminar, tutorial or meeting.

If you wish to be absent for personal reasons for a few days you must discuss this with the department.

Long-term absence and extended leave

It may be necessary to be away from the University for an extended period and this could be due to personal or medical reasons. In this scenario please inform us as a leave of absence can be arranged – allowing you to take a year off and return to your studies the following year. It’s important to discuss this with your Personal Tutor, so don’t hesitate to get in touch with them.

Information about leave of absences is available on the SSiD website:

Unexplained absence

Despite the difficulty of 9.00 am classes, attendance is compulsory, and absence is acceptable when explained and accounted for. However if you don’t get in touch, and we have no explanation for absences this can become problematic.

Therefore it’s really important you keep us up to date. If unexplained absences are persistent and frequent you may fail the associated module. In some cases the module may be considered not complete, resulting in you having to retake it. In the most extreme cases expulsion from the University may be a result of unexplained absence.
Computer generated work

With an increasing amount of work being generated on computers, the School has agreed the following guidelines:

- You must ensure that your work is backed up on a regular basis. Extensions on the grounds of lost data or a crashed computer will only be granted in cases where the loss of data was unavoidable and where the reasons for this are independently verified. Please get into a routine of backing up your work on a daily basis to ensure that you always have recent copies of your work in a safe place.

- It is your responsibility to ensure that you leave enough time for the printing of computer generated work, and ensure that the relevant plotter/printer will output your work. Except when departmental plotters or printers actually break down, extensions on the grounds of printer queues being too long, the plotter did not take my file etc will not be granted.

If you plan to submit some of your work on disk (i.e. to show an animation), it is your responsibility to ensure that the examiners can access the file and read it. You must therefore make sure that your software is compatible with the departmental hardware and software, and also arrange for the necessary output devices (computer, screen/projector, mouse, keyboard etc) to be in the examination room. You should always trial run any display and leave clear operating instructions. Do not assume that your examiners will know how to use your operating system or software.

Attendance monitoring

Attendance for tutorials and seminars is monitored. If attendance is low and there are a number of unexplained absences, it may require us to discuss this with you. There may be personal or medical problems involved, it could be that you aren’t enjoying a subject, have lost all motivation, feel isolated, or you’ve missed so much you feel like you can’t return to classes. In these circumstances it can be really helpful to talk to someone about it, to devise a solution.

Additionally, the University has established a formal system for recording attendance. There will be six contact points each semester. A contact point can be a lecture, a tutorial, a meeting with a personal tutor and attendance at an examination. If we find that you are missing a substantial number of contacts we will want to talk to you.

International students who are here with a Tier 4 General Student visa are reminded of the requirements of attendance imposed by the visa conditions. Should the University attendance monitoring find that your attendance is unsatisfactory the University is required under the terms of its licence to report you to the UK Visas and Immigration. Please make sure you talk to us before you get to that position.
Information for Disabled or Dyslexic Students.

If you have a disability, medical condition, or specific learning difficulty, we seek to ensure that your chances of academic success are not reduced because of it. We strongly encourage you to contact the Disability and Dyslexia Support Service (DDSS).

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

- Liaising with academic staff and central services about disabled students’ support needs.
- Helping students to apply for Disabled Students’ Allowances.
- Organising support workers, such as note takers, readers, library support, scribes, interpreters.
- Advising on specialist equipment and technology.
- Referring dyslexic students for study skills support, at the English Language Teaching Centre.
- Referring students who think that they might be dyslexic for diagnostic assessments with an Educational Psychologist.
- Putting students in contact with local and national external agencies who offer support and advice to disabled people on specific issues.
- Formalising alternative arrangements for examinations and assessments, e.g. extra time in examinations; reasonable adjustments to assessment tasks; or alternative assessment formats. (These cannot be organized by the department without DDSS involvement)

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

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

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

Help available provided by the Careers Service includes:

• A comprehensive website with a full range of careers information and advice.

• Individual guidance interviews to discuss personal career plans.

• Career Connect - the latest graduate jobs, available online.

• Our Student Jobshop in the Students’ Union - help with finding part-time jobs, vacation work and placements.

• A specialist placements team, helping you to find relevant work experience, including year-long placements you can include as part of your degree.

• ‘Careers with my degree’ – information and ideas for students in every academic department.

• Careers events, including recruitment fairs and opportunities to meet employers, advertised in our ‘What’s On Weekly’ email sent to all students. See www.sheffield.ac.uk/careers/students/events

For those wishing to explore opportunities in another country there’s also ‘myInternational career’ via the Careers Service website.

www.careers.dept.shef.ac.uk/infotree/EmploymentOverseas.php

Our website www.sheffield.ac.uk/careers/students offers a full range of careers information and advice, and is the ideal starting point if you want to find out more about how the Careers Service can help you, right from the start of your course. We support all students, at all stages of study and provide additional services for International Students, Taught Postgraduates and Postgraduate Researchers.

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

For details of where the Careers Service is based plus our opening times see www.sheffield.ac.uk/careers/aboutus

The University of Sheffield
Higher Education Achievement Report (HEAR).

The HEAR is a nationally recognised degree transcript that the University is now giving to all undergraduates, to provide students with a comprehensive record of their university learning and experience – both academic and extra-curricular.

You can view your HEAR electronically via My Services in MUSE from day 1 of your studies. This means that you can use it to help you review your progress and plan what you want to achieve at University, e.g. with your Personal Tutor or a Careers Advisor.

Consider taking advantage of opportunities to gain HEAR recognition for activities you undertake outside the curriculum. Find out which extra-curricular activities can be included at www.sheffield.ac.uk/hear-search.

You will be able to use our ShARE (Sheffield Authorised Records) system to give employers and others access to your HEAR, to provide evidence of your University achievements (www.sheffield.ac.uk/ssid/record/share).

Find out more by visiting the HEAR website, at www.sheffield.ac.uk/ssid/hear.

Study Abroad.

Study Abroad programmes are available for home and EU students. It’s an excellent chance for you to try something new, visit a country you’ve never seen before and meet some amazing people.

Your year abroad takes place in your second year of study and counts towards your final degree classification, so don’t worry about missing out by going abroad. It’s easier than you think as you continue to pay your fees as normal to the University of Sheffield.

Undergraduates studying at the University of Sheffield have the opportunity to study part of their degree in Australia, Canada, Hong Kong, Korea, New Zealand, Singapore or USA.

Find out more: www.sheffield.ac.uk/studyabroad/sheffield/prospective

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

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

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

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

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

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

www.sheffield.ac.uk/experience

Postgraduate Study.

Your Masters is an investment in your future. It’s a chance to capitalise on your talents and put yourself ahead in today’s global careers market. It’s also a chance to explore further, to discover more about the world and how you can help to make it better.

If you’re looking to study at a world-class institution with a great quality of life, in a vibrant city, but at an affordable price, then look no further that the University of Sheffield. If you’ve studied your undergraduate degree with us then you’ll automatically qualify for a 10% discount.

In doesn’t matter what you studied at undergraduate level, as long as you meet the entry requirements you’re free to study in any of our exceptional departments.

Check the website to find out more about the courses available, entry requirements and financial support.

www.sheffield.ac.uk/postgraduate/taught
Academic Advice and Teaching Support.

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

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

Additional support

301: Student Skills and Development Centre

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

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

301 also offers an Academic Skills Certificate which can be included in your Higher Education Achievement Report (HEAR).

www.sheffield.ac.uk/ssid/301

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

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

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

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

www.sheffield.ac.uk/mash

Academic skills workshops

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

Writing Advisory Service (WAS)

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

www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/index
The Sheffield Graduate.

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

The Sheffield Graduate is:

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

The Sheffield Graduate Development Programme

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

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

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

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

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

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

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

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

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

First-Year Prize in Architecture
Frequency of award: One annually.
Value of prize: £45 book vouchers.
Eligible candidates: Level 1 students taking the programme of study in Architecture for the Degree of Bachelor of Arts.
Criteria for assessment: Distinguished performance in the above examination.

Marcus Humphrey-Gaskin Memorial Prize
This prize was established to commemorate the life of Marcus Humphrey-Gaskin, a student of the School of Architecture who died during the second year of his course in 2011.
Frequency of award: One annually.
Value of prize: A book, the value of which is to be determined and funded by the School of Architecture.
Eligible candidates: Undergraduate students taking ARC225, ARC226, ARC237, ARC238 or ARC275.
Criteria for assessment: Best performance or best progress throughout Level 2 in architectural communication.

Robert Cawkwell Prize in Architecture
This prize has been made available by a gift from the family and firm of the late Robert Cawkwell, Architect.
Frequency of award: One annually.
Value of prize: £75.
Eligible candidates: Students in the School of Architecture who are completing Level 3 of their programme of study for the Degree of Bachelor of Arts.

Mansell Jenkinson Prize in Architecture
This prize was established in 1969 through a joint gift from the firm of Mansell Jenkinson & Partners and from the family of the late J Mansell Jenkinson, Esq, in memory of the latter’s long association with the University.
Frequency of award: One annually.
Value of prize: £50.
Eligible candidates: Students of the School of Architecture completing Level 3 of a programme of study leading to the Degree of Bachelor of Arts.
Criteria for assessment: Studio work relating to the study of Building Construction.

Stephen Welsh Prizes in Architecture
These prizes were founded in 1957 from funds subscribed on the occasion of his retirement by former students and friends of the late Professor Stephen Welsh, Head of the former Department of Architecture from 1928 to 1957.
Frequency of award: Two annually.
Value of prizes: Architecture, £200; Draughtsmanship, £200.
Eligible candidates: Architecture students taking the Final Examination for either of the Degrees or MArch in Architecture. Draughtsmanship: Students of any year in the School of Architecture.
Special conditions: The Draughtsmanship prize may not be awarded more than twice to the same student.
Dr Brian Wragg Prize in Architectural Draughtsmanship

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

Frequency of award: One annually.

Value of prize: £50.

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

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

School of Architecture Centenary Prize

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

Value of the prize: £30 book vouchers

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

Criteria for assessment: Awarded to students who have been commended for contributing to the School in a significant way.
SSiD is a central point for general information on many University services providing leaflets, location maps, prospectuses and other useful publications. The services listed below are available from Student Services Information Desk:

- Certifying Letters
- Change of Status Forms
- Change of Personal Details
- Council Tax Forms
- Examinations: Calculator and Dictionary approval
- Examinations: Clash and Re-sit Forms
- Financial Help Information
- Finance-related Enquiries
- Immigration Certifying Letters
- Module Add/Drop Forms
- Self-Certification Medical Notes
- Student Loans & Career Development Loans
- Transcripts
- Union Cards

Useful information for students can be found on the SSiD website: [www.sheffield.ac.uk/ssid](http://www.sheffield.ac.uk/ssid)

You can visit SSiD at the address below:
The Students’ Union, Western Bank, Sheffield, S10 2TG

Telephone: (0114) 222 1299.

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

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The University Library

There are 4 libraries on campus, providing a range of study spaces.

All the information you need to get started with using library and computing services is available at: [www.sheffield.ac.uk/library/services/new](http://www.sheffield.ac.uk/library/services/new)

The Architecture Liaison Librarian

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

Contact: l.bullingham@sheffield.ac.uk

Telephone: 0114 2227384 or 27384 (internal)

Finding what you need

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

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

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

[www.librarydevelopment.group.shef.ac.uk/referencing.html](http://www.librarydevelopment.group.shef.ac.uk/referencing.html)

Help and support

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

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

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

sheffielduniversityhealth.webgp.com/

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

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

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

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

More details can be found at:
www.sheffield.ac.uk/ssid/contacts/uhs

Counselling Service

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

Telephone: 0114 222 4134

Email: ucs@sheffield.ac.uk

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

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

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

• Student Self-Help Group
• Stress and Relaxation Workshops
• Workshops on a particular theme e.g. managing anxiety, depression, grief and loss etc.
• Ongoing Therapy group.
• Confidence building group or groups for depression
• One-to-one sessions.
• Support package for more complex cases.

For further information, a list of useful contact telephone numbers, online information leaflets and self-help guides see www.sheffield.ac.uk/ssid/counselling
Chaplaincy Service

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

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

For contact details, information about places of worship and any other information, please visit our website:

www.sheffield.ac.uk/chaplaincy

Sheffield University Nightline

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

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

Nightline can be contacted on 0114 222 8787 for listening, 0114 222 8788 for information, or by emailing nightline@sheffield.ac.uk

The team will reply within 48 hours.

To find out more please visit

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

If you are interested in volunteering please email sunl@sheffield.ac.uk

Financial support

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

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

Immigration advice

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

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

www.sheffield.ac.uk/ssid/international/immigration
Student Engagement and Representation.

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

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

In the department

The staff-student committee, comprised of student representatives and academic staff, allows you to take part in discussions and decision making about a range of issues including how assessment feedback is delivered, office opening times, proposed changes to degree programmes and so on.

Departmental Contact: Ian Hicklin

The student staff committee meets at least once a semester, and has student representation from each year. Each year group elects two members to sit on the committee.

In your faculty

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

Being a student representative on a Faculty Committee is your chance to put forward the student view on issues relating to learning and teaching and this is always valued by committee members.

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

SALT (Student Ambassadors for Learning and Teaching)

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

www.sheffield.ac.uk/als/students/salt

Student panel members for periodic review

The University reviews the learning and teaching in each department every 5-6 years. This activity is called Periodic Review. The Review is carried out by a panel made up of academic members of staff from other universities, academic member of staff from the University of Sheffield and students. Students act as full panel members and are paid for the work that they do.

www.sheffield.ac.uk/lets/pp/qa/periodicreview/aims

Union links

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

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

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

**SUAS**

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

**Student evaluation**

Whilst you are a student, you will have opportunities to evaluate the quality of your programme of study and its individual units.

The University requires all departments to operate a system of anonymous student evaluation of programmes on an annual basis. We will inform you of the purpose and process of student evaluation, including how and when it will take place and what will be done with the results.

As an introduction, these are some of the issues that we will be asking you about:

- The overall coherence and content of your programme
- Tutorial support
- Assessment deadlines and feedback
- Appropriateness of the teaching methods
- Availability and suitability of learning resources

We will endeavour to provide you with feedback on the issues that students have raised through the evaluation process and how we are addressing these. It is important that we receive a good response rate to student evaluations, as your feedback is an essential part of helping us to maintain the quality of teaching and learning provision, and may benefit you and future students.

**Participating in other evaluation processes**

In addition to the student evaluation, you may also be asked to participate in other surveys throughout your study. Many final year students take part in the National Student Survey (NSS), which seeks views from students on their overall satisfaction with their programme of study. The results of this survey, which was run for the first time in 2005, are published. The University also runs an Annual Student Satisfaction Survey towards the end of semester 1, which all categories and levels of students are offered the opportunity to complete. This evaluates student satisfaction with the broad range of University services, for example, library and IT facilities, and also includes questions on academic support.
Green Impact.

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

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

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

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

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

Useful Websites for Students.

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

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

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

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

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

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

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

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

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

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

Professor Fionn Stephenson
(Head of Department)

- Responsible for Health and Safety within the Department.

Departmental Safety Officer: Tariq Zaman

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

All members of Staff and All Students

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

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

Emergency

In an emergency telephone 4444 on a University internal telephone.

Or from a mobile dial: 0114 222 4444

Give details clearly and concisely.

Theft

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

First aiders

Martin Bradshaw
Roy Childs
Laura Mason

Arts Tower Opening hours

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

Out of hours access

Monday to Friday: 6.00pm - 9.00pm,

Working Hours for Students

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

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

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

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

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

After-hours working for students with the relevant permissions is normally allowed only in studio spaces and, for research students, in their own rooms. Special permission is required for work in other areas, and individuals will then be issued with keys. Guests without permits are not allowed.

All staff and students entering the building at times other than 8:00am to 6:00pm on weekdays must sign the book at the Porters’ Lodge.
This provides a record of building occupants which is used by the Fire Service in the event of an emergency. The book must be signed when continuing to work in the building after 6:00pm. It must be signed again when leaving. On demand of any University staff, students must show their authorisation to work outside normal hours. Students breaking any rules of working may have permission withdrawn. Students present in the building without permission may be subject to University disciplinary procedures.

**Emergency evacuation**

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

**Accidents and injuries**

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

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

**Alcohol and smoking**

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

**Electrical appliances**

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

**Safety in studios**

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

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

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

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

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

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

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

Telephone - Security Services: 0114 222 4085

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

Safety in the Material Workshops

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

The area operates with a traffic light system:

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

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

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

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

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

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

Whilst at the workshop you must comply with all of our regulations. Workshop staff reserve the right to revoke access privileges for a certain time frame or until retraining has been undertaken.
The content of our courses is reviewed annually to make sure it’s up-to-date and relevant. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers.

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

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