Undergraduate Student Handbook. 2016-17
Welcome.

Welcome to the University of Sheffield; an extraordinary institution situated in an extraordinary city.

During your time here you will be exposed to a variety of experiences and learning styles all within the framework of an internationally recognised university. Our world-class teaching and research is reflected in our entry requirements and it also means that we have high expectations of our students. Our high expectations make our students uniquely useful to employers and helps to drive our reputation as a centre of academic and professional excellence.

As a University we will give you access to all of the resources you need to become a successful learner and practitioner. It is your drive, determination and intelligence that will take you the rest of the way. We are invested in your success and this is reflected in our strong attainment in student satisfaction surveys.

The transition from home and school to University can be challenging, but we want to make that transition as easy as possible.

The most important thing to remember is ‘If in doubt, ask.’ The department staff and all the University resources put in place to deal with personal, emotional, financial and academic problems or confusions are there for you. If in doubt, always seek help and advice.

The University of Sheffield
As a student in our department you are also a part of the Faculty of Social Sciences at the University of Sheffield. Our Faculty is made up of thirteen diverse academic departments and one institute, and we are proud of our research-led teaching which gives our students the skills, knowledge and ability to stand out from the crowd. You will meet students from other departments in the Faculty in the interdisciplinary group-based Achieve More level 1 module IPS101 The State of Sheffield: Global Perspectives on Local Issues.

The Faculty of Social Sciences is committed to giving its students the best possible student experience during their time in Sheffield.

Students can take part in a range of opportunities through our employability strategy, our international student experience agenda and our innovative learning initiatives such as Global Learning Opportunities in the Social Sciences (GLOSS). Students can also be directly involved in the Faculty as a Student Ambassador for Learning and Teaching (SALT) and/or represent their peers as a Faculty Student Representative.

To find out more about GLOSS visit: [www.sheffield.ac.uk/gloss](http://www.sheffield.ac.uk/gloss)

More information about SALTS can be found here: [www.sheffield.ac.uk/als/students/salt](http://www.sheffield.ac.uk/als/students/salt)
Contents.

Key Information. 8
Communication with Students 10

Registration and student records. 12
Change of Status 12

Personal Tutors. 12

Details about your course. 13
Undergraduate Degrees 13
Dual degree 13

Modules. 14
Course Structure for BA and BSc Landscape Architecture 14
Course Structure for BA Architecture and Landscape 16
Your feedback on the course 17

Resources. 18
Studios and Communal Areas 18
Computing 18
Departmental Hardware 18
Bookable Equipment 20
Wireless Network 21
Online Training Resources 21
Photocopying 21

Achieve More. 22
Teaching, Assessment and Progression. 24
Submission of Work 24
Intellectual Property 24
Retention and Storage of Work 24
Policy on anonymous marking of work and moderation 24
Religious Holidays and Examinations 25
Progression and failure 25

Degree classification. 29
Marking Scales 29

Plagiarism, Collusion and Unfair Means. 32
What constitutes unfair means? 32
How can I avoid the use of unfair means? 33

Late Submission. 34
How the penalty works 34
Extenuating circumstances, extensions and what to do if you turn work in late 36

Extenuating circumstances and expectations of attendance. 37
Mitigating Circumstances 37
Short-term absence 37
Long-term absence and extended leave 37
Unexplained absence 38
Attendance Monitoring 38

Research Ethics. 39

Group work. 40

Information for disabled or dyslexic students. 42
Regulations. 43
Study abroad. 43
Careers, employment experience and placements. 46
Making your experience more international. 47
Postgraduate study. 47
Higher Education Achievement Report (HEAR). 48
Academic advice and teaching support. 48
Additional Support 48
The Landscape Institute (LI) and Student Landscape Institute Council (SLIC) 49
Landmark 49
University Services. 50
SSiD – Student Services Information Desk 50
The University Library 50
University Health Service 51
Counselling Service 51
Chaplaincy Service 51
Student engagement and representation. 54
In the Department 54
In your faculty 54
Institution-wide opportunities 54
Welfare and advice.  
Academic and Personal Support  
Course co-ordinators  
Year Co-ordinators  
Module co-ordinators  
Director of Student Welfare  
What we expect from you  
Workload  
Discipline  
Arrangements for Personal Tutorials  

The Sheffield Graduate.  

Health and safety.  

Data Protection.  
Communications with Family Members  
Your University Record  

Useful websites for students.
Key Information.

Department of Landscape

We are the UK’s leading Department for Landscape Architecture. Its management is the responsibility of the Head of Department, Professor James Hitchmough, who is assisted by a number of Directors and a team of support staff.

Support staff in the Departmental office can offer help and advice on a range of issues. During the semesters the office will be open between 9.00am and 4.00pm. Appointments can be made with the receptionist to meet with members of the support team to resolve queries.

The Support team are:

Denise Hall – Departmental Manager
Helen Morris – Postgraduate Research and Learning and Teaching Support Manager.
Emma Shaw – Student Journey Admissions Manager.
Jonathan Woodward – Learning & Teaching Assistant.
Elliott Morris – Office and Studio Support Assistant.
Paula Fearn – PA to Head of Department
Paul Buck – IT Officer
Jeff Sorrill – Business Development Manager
Charlotte Cremers – Market Development Officer
Hannah Whitelam – Marketing and Communications Officer

The Arts Tower is normally open on weekdays between 8.00am and 6.00pm.

Normal Arts Tower opening times are weekdays between 8.00 am and 6.00 pm. UG students are allowed to work on an ‘out of hours’ basis from 6.00 pm to 9.00pm on weekdays and 9.00am to 5.00pm at weekends, subject to undertaking an induction which will take place at the beginning of the academic year and by signing and agreeing to the Department’s Code of Conduct for Studio and Out of Hours Working.

A signing in/out system operates within the building so that it is possible to determine where everybody is in the event of an emergency. The importance of using the in/out book, which is located by the Porters Lodge desk, cannot be over-emphasised. EVERYBODY MUST SIGN THE BOOK when working out of normal hours, i.e. before 8.00am and after 6.00am.
Communication with Students

E-mail

We communicate with year groups and individual students by e-mail. Please note all e-mail correspondence will go to your university account address and not to personal e-mail addresses. You should check your university e-mails regularly, preferably on a daily basis, or you will miss important information.

Notice boards

The Notice boards in your studio are also an important form of communication between Department staff and students. It is your responsibility to check the board daily, or whenever you are in the studio, for any recent information. Urgent notices are also sometimes posted on your studio doors, so please make sure you check doors and notice boards for information when you are in the Department.

Pigeon Holes - Internal and External Mail for Students

Occasionally internal mail for students may arrive in the Department office. If so you will be e-mailed to collect it from the reception area. Please note that you should NOT use the Departmental address for general communication with friends and family, or for receipt of ordered goods.
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.

Within the first few weeks of arriving at the University, your department will allocate you a Personal Tutor. This 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 in you in the right direction for specialist help or additional skills development you may be interested in. Your Personal Tutor is likely to be the same person throughout your degree, although this may change if your Personal Tutor goes on research leave. If this occurs, your department will allocate you a replacement Personal Tutor.

If you are a Dual Honours student, your Personal Tutor will be from your home department (normally whichever of your subjects is first alphabetically) but your second department may also have a member of academic staff with responsibilities for dual degree students whom you can contact as well.

Your Personal Tutor will organise to meet you periodically during your time at University to discuss how you are getting on and if you have any concerns. However, if you are experiencing difficulties, don’t wait for your scheduled meeting but do 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 important to meet your personal tutor early in on in your programme so you know who to go to if you have a problem. 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
Details about your course.

Undergraduate Degrees

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

Dual degree

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

**BA and BSc Landscape Architecture**

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

### Course Structure for BA and BSc Landscape Architecture

#### Level One Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 115</td>
<td>Current Challenges in Planning, Design and Management</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 116</td>
<td>Space Making</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 117</td>
<td>Presentation Communication and Research Skills</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 118</td>
<td>Histories of Landscape Architecture</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 119</td>
<td>The Changing Landscape</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 120</td>
<td>The Dynamic Landscape</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>IPS101</td>
<td>Achieve More – Faculty of Social Sciences Challenge</td>
<td>Week 15</td>
<td>0</td>
</tr>
</tbody>
</table>
## Course Structure for BA and BSc Landscape Architecture

### Level Two Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 230</td>
<td>Ecological Processes, Design and Management</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 231</td>
<td>Materials of Landscape – Planting Design</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 232</td>
<td>Sustainable Communities</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 233</td>
<td>Materials of Landscape – Construction Design</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 234</td>
<td>Landscape Design – Exploration and Intervention</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 236</td>
<td>Landscape Planning, Law, Policy and Governance</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(BA Students Only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSC 235</td>
<td>Landscape Ecology – Habitat Survey Techniques</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(BSc Students Only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Course Structure for BA and BSc Landscape Architecture

### Level Three Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 330</td>
<td>Site Planning for Sustainable Housing</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 331</td>
<td>International Field Study – Landscape in Practice</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 332</td>
<td>Integrated Urban Design Project</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 333</td>
<td>Materials of Landscape – Detailed Design</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 334</td>
<td>Green Infrastructure and Ecological Masterplanning</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 335</td>
<td>Landscape Ecology – Habitat Creation and Restoration</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(BSc students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSC 336</td>
<td>Integrated Planning Toolkits</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(BA students only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course Structure for BA Architecture and Landscape

#### Level One Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 103</td>
<td>Humanities 1</td>
<td>Aut</td>
<td>10</td>
</tr>
<tr>
<td>ARC 104</td>
<td>Humanities 2</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>ARC 107</td>
<td>Environment and Technology 1</td>
<td>Aut</td>
<td>10</td>
</tr>
<tr>
<td>ARC 108</td>
<td>Environment and Technology 2</td>
<td>Aut</td>
<td>10</td>
</tr>
<tr>
<td>ARC 136</td>
<td>Architectural Design (Landscape) 2</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 103</td>
<td>Landscape Studio Design Project</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>LSC 105</td>
<td>Landscape Processes</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>LSC 111</td>
<td>What is Landscape Architecture</td>
<td>Aut</td>
<td>10</td>
</tr>
<tr>
<td>LSC 136</td>
<td>Introductory Environmental Design Studio</td>
<td>Aut</td>
<td>30</td>
</tr>
</tbody>
</table>

#### Course Structure for BA Architecture and Landscape

#### Level Two Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 204</td>
<td>Humanities 4</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>ARC 207</td>
<td>Environment and Technology 3</td>
<td>Aut</td>
<td>10</td>
</tr>
<tr>
<td>ARC 237</td>
<td>Architectural Design (Landscape) 3</td>
<td>Aut</td>
<td>30</td>
</tr>
<tr>
<td>ARC 238</td>
<td>Architectural Design (Landscape) 4</td>
<td>Spr</td>
<td>30</td>
</tr>
<tr>
<td>LSC 240</td>
<td>Urban Ecological Design and Planting</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 241</td>
<td>Conceptual Design Studio Materials of Landscape</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>LSC 242</td>
<td>Cultural Studies Urban Landscape</td>
<td>Aut</td>
<td>10</td>
</tr>
</tbody>
</table>
**Course Structure for BA Architecture and Landscape**

**Level Three Modules**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 303</td>
<td>Humanities 5</td>
<td>Aut</td>
<td>10</td>
</tr>
<tr>
<td>ARC 307</td>
<td>Environment and Technology 5</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>ARC 326</td>
<td>Architectural Design 6</td>
<td>Spr</td>
<td>30</td>
</tr>
<tr>
<td>ARC 337</td>
<td>Architectural Design (Landscape) 5</td>
<td>Aut</td>
<td>30</td>
</tr>
<tr>
<td>LSC 303</td>
<td>Advanced Planting Design</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>LSC 304</td>
<td>Site Planning for Housing</td>
<td>Aut</td>
<td>10</td>
</tr>
<tr>
<td>LSC 306</td>
<td>Landscape Construction Design</td>
<td>Spr</td>
<td>10</td>
</tr>
<tr>
<td>LSC 308</td>
<td>Integrated Design Project 2</td>
<td>Spr</td>
<td>10</td>
</tr>
</tbody>
</table>

**Your feedback on the course**

You will be asked to complete a questionnaire about each module that you take as well as each year of your course as a whole. Your feedback and comments are very important to the Department as they let us know what is going well in each module/course and if there are things that should be changed. In this way we can ensure that we continue to offer a high quality course. We will inform you of how the Department plans to address any issues that are raised through these questionnaires.

Level 3 students are also strongly encouraged to participate in the National Student Survey (NSS) – this is a national survey and aims to find out the opinions of final year students in most UK universities on their overall satisfaction with their programme. The results from this survey are published and widely available especially to students applying to universities.

Department of Landscape
Resources.

Studios and Communal Areas

We endeavour to make on-going improvements to the studios and social areas. Please try to keep them as welcoming places for all. Please respect the furniture and the studio environments – in particular, do not cut things on the table tops and don’t use spray mount on unprotected floors. We welcome feedback on how the studio arrangements are working.

First and Second Year students share a studio space which is used for group and individual work and is equipped with tables and a small number of drawing boards. Shared plan chest storage is available and some lockers are available for Second Year use on the basis of one shared between two. Shared plan chest storage and individual lockers or lockable cupboards are provided. Students must provide their own padlocks and keys.

Computing

The Department of Landscape uses mainly high specification PCs capable of complex graphics based use. These are located on the 11th floor of the Arts Tower.

Corporate Information and Computing Services (CiCS) Resources

There is an open access PC suite on floor 10 containing high end (i5 processors, 4gb RAM) 24 hour PC access is available in the Information Commons, which contains 500+ high spec computers.

Departmental Hardware

Floor 11, Arts Tower (room 11.7)
- 37 high spec PCs: i5 & i7 processors, 16GB Ram, 512mb and 1gb Graphics Cards, DVD/CD writers, 22” and 24” Screens.
- A0 scanner
- Two A3 Scanners
- A3/4 Colour Swipe Card Printer
- A3/4 Black and White Swipe Card Printer
- 4 Plotter swipe card stations

Floor 11, Arts Tower (room 11.5)
- 10 high spec PCs: core 2 duo & i5 Processors, 16GB Ram, 512mb and 1gb Graphics Cards, DVD/CD writers, 22” and 24” Screens.
- 6 iMacs: i7 processors 16gb RAM, 1gb Graphics Card, 27” screen (These can be booked out for video editing)
- One A3 Scanner
- A4 Black and White Swipe Card Printer
- A3/4 Colour Swipe Card Printer

Landscape specific software

- Auto CAD 2011 – A suite of cad software products for 2- and 3-dimensional design and drafting.
- Photoshop - The world-standard photo design and production tool for print, multimedia, and the World Wide Web. Can be used to retouch scanned photographs, edit images, and create painted artwork and special effects.
- Illustrator - Used to produce presentation drawings, Desktop Publishing and Reports. Can import Autocad Files and many other formats.
• InDesign - Is an advanced Desktop Publishing application.
• Sketchup - for rapid 3D modelling
• Simmetry 3D – Specialist landscape software which can be used to create and manipulate landform

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

www.sheffield.ac.uk/landscape/resources/designresources

**Large Format Scanning**

The Department has a large format scanner that can scan up to A0 size and materials up to 20mm thick. This is a free service to all landscape students. The large format scanner is located in Paul Buck’s office, which is in the floor 11 computer room of the Arts Tower. The scanner can be used from 8.30 a.m. until 12:30 p.m and 1:30 p.m until 4:15 p.m Mon-Fri. If you have never used the large format scanner before please see Paul Buck for a brief tutorial before using.

More information regarding the large format scanner can be found here:

www.sheffield.ac.uk/landscape/resources/printing

**Printing**

Printers available for student use:

**5 A0 Colour/Line Plotters.** Large format full colour and line plotters located in the print room on floor 15 of the Arts Tower, networked to all Departmental computers in landscape and architecture and able to print A0, A1 and A2 sheets.

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

Payment is collected via a swipe card system. Students charge their U Card with credit at locations around the University, send their prints from any Departmental computer and then swipe their cards at one of the plotter release stations located in the floor 11 computer room or floor 15 print room to debit their account. The nearest place to credit your U card is in the CiCS room on floor 10 of the Arts Tower.

More detailed information on large format plotting can be found at: www.sheffield.ac.uk/landscape/resources/printing.html

**Local Printing.** Black and white A4/A3 and colour A4/A3 printers are located in both computer rooms and are networked to all PCs. Payment is collected via a swipe card system, students charge their U Card with credit at locations around the University. When prints are sent to these queues they may be collected from any of the swipe card printers located around the University. Details of this system including where to charge your cards and the location of the other printers can be found at www.sheffield.ac.uk/cics/printing

To send A3/4 colour choose Colour A4_A3

To send A4/3 black and white choose Black and white A4_A3 or Black and white A4

**Print Collection Times**

A0, A1 and A2 plots may be collected in the landscape/architecture print room on floor 15 from 8.00 a.m. until 12:30 p.m and 1:30 p.m until 5:00 p.m

It is your responsibility to get your sheets printed out in time for your submission. Print queues during hand-in times will be very busy and you could be waiting hours for your prints (days during final project submission).
So please submit your work to the print queues at least 24 hours before or you will be disappointed and you will incur penalties for late submission.

Submission times will be posted on the computer and print room doors.

To check the queue status of each plotter and view the progress of your plots, check the screens above each plotter release station in the computer room on floor 11 or in the print room on floor 15.

**Bookable Equipment**

The following equipment is available free of charge for all landscape Department students. If you would like to book any of these items, please see or e-mail Paul Buck for availability. p.r.buck@sheffield.ac.uk

Please note that if you borrow any of this equipment, you are responsible for loss or damage.

**Wacom Intous Graphics Tablets**

We have 7 Wacom Intous graphics tablets available to book out on a daily basis.

**Wireless Model Camera**

We have a wireless snake inspection camera that is able to take close up images and walkthrough videos of your models. It can take 960 x 240 resolution images and record 704 x 576 video at 30 fps in avi format.

**Canon SLR Cameras**

Available to book on a daily basis. These cameras can also record HD video.

**Portable Photography Studio**

For photographing models etc, comes with lighting.

**Panasonic HC-X900M High Definition Camera**

Available to book out on a daily basis.

**Mino Flip Digital Video Cameras**

We have 2 Mino Flip digital cameras available. They take high quality video and are able to store up to 60 minutes of footage.

**TASCAM DR22 WL Liner Audio Recorder with Wifi**

**2 x Olympus MP3 Voice Recorders**

**4 in 1 Environment Meter**

The Environment meter can measure sound, light, temperature and humidity. We have 3 of these.

**Anemometer**

We have 5 devices for measuring wind speed and temperature.

**Dumpy Level Kit**

We have a Dumpy Level, tripod and staff for measuring spot heights and surveying the levels of sites. There are full instructions on how to use the Dumpy Level.

**Measurement**

We have four 30 meter tapes and 3 Infrared Measurement Devices (IMD). The IMD’s can be used to measure areas and volumes as well as straight distances.

**Quadrats**

We have 4 Quadrats which help to define areas when surveying plants or some wildlife.

**Books**

We have a variety of design books and field guides available to borrow on floor 11.
**Binoculars**

We have 5 pairs of binoculars for observing sites that are hard to physically access or that you do not want to disturb.

**Wireless Network**

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

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

**Online Training Resources**

DiDACT Software workshop hand-outs

These workshop hand-outs are available on the landscape website at:

[www.sheffield.ac.uk/landscape/resources/didact](http://www.sheffield.ac.uk/landscape/resources/didact)

**Photocopying**

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

Submission of Work

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

www.sheffield.ac.uk/landscape/resources/hand-in-forms

It is now a requirement that all submissions of work must be accompanied by an electronic submission via MOLE. Students handing in work at an allocated time must make sure that an electronic version is uploaded at the time of hand-in as work will be recorded as late if both hard and electronic are not submitted. The electronic copy of the work provides a digital archive of work submitted and will help with portfolio preparation. Assessment and feedback of work can only be provided if an electronic version has been submitted.

Intellectual Property

The Department may use student work for teaching purposes. If it is used for any publicity material the Department would acknowledge the authorship of your work.

Retention and Storage of Work

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

Bulky work produced during your course, such as models, or design files, will usually be returned to you after it has been marked. At an agreed time it will be left in your studio for collection. If it is not collected by the agreed date it will be thrown away. Students should keep a digital record of this work for their portfolio.

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

Student work which is produced as part of any module coursework maybe used by the Department of Landscape either as exemplar work for other students or to promote the Department in marketing material. It will not be used for any other commercial activity.

Policy on anonymous marking of work and moderation

It is Departmental policy, wherever possible, to mark anonymously, and you are usually requested to identify your work only by your Registration Number. In practice, because of the extent to which coursework and individual tutoring are used, your identity will often be apparent to the marker. However, we do seek to reduce the risk of marker ‘bias’ in various ways, and the use of student numbers rather than names is an important part of this. However, it is very important that you always identify all parts of your coursework. This includes any files sent to the Print Room, especially those for which printing costs need to be recovered.
**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’ by October 30th each 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.

Ramadan: Muslim students fasting during Ramadan are expected to continue with normal work and study. If you wish to discuss an individual situation, please contact the Muslim chaplain, m.ismail@sheffield.ac.uk

**Non-participation or less than full participation in group work**

For some modules you may be required to take part in assessed group work. So that all students can be assessed fairly for their contribution, you will be required to submit evidence of your participation in the group. Your department will inform you of what this consists of and the marking criteria that will be used.

**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

These guidelines do not override or modify the Regulations in any way.

**1. Progression from Level 1 to Level 2**

1.1. Progression from Level 1 to Level 2 is normally automatic for students who have been awarded 120 credits and have completed their Achieve More Level 1 Faculty-based Group Challenge.

1.2. The Examiners have discretion to decide whether students who have been awarded at least 100 credits and less than 120 credits or have failed the Achieve More Level 1 Faculty based Group Challenge may be deemed to have passed at Level 1 and permitted to proceed to Level 2. This discretion is only applicable where a grade of at least 30 has been achieved in the failed module(s) excluding the Achieve More module for which no grades are awarded. Permission to proceed in these circumstances is not automatic, and in reaching their decision the Examiners will take into account:

- Whether satisfactory progress has been made across Level 1 as a whole;
- Whether the student’s performance in those modules which have been passed provides compensation for the failed module(s);
- Whether the student has made a demonstrable effort to succeed in the failed module(s), evidenced by adequate attendance and participation and completion of the relevant assessed work and examinations.

It should be noted that some Level 2 modules require passes in Level 1 core modules, and that, even if permission is granted to proceed to Level 2 with fewer than 120 credits, passes will normally be required in these core modules.
1.3. The above discretion may be exercised when results are approved by Faculties in June, or in August following the resit examinations. Where discretion is not exercised in June, and where the student fails again in August with a lower grade, the Examiners will take into account the original, higher, grade when deciding whether or not the student should be allowed to proceed to Level 2.

1.4. Discretion is not possible in the case of some professionally accredited programmes, and permission to proceed may also be denied where core modules have been failed.

1.5. The Faculty may permit a student who has failed part of the Level 1 examination to repeat the whole year as an internal student with attendance. In such cases, although all the original grades will be retained in University records, only the new grades will be taken into account at the end of the repeated year. It is important that students are aware of the consequences of this arrangement, if permitted, since there is no guarantee that all grades will be improved during the repeated year.

2. Progression from Level 2 to Level 3

2.1. Bachelors degrees: Students who have been awarded 120 credits will progress from Level 2 to Level 3.

The Examiners have discretion to decide whether students who have been awarded at least 100 credits and less than 120 credits may be deemed to have passed at Level 2 and permitted to proceed to Level 3. Permission to proceed in these circumstances is not automatic, and does not imply the waiver of prerequisite requirements, where modules to be taken at Level 3 require a pass in a related module at Level 2.

2.2. Integrated Masters degrees: Progression from Level 2 to Level 3 is normally automatic for students who have been awarded 120 credits and have obtained a weighted mean grade of at least 54.5 for modules taken at Level 2 and have completed the Achieve More Level 2 Challenge. The Examiners have discretion to decide whether students who have been awarded at least 100 credits and less than 120 credits at Level 2 may be permitted to proceed to Level 3, but only in cases where a weighted mean grade of at least 49.5 has been obtained for modules taken at Level 2. Permission to proceed in these circumstances is not automatic, and does not imply the waiver of prerequisite requirements, where modules to be taken at Level 3 require a pass in a related module at Level 2. Where discretion is not exercised, students must, depending on the requirements of the individual programme of study, remain on, or transfer back to, a Bachelors degree programme.
2.3. Discretion is not possible in the case of some professionally accredited programmes, and permission to proceed may also be denied where core modules have been failed.

2.4. Students who achieve fewer than 120 credits, but who are allowed to proceed to Level 3 may choose to resit some or all of the failed modules in order to improve their level of performance. Candidates who choose to do this must notify the relevant academic department/s of their intentions and register for the August resit examination/s by the published re-examination entry deadline in July. Students who do not resit their failed modules in August will not normally be permitted to do so at a later date, except where the agreement of the department and the relevant Faculty Officer has been obtained prior to the August examination. In these cases, it is important that Departments make students aware of the resulting increased workload during the following year. No more than a bare pass (i.e. 40) may be obtained in a Level 2 resit examination; where such students obtain a lower grade in the resit examination, the permission to proceed to Level 3 will stand, and the grade achieved on the first attempt will supercede that achieved in the resit.

3. **Progression from Level 3 to Level 4 (integrated Masters degrees)**

3.1. In order to progress from Level 3 to Level 4 students must have been awarded 120 credits and have obtained a weighted mean grade of at least 49.5 for modules taken at Level 3. Students who fail to meet this requirement may be considered for the award of a Bachelors degree.

4. **Returning for the MLA**

If you successfully complete your three year degree you may, depending on your class of degree, be able to return for the MLA, which gives you a professional landscape qualification. If you are eligible to return you must first of all spend a year working in landscape practice.

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

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

If you are awarded a Third or a Pass degree then you are not eligible to return.
4.1. The Year in Practice

If you are aiming to return and complete your professional landscape training, then you will need to find appropriate employment between your BA/BSc and MLA. The Year in Practice Tutor (Mel Burton) will provide further advice on this but you will need to prepare a portfolio of your work and start applying for jobs several months ahead of graduation. We provide as much help as we can, but it is your responsibility to find a suitable post.

4.2. What if you decide not to continue to the MLA?

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

5. Repeat examinations

5.1. A student who fails a module or modules during Level 1 or Level 2 may resit the examination(s) in August. Departments will determine the form of the resit examination (which may differ from the examination held at the end of the previous two semesters) and the parts of the examination to be retaken. Level 2 resit results will be capped at 40 which is the maximum mark overall that can be awarded for a resit.

5.2. A student who fails again in August may repeat the module(s) failed in the following session, with or without attendance, subject to the approval of the Faculty, where necessary. Except where the failed module is core to the degree programme, an alternative module may replace the failed module provided that the student attends the new module and completes any required coursework.

5.3. Where a student fails a repeated year, their case is normally referred by the relevant Department to the Faculty Student Review Committee for consideration.

5.4. A student who fails a module or modules during their final year of study may be reassessed on one occasion, subject to time limits, in the following year (usually January or June). Level 3 resit results will be capped at 40 which is the maximum mark overall that can be awarded for a resit.

1 The following are classed as integrated Masters degrees: MArch, MBiolSci, MBiomedSci, MChem, MComp, MEng, MEnvSci, MLA, MMath, MPhys and MPlan
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

Marking Scales

Marking scales will be used to assess the outcome of student work. These scales relate the extent to which the work demonstrates achievement against a number of criteria. Marking scales are specific to the module they assess and can be found online at:

www.sheffield.ac.uk/landscape/resources

Feedback.

When you receive your results at the end of each semester, if you have failed any module you must follow the instructions given in the letter you will receive by email from the Department. This letter will tell you the date for your resubmission. It will also ask you to contact specific modules tutors to talk about the resubmission requirements. You must do this promptly. You are not entitled to tutorials or other academic support outside the semester dates and staff may not always be available during this period.

Feedback on assessed work

The Department is committed to providing students with feedback on their assessed work at the earliest opportunity. Transcripts of marks are formally issued to students by the Student Services Department of the University who will post them to you once they have been approved. We do, however, normally issue marks and comment sheets informally to students after each assessment period. These marks are not confirmed until the Faculty formally approves them and they have been reviewed by the External Examiners. They should, however, give you a good indication of how your work is progressing. It is the Department’s policy to double mark pieces of work that have major implications for the degree classification (eg. major design projects).
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)
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>Day late</th>
<th>Mark reduced by 5%</th>
<th>Mark awarded when reduced by 5%</th>
<th>Mark awarded when reduced by 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiply by</td>
<td>Original 60</td>
<td>Original 50</td>
</tr>
<tr>
<td>1</td>
<td>0.95</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>2</td>
<td>0.90</td>
<td>54</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>0.85</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td>4</td>
<td>0.80</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>0.75</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td>6 or more</td>
<td>Not completed</td>
<td>NC</td>
<td>NC</td>
</tr>
</tbody>
</table>

For information on late submissions, please visit: www.sheffield.ac.uk/ssid/exams/policies
Extenuating circumstances, extensions and what to do if you turn work in late

It is possible to agree an extension to the deadline, if the situation and circumstances call for it. The University is here to support you throughout your degree, the late policy is not there to penalise those in extenuating circumstances.

Therefore it is possible that you can arrange an extension to your deadline in advance, if you are in a position where you know the work will not be complete due to extenuating circumstances.

If you hand in work late without an extension, but due to extenuating circumstances, this will be taken into account and the issue will try to be resolved.

The following is a guide to follow if you ever need to claim a special dispensation for a late hand in.

- The special dispensation can cover medical problems, extreme personal and family problems, an unforeseen accident or major unfortunate occurrence, and in the case of part-time students only – work related problems.

- The application should be made in advance of the normal submission date. If this is not possible you must contact your course secretary.

- The application should be made in writing, and provide evidence such as medical evidence or other documentation where applicable.

- To apply for extenuating/special circumstances, you should first visit your Personal Tutor to discuss your circumstances. The tutor will then direct you to the Department office, where Helen Morris will give the extension deadline.

Following this the circumstances will be discussed and a decision will be made. At all times please be aware that the University is here for you and has provisions in place to support you through difficult periods.

Please note: Failure to submit work due to IT issues (e.g. printer not working) will not be regarded as a legitimate reason for extenuating circumstances.
Exhenuating 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 a 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 module tutor as soon as possible by e-mail if you will not be able to make it to your seminar, tutorial or meeting. Any short-term absence should be recorded on a self certification form which can be collected from Helen Morris in the Departmental office or from:

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

If you also wish to be absent for personal reasons for a few days you can obtain a permission form in advance from the student experience office.

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.
Unexplained absence

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.

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.
Research Ethics.

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

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

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

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

Further information is available on the Department website and at

www.sheffield.ac.uk/polopoly_fs/1.221498!/file/ABriefStudentGuideToResearchEthics.pdf
Group work.

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

(i) At undergraduate level group work should never make up all of the assessed work in a module and in general group work should not account for more than 50% of the final mark of a module (although there may be exceptions provided that the case is clearly argued to the Teaching Committee). At each undergraduate level where assessed group work plays a part in any landscape module, an introduction to relevant group working skills will be incorporated at a suitable point within that level of study.

(ii) At postgraduate level modules may, where appropriate, consist entirely of group work where it is clear that: the module aims to simulate real team working situations likely to be encountered in professional practice; development of team working skills is clearly stated as one of the aims of the module and forms part of the assessment; and training in team working skills is provided as an integral part of the project.

(iii) At the start of any module that involves group work, at both undergraduate and postgraduate levels, there must be agreement between all the participating students and the module co-ordinator about a protocol for behaviour within the group work situation. The protocol should cover matters such as:

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

Students may either spend time at the start of the module establishing their own protocol (which must be agreed by the whole year group) or may agree to accept the standard Departmental protocol, which has been agreed by both the Staff-Student Committee and the Teaching Committee.
(iv) Any protocol which is adopted for group work must recognise that there may occasionally be a need to take action where individuals are not contributing equitably to the work of the group or where other difficulties arise. Students should be encouraged to resolve such problems within the group as far as possible, but there should also be clearly agreed procedures to be followed in the event that this proves impossible. All protocols adopted must therefore include the following provisions:

- The members of the group may, after discussion between themselves and attempts to address the problem within the group, contact the module co-ordinator to complain if they consider that another group member is not contributing fairly to the shared work or is causing significant difficulties for the group in other ways;

- Any module co-ordinator who receives such a complaint should immediately contact the student concerned and find out if there are any extenuating circumstances to explain the difficulties arising, with evidence to support this. If there are no acceptable extenuating circumstances, or if the student does not respond to the tutor’s request for explanation, the tutor will warn the individual (verbally or by e-mail) about their behaviour, remind them of their responsibilities to the group and request a clear undertaking to contribute fully and responsibly for the remainder of the project.

- If, after the issuing of such a warning, group members find that the individual concerned has not responded to the warning and the problems continue, they may draw this to the attention of the course co-ordinator for a second time. In this case the tutor will formally advise the student concerned that they will be penalised and that, in their case, marks will be deducted from the overall mark awarded to the group. The tutor will have discretion to decide on the level of penalty, but it should not normally exceed three categories on the 100 point categorical marking scale (e.g. if a group mark of 65% is awarded the individual might, at worst, only receive a mark of 55%). If however it is absolutely clear that the student has made no contribution at all then a mark of 0 may be given for the group work component

- the issuing of warnings and deduction of marks will be recorded by the tutor on the student’s personal file.

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

Where group work forms part of a module, individuals must pass both their individual assessment as well as the group assessment, in order to pass the module.
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 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 for more information.
Regulations.

If you are following a professionally validated and prescribed programme 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.

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
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
Making your experience more international.

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

www.sheffield.ac.uk/experience
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.

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 offers a range of services for all students:

- 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 Landscape Institute (LI) and Student Landscape Institute Council (SLIC)

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

We also encourage you to become involved in SLIC. SLIC is the independent student body run by landscape students for landscape students, made up of representatives from each of the LI’s accredited courses. Have your say and get involved in walks, talks, debates, student exhibitions and more.

**Landmark**

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

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.

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

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

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.

Find the Liaison Librarian for your department at www.sheffield.ac.uk/library/libstaff/slist

The University of Sheffield
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 student-staff 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.

Contact Andy Clayden for more information.

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.

Institution-wide opportunities

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
Welfare and advice.

Academic and Personal Support

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

- Course co-ordinators
- Year Co-ordinators
- Module co-ordinators
- Personal Tutors

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

Course co-ordinators

Course co-ordinators are responsible for the co-ordination of your degree programme. If you have any questions or concerns about these issues you should, in the first instance, discuss them with the relevant course co-ordinator.

In 2015/16 the course co-ordinators are:

- Landscape Architecture and Planning: Andy Clayden
- Landscape Architecture and Ecology: Ross Cameron
- Architecture and Landscape: Laurence Pattacini

Year Co-ordinators

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

In 2015/16 the undergraduate year co-ordinators are:

- Level 1: Thom White
- Level 2: Laurence Pattacini
- Level 3: Sally O’Halloran
- Year in Practice: Mel Burton

Module co-ordinators

Module co-ordinators are responsible for the organisation and delivery of specific modules, including planning and delivering, in whole or in part, the content, detailed timetabling and assessment and evaluation of the module. These co-ordinators are always permanent members of staff in the Department, even in those cases where much of the delivery of the modules is carried out by external staff. They are named in the module handbook which identifies the co-ordinator responsible for each module. These are the people who you should approach if you are having difficulty understanding what is required for a module or if you are unexpectedly unable to attend or cannot meet hand in deadlines.
**Director of Student Welfare**

If, for any reason you find it difficult to speak to your Personal Tutor, we suggest that you speak to Kevin Thwaites, the Department Director of Student Welfare and Disability Liaison Officer. (Emma Shaw will arrange an appointment).

Sometimes you experience situations which require more specialist advice. The University provides a wide range of services to support you in practical ways. In the Department of Landscape, Kevin Thwaites will offer advice on these services, and you are advised to speak to him in the first instance. If you have had a clinical assessment for mental health reasons, assessment for dyslexia or if you are disabled, you are strongly encouraged to speak to Kevin at an early opportunity. If you prefer, you may, of course, approach the central University services independently at the following address: [www.sheffield.ac.uk/ssid/welfare](http://www.sheffield.ac.uk/ssid/welfare)

**What we expect from you**

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

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

Assessment for your degree programme will take a variety of forms. In this Department there are no formal examinations at undergraduate level and most modules are assessed by non-invigilated methods including design projects, essays and reports.

In terms of student effort you should note that for modularised undergraduate courses the University expects one credit to be roughly equivalent to 10 hours of work, including both contact time and your own independent work on each module. So for a ten credit module you might expect that it will require about 100 hours of effort. With each undergraduate year consisting of 120 credits this means roughly 1200 hours of work in the year, spread over the two semesters, including the assessment periods. This is a rough guide only, but should help you to plan your work. Remember that there will inevitably be peaks of workload at the end of the teaching periods and in the assessment periods so try to plan accordingly. **Do not leave everything until the last minute**, as this will add to the pressure on you.

**Discipline**

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

Disciplinary matters are covered in detail in your general University Student Handbook.

**Arrangements for Personal Tutorials**

In line with University policy students have a right to see their Personal Tutor individually at least twice a year, once in each semester. Additional meetings may be arranged on request and there may also be opportunities when your Personal Tutor may arrange group meetings involving other personal tutees.

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

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

Before your Personal Tutorials, you tutor will ask you to complete a pro-forma where you will briefly summarise and reflect on the issues you wish to discuss at your tutorial. The form will be signed by both student and tutor before the tutorial ends, to agree that it is a fair record. Signed forms will be kept on your personal file in the Department as a record of your contact with your tutor. These forms may, if appropriate, be referred to for the purpose of writing references for students.
Please make sure that you inform your tutor in good time if you are unable to attend so that a new arrangement can be made. You should note that attendance at Personal Tutorials will be monitored and any students who regularly fail to attend will be contacted by the Head of Department and asked to explain why this is.

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

RESPONSIBILITIES

Professor James Hitchmough
(Head of Department)

- Responsible for health and safety within the Department

Departmental Safety Officer:
Mr Jeff Sorrill

- Manages the accident incident procedures
- Delivers Out of Hours training and induction to UG students at the start of the academic year in order to facilitate UG out of hours working
- Carries out safety checks bi-annually
- Oversees risk assessment procedures
- Chairs the quarterly Department Health and Safety Committee

Health and Safety Committee

- Oversees health and safety policies and procedures in the Department

All members of Staff and All Students

- Have responsibility for health and safety
- Should follow guidelines included in University Health and Safety Code of Practice found here: www.sheffield.ac.uk/safety
Data Protection.

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

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

Personal photographs taken from your student record are printed and circulated to all staff at the beginning of each year, and a set is put on the notice board in the general office for quick reference. Any student who does not want their photograph displayed must contact a member of support staff to ask for theirs to be removed.

**Communications with Family Members**

Due to the remit of the Data Protection Act, the Department cannot discuss your registration, results or any other academic or personal issue relating to your studies with your parents or other family members. It would be appreciated if you could convey this information to them.

Your University Record

The University has a computerized record for every student that contains personal and academic details such as address (both term and home), date of birth, your degree programme, the modules that you are taking, examination results etc. Students can access this record and you can make amendments to your personal details. It is important that students maintain up-to-date addresses and contact details.
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

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 modules, courses, entry requirements and fees between the date of this publication and the start of your course.

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