



The
University
Of
Sheffield.

The Department of Philosophy

LEVEL 3 PHILOSOPHY

HANDBOOK

2017-2018

Department of Philosophy

University of Sheffield

45 Victoria Street

Sheffield S3 7QB

Director of Third Year Studies: Prof Eric Olson

The Director of Third Year Studies for 2017-2018 is Eric Olson. His room is C14 in Victoria Street and his email address is: e.olson@sheffield.ac.uk

Manager of Third Year Studies: Anne-Marie Frisby

The Manager of Third Year Studies is Anne-Marie Frisby. Her email address is: a-m.frisby@sheffield.ac.uk, her working hours are Monday 8.00am – 3.30pm, Tuesday 8.00am-4.30pm, Weds and Thurs 8.00-3.30pm and Friday 8.00am – 2.00pm.

1. The Shape of the Year	5
1.1 Philosophy Term Dates.....	5
2. Staff Names and Contact Details	6
2.1 The Departmental Office.....	6
2.2 Academic Staff based in Victoria Street.....	7
2.3 Academic Staff Based Outside Victoria Street	8
2.4 Contacting Members of Staff.....	8
2.5 Staff Office Hours	9
2.6 Personal Advisors	9
3. Credit Requirements – Level 3	9
3.1 Single Honours.....	9
3.2 Dual Honours.....	9
3.3 Dual Honours with Arts.....	9
3.4 Dual Honours with Pure Science	10
3.5 Dual Honours with Social Sciences	10
3.6 Dual Degree Coordinator	10
3.7 Adding or Dropping a Module	10
4. Teaching	10
4.1 Lectures and Seminars.....	10
4.2 Recording Lectures and Seminars.....	11
4.3 Seminar Contributions	11
4.4 Student Workload.....	11
5. Assessment and Degree Classification.....	12
5.1 Formulae for Degree Classification	12
5.2 Assignment of Module Marks	12
5.3 Marking Procedures.....	13
5.4 Plagiarism & Unfair Means.....	13
5.5 Format of References.....	14
5.6 Coursework.....	15

5.7 Coursework Submission Deadlines.....	16
5.8 Submission by Post.....	17
5.9 Coursework Late Submission Penalties.....	17
5.10 Word Counts.....	18
5.11 Extensions.....	18
5.12 Collecting marked coursework.....	19
5.13 Feedback Provision.....	19
5.14 How to Write a Philosophy Essay.....	21
5.15 Examination by Dissertation/Long Essay.....	22
5.16 Long Essay Approval Deadlines.....	23
5.17 The Long Essay Process.....	23
5.18 Examinations.....	24
5.19 Relation between coursework and exams.....	26
5.20 Types of Exam.....	26
5.21 Feedback on Exams.....	27
5.22 Resit Information for Levels 2 & 3.....	27
5.23 The 100-Point Marking Scheme.....	28
5.24 Descriptive Marking Criteria.....	28
5.25 External Examining.....	31
6. Student Welfare.....	32
6.1 Extenuating Circumstances.....	32
6.2 Changing Course; Taking Leave of Absence; or Withdrawing.....	34
6.3 Personal Harassment.....	34
6.4 Counselling.....	34
6.5 Complaints and Grievances.....	34
6.6 Security, Health and Safety.....	35
6.7 Student Services Information Desk (SSiD).....	36
6.8 Sheffield University Nightline.....	36
6.9 Disabled and Dyslexic Students.....	37
7. Study Abroad.....	37
7.1 Home Students.....	37

7.2 Incoming Students participating in Study Abroad at Sheffield.....	38
8. HEAR - Higher Education Achievement Report	38
9. The Sheffield Graduate.....	39
9.1 The Sheffield Graduate attributes.....	39
9.2 The Sheffield Graduate Development Programme	40
10. After Graduation; Employment Prospects	40
11. Aims and Objectives of Philosophy Courses	42
11.1 Aims of Philosophy Courses.....	42
11.2 Objectives of Philosophy Courses.....	42
12. Student Attendance and Records	43
12.1 Student Attendance.....	43
12.2 Student Records.....	43
13. Appeals, Evaluation, and Representation	44
13.1 Appeals Procedure.....	44
13.2 Student Evaluation of Courses.....	45
13.3 Student Representatives.....	45
13.4 Teaching and Student-staff Committees	45
13.5 Student Ambassadors for Learning and Teaching (SALT).....	46
13.6 The Equality and Diversity Committee.....	46
14. Student-Led Societies and Initiatives	47
14.1 Student Philosophy Society (PhilSoc)	47
14.2 Philosophy in the City (PinC)	47
15. Library Facilities	48
15.1 University Library	48
15.2 Computer, Internet and Multimedia Facilities	48
16. Our Commitment	48

1. The Shape of the Year

1.1 Philosophy Term Dates

Intro Week and Registration

18 -22 September 2017

Autumn Semester

Teaching

25 September 2017 to 15 December 2017

Reading Week

6 November to 10 November 2017

Christmas Vacation (4 Weeks)

18 December 2017 to 12 January 2018

Exams

15 January 2018 to 2 February 2018

Spring Semester

Teaching

05 February 2018 to 23 March 2018

Easter Vacation (3 Weeks)

26 March 2018 to 13 April 2018

Teaching

16 April 2018 to 11 May 2018

Reading Week

14 May 2018 to 18 May 2018

Exams

21 May 2018 to 8 June 2018

2. Staff Names and Contact Details

2.1 The Departmental Office

The Departmental Office is in Room B01, 45 Victoria Street. It is open between 9:00am and 12.30pm and 1.30pm and 4.00pm Monday to Friday.

Here you can hand in various forms and leave messages for staff or get help and advice from the following members of staff:

Mrs Sally Weston [s.smith@sheffield.ac.uk] - Office Manager

Mrs Anne-Marie Frisby [a-m.frisby@sheffield.ac.uk] – Manager of 2nd and 3rd Year Studies

Mrs Joanne Renshaw [j.renshaw@sheffield.ac.uk] – PG Secretary/Level One Secretary

Miss Kate Atkinson – [k.atkinson@sheffield.ac.uk] – Student Liaison Assistant

Full postal address:

Department of Philosophy
The University of Sheffield
45 Victoria Street
SHEFFIELD
S3 7QB

Telephone: 0114 222 0599 or 0114 222 2000 Ext. 20599 (via University switchboard)

E-mail: philosophy@sheffield.ac.uk/RTB@sheffield.ac.uk

University Telephone: 0114 222 2000 (from overseas +44 114 222 2000)

2.2 Academic Staff based in Victoria Street

Name	Extension*	Room	Email
Luca BARLASSINA	20501	C09	l.barlassina@sheffield.ac.uk
Christopher BENNETT	20583	B14	c.bennett@sheffield.ac.uk
George S BOTTERILL	20580	C13	g.botterill@sheffield.ac.uk
T. Ryan BYERLY	20519	C04	t.r.byerly@sheffield.ac.uk
Annamaria CARUSI	20593	C15	a.carusi@sheffield.ac.uk
Niall CONNOLLY	20511	B06	n.connolly@sheffield.ac.uk
Paul FAULKNER	20576	C20	paul.faulkner@sheffield.ac.uk
Josh FORSTENZER	20579	C12	j.i.forstenzer@sheffield.ac.uk
Dominic GREGORY	20592	C08	d.gregory@sheffield.ac.uk
Angie HOBBS	20594	B13	a.hobbs@sheffield.ac.uk
Jules HOLROYD/Robin SCAIFE	20514	C24	j.d.holroyd@sheffield.ac.uk / r.scaife@sheffield.ac.uk
Prof Christopher J HOOKWAY	20574	C18	c.j.hookway@sheffield.ac.uk
Prof Rosanna KEEFE	20581	C11	r.keefe@sheffield.ac.uk
Prof Stephen LAURENCE	20585	A06	s.laurence@sheffield.ac.uk
Prof James LENMAN	20590	C31	j.lenman@sheffield.ac.uk
James LEWIS	20584	B20	JHPLewis1@sheffield.ac.uk
Stephen MAKIN	20573	C05	s.makin@sheffield.ac.uk
Prof Eric OLSON	20591	C14	e.olson@sheffield.ac.uk
Prof Hugh PYPER	20504	C01	h.pyper@sheffield.ac.uk
Komarine ROMDENH-ROMLUC	20575	B12	k.romdenh- romluc@sheffield.ac.uk
Prof Jenny SAUL	20578	C19	j.saul@sheffield.ac.uk
Yonatan SHEMMER	20586	C29	y.shemmer@sheffield.ac.uk
Minna SHKUL	20515	B03	m.shkul@sheffield.ac.uk
Prof Robert A STERN	20582	C02	r.stern@sheffield.ac.uk
David STROHMAIER	20584	B20	dstrohmaier1@sheffield.ac.uk
Ashley TAYLOR	20510	C10	a.e.taylor@sheffield.ac.uk

*Add 0114 22 before extension numbers if phoning from outside of the department.

2.3 Academic Staff Based Outside Victoria Street

Name	Location	Room	Email
Katie Edwards	Jessop West Building	4.05a	Katie.edwards@sheffield.ac.uk
Mark Finney	Jessop West Building	1.07	m.t.finney@sheffield.ac.uk
Casey Strine	Jessop West Building	3.38	c.a.strine@sheffield.ac.uk
Jennifer Cooper	Visiting Lecturer	Mirfield	jcooper@mirfield.org.uk
Meredith Warren	Jessop West Building	2.22	m.j.warren@sheffield.ac.uk

2.4 Contacting Members of Staff

You can contact a member of staff by making an appointment through the Departmental Office, leaving a note, by email, or by internal telephone. Temporary lecturers can be contacted by e-mail. Academic members of RTB staff should be contacted via their relative department in Jessop West, if applicable.

Office hours for members of staff are posted outside the Departmental Office in the foyer of 45 Victoria Street.

Student Mail

Please note that all student mail is deposited in the pigeonholes in the Departmental Office at 45 Victoria Street [Map Reference F3, building 161] on the University Map]. This is your collection point not only for mail but also for marked essays and information from the staff on lectures, meetings, social events, etc. So **please check your pigeonhole regularly** or you may miss something important.

E-mail

Please note that we use email to contact you on a range of matters, so please: **check your e-mail account regularly**.

MOLE

Every module will have MOLE [My Online Learning Environment] pages. These are online pages available to anyone registered for the module. Different lecturers use them in different ways: many give access to hand-outs or other notes there. They are easily accessible from your MUSE (My University of Sheffield Environment) page. It is important that you can access these pages, as it is through them that you will submit the electronic copy of your essays. **Important announcements i.e. urgent room change information, changes to modules and programmes etc, will also be advertised through the relevant MOLE page.**

The **Departmental Office** is open from 9.00 am to 12.30 pm and from 1.30pm to 4.00 pm each day.

The **building** is accessible via a swipe card to all Single and Dual Honours Philosophy Students between the hours of 8am and 6pm.

2.5 Staff Office Hours

Each member of teaching staff will be available for two hours a week to see any student who wishes to discuss academic matters with them. These hours are posted on the member of staff's door and in reception. It is also available on MOLE under the Philosophy Online section. You are encouraged to make use of this facility.

2.6 Personal Advisors

All single and dual honours undergraduate students are assigned a member of the academic staff as a Personal Tutor.

A list of Adviser/Advisee pairings will be posted on the notice board at the start of the academic year, the lists are available on MOLE under the Philosophy Online section and also via your student record on MUSE. If, for any reason, you feel that the Adviser assigned to you is inappropriate, you should approach the Manager of 2nd and 3rd Year Studies, Anne-Marie Frisby [a.m.frisby@sheffield.ac.uk] to seek a change.

- You should see your Adviser to: discuss your choice of modules each semester; receive a detailed breakdown of marks for each module, when available; discuss your academic progress; discuss any problems which may be interfering with your academic work.
- You should meet with your Adviser at least once each semester. Your Adviser will write to you at the beginning of each semester (normally by e-mail), inviting you to come and see him or her at a particular time in the following week, to discuss your academic progress and your choice of modules for the current semester/year. But you should also feel free to approach your Adviser at any time if there are problems you wish to discuss.

3. Credit Requirements – Level 3

3.1 Single Honours

Single Honours Philosophy students must take a total of **120 credits**, all of which may be from Level 3 Philosophy modules, or **100 credits** from Level 3 Philosophy modules plus 20 credits from Unrestricted Modules taken in any department.

3.2 Dual Honours

Dual honours Philosophy students must take **three** Philosophy modules (60 credits).

3.3 Dual Honours with Arts

Dual honours Philosophy students must take **three** Philosophy modules (60 credits).

Note: In each year, one of the Philosophy modules may be replaced by 20 credits of

Unrestricted Modules in any subject.

In general students taking Dual Degrees in Arts may pick any Philosophy modules they choose, subject to timetable constraints.

3.4 Dual Honours with Pure Science

Dual honours Philosophy students must take **three** Philosophy modules (60 credits)

Note: In each year, one of the Philosophy modules may be replaced by 20 credits of Unrestricted Modules in any subject.

The following are advised as particularly suitable choices:

- Dual with **Physics** – Advanced Logic (3rd yr)
- Dual with **Pure Maths** – Advanced Logic (3rd yr)

3.5 Dual Honours with Social Sciences

Dual honours Philosophy students must take **three** Philosophy modules (60 credits).

Note: In each year, one of the Philosophy modules may be replaced by 20 credits of Unrestricted Modules in any subject.

3.6 Dual Degree Coordinator

The Dual Degree Coordinator timetables Philosophy modules, consulting with dual departments to avoid clashes when possible. They also look into problems with clashing essay and assessment deadlines between philosophy and dual departments (though with 13 different dual degrees, some clashes are inevitable). Third, the Dual Degree Coordinator ensures that students from a given Dual programme are all tutored by a single individual, where possible. The Dual Degree Coordinator for 2017-2018 is **Paul Faulkner**.

3.7 Adding or Dropping a Module

At the beginning of each semester, there is an Add/Drop period of three weeks during which you may change your chosen modules. If you decide that you have chosen a module that you would prefer not to take, you must use the online Add/Drop system in your MUSE account. If you try to add a module that is already full, you will receive an email informing you that your chosen module is full and you should make another choice ASAP.

4. Teaching

4.1 Lectures and Seminars

Teaching in the department is normally by a mixture of lectures and seminars – often with a formal division between two hours a week devoted to lecturing, and one hour of seminar or discussion; but sometimes with lecturing and discussion mixed into

each session.

Note that discussion/seminar sessions are an important part of the course; participation in them is just as important for learning as is attendance at lectures. You also have an obligation to others on the course to share with them your knowledge, understanding, and opinions.

Department policy is that modules containing 30+ students should divide into two seminar groups for one hour a week after Week 2, with an additional timetabled hour made available for one of the seminar sessions. Modules of 45+ students will divide into three seminar groups.

Please ensure that you arrive on time for the start of each lecture/seminar. Late arrival is both discourteous and disruptive of the learning of other students, and in most cases can easily be avoided.

4.2 Recording Lectures and Seminars

Most lectures are recorded via myEcho and uploaded onto MOLE automatically. Where recordings are not available, note that you must not make any audio or video recordings of lectures, seminars, or tutorials without the express permission of the academic concerned. You also should not share any such recordings with anyone, unless the lecturer has explicitly provided permission for you to do so.

4.3 Seminar Contributions

Seminars provide an important forum in which to test out your views, explore the strengths and weaknesses of the theories and positions under study, and to develop your communication skills.

Often the best way to arrive at an understanding of a philosophical position is to engage in critical discussion of it; and frequently one only discovers what one thinks in the course of *saying* what one thinks. Students are encouraged not only to express views, but to think of justifications for those views and to be sensitive to objections to them. Seminars should be exploratory and co-operative in spirit, rather than confrontational.

Within some 2nd and 3rd year modules, there are opportunities for students to give seminar presentations (i.e. short talks to introduce a seminar discussion, using whiteboard, overheads, etc). Students are advised to ensure that they take at least one such module during the course of their degree, and that they give a presentation, receiving feedback from the lecturer on their performance. 'Communication skills' should be listed separately on your CV.

4.4 Student Workload

University policy is that every credit should carry with it 10 hours of work, distributed over the 15-week semester. So a 20-credit 2nd or 3rd year module should occupy 200 hours of work – to include reading, writing, attendance at lectures and seminars, as well as preparation for and sitting exams. This means that, on average, 13 hours a

week should be devoted to each Philosophy module (three hours of which will be attendance at lectures/seminars).

As a rough guideline, in your 10 hours each week outside of classes you might hope to read somewhere between 3 and 8 chapters or articles more-or-less carefully, or to draft an essay or exam answer.

Note, however, that in philosophy 'work' can be construed quite broadly. For instance, discussion of the material in a module with friends over coffee should certainly be counted as 'work', and might actually be amongst the most beneficial parts of your course of study.

Note also that University guidelines specify that students should not work more than 16 hours per week in employment during the semester.

5. Assessment and Degree Classification

5.1 Formulae for Degree Classification

- a) At the end of your programme of study, your degree will be classified on the basis of a calculation which takes account of both the weighted average of the grades you obtain in modules at Levels 2 and above and the class within which the best 50% of these weighted module grades fall.
- b) In the calculation, grades are weighted both according to the credit value of each module (e.g. grades for 20 credit modules are worth twice as much as 10 credit modules in the calculation) and according to the Level at which the module was studied (i.e.. your Level 3 grades are counted twice relative to those obtained at Level 2).

5.2 Assignment of Module Marks

All modules will usually be assessed by means of both coursework and a 2-hour final examination but this can vary between modules.

The final module mark in 3rd year is usually calculated from an average of the two component marks, one for the coursework essay and one for the examination. The examination mark will itself be an average of the marks awarded to the two exam answers. Averages of 0.5 and above will be rounded up, and averages of n.49 and below will be rounded down. Alternatively there is the option of a long essay (see section 5.14).

Importance of completing all work

Note that the arithmetic of the 100-point scale means that it is vital that all work for a module should be completed. For example, a student who fails to submit the essay, and who receives a mark of 75 for their remaining two pieces of work, would receive

a failure-mark of 38. Similarly, a student with a mark of 60 for their coursework, but who fails to take the exam, would obtain a failing mark of just 30.

5.3 Marking Procedures

In accordance with University policy, all essays and exam scripts are marked anonymously where possible, the student being identified only by his or her registration number. This is intended to prevent unconscious bias (either in favour of or against a student) in the marking process.

The procedures for second-marking are as follows: The first marker reads each essay or script and assigns a mark. He or she then provides a colleague – the moderator – with all the essays or scripts, in rank order, together with any comments returned to students, a summary of the proposed distribution of marks across the scale, and a note drawing the moderator's attention to any cases of uncertainty, where a second opinion is needed.

The moderator reads a sample of the essays or scripts (at least 20% of the total), including all those with fail marks and those near a class borderline. The moderator then considers that proposed distribution of marks providing advice where needed.

Modules taught by new lecturers are fully second-marked by another lecturer, with 2nd marker looking at every essay or script.

5.4 Plagiarism & Unfair Means

Plagiarism

The following examples of unfair means are serious academic offences and may result in severe penalties, up to and including expulsion from the University.

Plagiarism, Intentional or Otherwise

Is using ideas or work of another person (including experts and other students) without proper acknowledgement. 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 (including lecture hand-outs) and submitting them for assessment without appropriate acknowledgement.

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 assignment 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 assignments to other students.

Double submission (self-plagiarism)

Is resubmitting work for which credit has already been given (without proper acknowledgement). This may take the form of copying either the whole assignment or part of it.

Collusion

Is where people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. It is not collusion when students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process. Nor is it collusion for student to discuss their ideas among themselves or read each other's drafts – though if you end up using an idea you owe to another student, you should acknowledge this in the essay.

A University tutorial on what counts as plagiarism and how to avoid it is available here (https://librarydevelopment.group.shef.ac.uk/shef-only/info_skills/plagiarism.html).

Unfair Means

Other types of unfair means include

Submitting bought or commissioned work (e.g. 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 assignment or part of it and implies a clear intention to deceive the examiners.

5.5 Format of References

There are many acceptable ways of citing references, e.g. in the form of footnotes. All references should include author, work, and the page numbers from which the passage or idea is taken. Here is a standard method of indicating sources:

For citing books:

Author, *Title* [Translator, trans. if applicable] (Place of Publication: Publisher, Date of Publication), page number/s.

For example:

Ludwig Wittgenstein, *Philosophical Investigations* Elizabeth Anscombe, trans. (Oxford: Basil Blackwell, 1953), p. 5.

For journal articles:

Author, “Title”, *Journal* Journal number (Date of Publication), page number/s.

For instance:

Marie McGinn, “The Writer and Society: An Interpretation of Nausea”, *British Journal of Aesthetics* 37 (1997), pp. 118-28.

For chapters of edited books:

Author, "Chapter Title," in Editor, ed., *Title* (Place of Publication: Publisher, Date of Publication), page number/s.

For example:

J.W. Allard, "Degrees of Truth in F.H. Bradley," in W. Mander, ed. *Perspectives on the Logic and Metaphysics of F.H. Bradley* (Bristol: Thoemmes Press, 1995), p. 138.

For lecture hand-outs:

16," PHI254, University of Sheffield, Spring Term 2003.

For websites:

Author, "Title," Source of Publication (Date of Publication). Available at: Web Address.

For example:

C. Collins, "Critiques of Humanitarianism and Humanitarian Action," Report for the UN Office for the Coordination of Humanitarian Affairs (1998).

Available at:

<http://www.reliefweb.int/library/documents/stock.html#F>.

5.6 Coursework

Coursework Essays

All coursework essays will be marked anonymously. These essays should **not** be headed with your name but **only with your student registration** number. The plagiarism slip you submit should contain **both** your name **and** your student registration number (for office use only).

Two Copies of each essay (or essay equivalent) should be submitted. **One paper copy** to be handed in to the Departmental Office 'dropbox' (**not to any member of staff**). The dropbox for all essays is situated on the wall underneath the reception desk. You must also complete a plagiarism declaration form which must be signed and stapled to every piece of coursework. These forms are available in the reception area. Please ensure that essays are submitted by the deadline. **One electronic copy** is to be submitted through the relevant module page on MOLE, which can be accessed through MUSE. Go to the Assignments link of the relevant modules, and upload your essay there. Be sure to press the submit button.

The paper copy will be returned to the student with comments and a mark, the electronic copy will be retained by the department and made available to the External Examiner. Students should collect essays from the student pigeonholes.

Students should note that the mark given can only be provisional, and may later be altered by the Examining Board on the advice of the External Examiner.

5.7 Coursework Submission Deadlines

AUTUMN	Deadline 12 noon	SPRING	Deadline 12 noon
PHI302 Metaphysics	Wednesday 29th November 2017	PHI325 Phenomenology	Thursday 26 th April 2018
PHI313 Epistemology	Wednesday 22nd November 2017	PHI332 Philosophy of Psychology	Thursday 3rd May 2018
PHI324 Feminism	Monday 27 th November 2017	PHI335 Philosophical Problems 1	Thursday 10 th May 2018
PHI330 Philosophical Problems 2	Thursday 30th November 2017	PHI345 Advanced Logic	Wednesday 2nd May 2018
PHI340 Aristotle	Wednesday 29 th November 2017	PHI350 Global Justice	Monday 23 April 2018
PHI355 Philosophical Projects 1	Wednesday 24 th January 2018	PHI356 Phil Projects 2	Wednesday 30 th May 2018
PHI370 Free Will & Religion	Thursday 7th December 2017	PHI364 Philosophy of Law	Wednesday 2 nd May 2018
PHI372 Pleasure, Pain and Emotions	Thursday 30 th November 2017	PHI366 Plato's Symposium	Wednesday 16 th May 2018
PHI373 Political Obligations	Essay 1 – Friday 3 rd Nov Essay 2 – Friday 15 th Dec	PHI368 Practical Reason & Foundations of Normativity	Thursday 17 th May 2018
PHI374 The Radical Demand in Logstrup's Ethics	Wednesday 13 th December 2017	PHI375 Philosophy of Medicine	Thursday 3rd May 2018
		PHI372 Pleasure, Pain & Emotions	Thursday 10 th May 2018

The second time a deadline is missed without an extension from the Manager of Third Year Studies [Anne-Marie Frisby –a.m.frisby@sheffield.ac.uk] an Unsatisfactory Progress Report to the Faculty is automatically triggered. (For information see <https://www.sheffield.ac.uk/sas/progress>)

Except in the most exceptional circumstances, the Manager of Third Year Studies is at liberty to grant at most ONE extension per essay. After that the standard deduction of marks for lateness applies.

5.8 Submission by Post

Students who have been granted extensions may send in their coursework to the office by post [if the date of the extension is during vacation times]. These must be sent, **one paper copy** of each essay by **recorded mail** (so that they will have a record of when they sent it and we can read the postmark). The date of the postmark will count as the submission date. Students should also attach a submission slip (plagiarism declaration, downloadable from Philosophy Online on MOLE) for each essay and attach them to the essays. They must also submit **one copy of each essay electronically** through MOLE.

Students who have not been granted extensions may submit by post only in exceptional circumstances, and only after getting permission from the Manager of Third Year Studies, Anne-Marie Frisby. As above, they must also send a paper copy by recorded mail, and should also attach a signed submission slip for each essay submitted. They must also submit one copy of each essay electronically through MOLE.

5.9 Coursework Late Submission Penalties

If an essay is submitted late and you have not been granted an extension, a penalty of 5% of the mark will be deducted **for each working day** after the deadline (where a working day means 24 hours from the deadline, not including weekends and bank holidays). The 5 working day deadline for late submission is absolute and any work submitted **after** the 5 working day period, without a special dispensation will receive zero.

Note that information concerning late submissions of coursework is held on marksheets and student record cards. Potential employers will often ask about a capacity to meet deadlines when requesting a reference.

Number of days late	Penalty applied	Examples

		Original 60	Original 50
1	-5%	57	47.5
2	-10%	54	45
3	-15%	51	42.5
4	-20%	48	40
5	-25%	45	37.5
6	-100%	0	0

5.10 Word Counts

All philosophy essays are subject to specific word-limits and should be accompanied by an accurate word count. The bibliography does not count toward the word count, though footnotes do.

Word counts are as follows:

- 1st year : 1000-1500 words
- 2nd year : 1500-2000 words
- 3rd year : 3000-4000 words

The following penalties will be incurred for any essays that are over the word count:

- 0-5% over desired word count - deduct 1 mark
- 5-10% over desired word count - deduct 2 mark
- 10-15% over desired word count - deduct 4 marks
- 15% or over - deduct % relevant of overcount (i.e. 20% over, deduct 20%)

There will be no deductions for essays lower than the required limit.

5.11 Extensions

If you require an extension, you must contact the Manager of Second and Third Year Studies, Anne-Marie Frisby (a-m.frisby@sheffield.ac.uk or 0114 222 0570) in the first instance. **An extension will only be granted with the submission of an Extenuating Circumstances form (available from <http://www.sheffield.ac.uk/ssid/forms/circs>).** See section 6.1 for the deadlines for submitting extenuating circumstances and the criteria for extenuating

circumstances.

5.12 Collecting marked coursework

Marked coursework is kept for students to collect for one academic year after the academic year in which it was submitted. For example coursework submitted in the 2016-17 academic year is available to collect until September 2018. After this time it is disposed of.

5.13 Feedback Provision

What is feedback?

There are two types of feedback, Formative and Summative.

Formative feedback is meant to help you improve or develop your work for the module in advance of receiving a grade for it.

Summative feedback comes either at the end of the module or after the submission of a work that counts for your final grade for the module.

Each piece of summative feedback also functions as formative feedback for future work.

Feedback comes in many forms, for example: comments on a draft of a paper, answers to questions in lectures, discussions we have during seminars and chats during office hours.

In particular, in all your modules this year you:

1. Will have the opportunity to discuss with the lecturer your plans for essay and exam and receive feedback on these plans (during office hours - additional office hours will be scheduled if needed).
2. Will have the opportunity either to show the lecturer a draft of your essay and receive comments on it (during specially scheduled one-on-one tutorials), or to participate in a peer feedback session (an additional session dedicated to understanding essay marking). For details about different forms of feedback, see below.
3. Will receive written feedback on your essay.
4. Will have the opportunity to discuss with the lecturer your essay feedback (during office hours).
5. Will have the opportunity to discuss with your lecturer your understanding of the material and your progress (during office hours).
6. Will have the opportunity to discuss with your lecturer your exam grade (by appointment).

It is your job to make the best use of these feedback opportunities. Make sure you prepare your drafts and plans on time and that you come see your lecturer during office hours.

Modules with Essay tutorials

In these modules, you can submit an outline **or** a full draft to your lecturer. With sufficient time, which will be decided by the lecturer, they can read this before your essay tutorial, which you will sign up for in advance, and give you detailed oral feedback.

Modules with Peer Feedback Sessions

These sessions are designed to help you learn how to improve your own work and those of your classmates when you exchange drafts. In these sessions (to be arranged early in the module), you will read and attempt to mark actual submitted work, and you will then discuss the marks you gave and the reasons for them.

Long Essay/Dissertation

If you choose to be examined by Dissertation/Long Essay, you will get feedback from your lecturer on an A4 outline when you apply to take the Long Essay option. You will also be entitled to an essay tutorial (see above).

How to use feedback

One thing you can do with the feedback is simply to understand why you got the mark that you did. But this isn't very good use of the feedback. Used properly, the feedback will also tell you how to do better in the future. And that is true even if the module is now over. If, for example, you learn that you had a good original idea but didn't adequately explain the paper you were discussing, you've learned what to work on for the next time.

If you don't understand the feedback you've been given, or you're not sure how to use it to improve, ask someone! It usually makes best sense to ask the lecturer/tutor who gave you the feedback. But if you're concerned with more general issues, or if for some reason you don't want to do that, you should ask your personal tutor. Be sure to bring both essay and feedback with you if you want this sort of guidance.

To learn more about how to use feedback see:

https://vle.shef.ac.uk/bbcswebdav/pid-1215840-dt-content-rid-2936201_1/xid-2936201_1

5.14 How to Write a Philosophy Essay

Preparation

- 1 Allow yourself enough time. When the questions are set and you have decided which one to answer, try to do some preliminary reading as soon as possible. Give yourself time to write both a rough copy and a final neat finished copy.
- 2 Use reading lists intelligently (and remember that books have indices). Decide whether the book is one to be read right through or whether sections will meet your purpose. When the essay topic concerns a text or an author's views, read the original, not merely comments upon it.
- 3 It is not wise to do research for an essay by searching the Web. Not all on-line resources are reliable or relevant (though some are excellent, for example the *Stanford Encyclopedia of Philosophy*, plato.stanford.edu). Start with sources listed in the course material, and use the library if you need more.
- 4 You will find discussion (particularly of your rough copy) with others to be very useful. It is part of the purpose of a university and in particular of a degree in philosophy to give students opportunities for argument and the exchange of ideas.
- 5 Plan your essay carefully beforehand. Read over the topic carefully and decide what exactly it means. Then consider what thesis or view you are trying to demonstrate in regard to the topic. Finally try to work out what are your arguments for your view. In this way, when you come to write your essay, you will be less likely to write unphilosophically or beside the point.

Writing the Essay

- 6 The introduction to your essay should mirror your plan by succinctly stating your overall strategy. Do not give enormous vague meandering introductions; get down quickly to the set topic.
- 7 The core of philosophy is learning how to argue your case coherently and validly, and the core of a philosophy essay is its arguments. Those who mark your work (in both essays and examinations) are more likely to be interested in the reasons you have given than in the truth of your conclusions. If, however, you feel you must offer a conclusion and cannot give reasons for it, give reasons why you feel that it is impossible to give reasons!
- 8 You cannot be too clear in a difficult subject like philosophy. Write your essay (or examination paper, for that matter) as if you were explaining your position, and the arguments for it, to an intelligent person from another course who knows nothing about philosophy.

- 9 An indispensable tool for both good argument and clear expression is sensitivity to the correct use of words. Use words carefully. Do not use words about whose meaning you are uncertain. Do not adopt the vocabulary of some book you have just consulted. Use your own vocabulary; avoid jargon.
- 10 Avoid just stringing together quotations. Indeed you should be extremely careful in your use of quotes. At most a quote can illustrate a point for you; it cannot prove it, no matter what great thinker you are quoting from. Again, do not just paraphrase or summarise views without comment. This is of no value. Anyone can read. If you refer to someone's views on the topic under discussion, you should aim to critically assess the worth of that person's view.
- 11 If your argument depends on facts, do not invent them. Find out what really are the facts. Do not engage in economics or sociology or history or psychology... without a licence. Do your homework, by asking an economist, sociologist, etc, or by consulting a reputable book on economics, sociology... and so on.

You may also want to consult the very helpful guidance Jim Pryor composed for his students at Harvard, Princeton, and NYU. You can find it here:

Jim Pryor [<http://www.jimpryor.net/teaching/guidelines/writing.html>]

5.15 Examination by Dissertation/Long Essay

Only available to Level 3 students

Each 3rd year module includes the option of being assessed on the basis of a single long essay in place of the usual coursework/exam. This is to enable students to pursue a chosen topic in greater depth than normal, and to test out their aptitude for graduate-level work.

Single Honours Philosophy

Students can opt to have up to three modules in their third year examined by long essay over the academic year.

Single honours students may take no more than a total of three modules that are either Project modules or modules assessed by Long Essay.

No student may submit long essays for more than two modules in any one semester.

Dual Honours Philosophy

Dual-honours Philosophy students may submit long essays for up to two modules in their third year over the academic year

Dual honours students may take no more than a total of two modules that are either Project modules or modules assessed by Long Essay

Notification of intention to submit a Long Essay

Students are required to notify the Departmental Office by the Long Essay Approval deadline of their intention to submit a long essay, with a title and A4 outline signed as having been discussed with and approved by the course teacher. (Titles should bear a close relation to the topics covered in the module, in such a way that no additional readings need to be set). No student will be permitted to opt for assessment by long essay after this point.

Approval is not automatic but is dependent on prior grades, performance on the course, and quality of the submitted plan.

5.16 Long Essay Approval Deadlines

The Autumn Semester deadline for approval for long essays is 12 noon on **MONDAY 13th November 2017**.

The Spring Semester deadline for approval for long essays is 12 noon on **MONDAY 16th April 2018**.

Students should note that the module lecturer may be away during reading week, and may not be in the Department on the day of this deadline. They are advised to confirm the lecturer's availability well before the deadline. Inability to contact the lecturer will not ordinarily be accepted as an excuse for missing the deadline.

Please note, applications received after the long essay approval deadline will be subject to a 15 point penalty. Applications received after 17th November 2017 (Autumn) and 20th April 2018 (Spring) will not be considered.

Notification of Withdrawal

Students have the option of returning to the standard form of assessment for the module (shorter-essay-plus-exam) at any time up to the submission-deadline for the short essay by notifying the department in writing. Please bear in mind, if you revert to the short essay at this late stage you will not be entitled to an extension.

5.17 The Long Essay Process

Advisory tutorials

Students are required to attend one half-to-one-hour session with the course teacher to discuss a draft of their essay. A shorter initial meeting will also need to be

held to discuss the proposal before approval, sometime before the start of week 7, either in office hours or by arrangement.

Students should note that advice offered in advisory tutorials can have a very significant (positive) impact on the mark attained. You are strongly urged to make use of this facility.

Deadline & Penalties

The deadline for submission of long essays is 12 noon on Wednesday of week 2 of the relevant Examining Period (i.e. week 14 of the semester) this is to allow for late submission and for marking). For Autumn Semester the deadline for submission is 12 noon on **Wednesday 24th January 2018** and for Spring Semester the deadline is 12 noon on **Wednesday 30th May 2018**. Penalties for late submission are the same as for coursework essays.

Format

Each long essay should be **between 4500 and 6000 words** in length (inclusive of notes but exclusive of bibliography). Under-length essays may be assigned zero and returned to the student to be resubmitted for a maximum mark of 40. Markers will cease reading over length essays at the point where they judge the essay to exceed the word limit. Long essays must be typed, double spaced, with margins on each side of at least an inch. All long essays must be accompanied by an accurate word count.

Essays of this length are considerably more difficult in structure and organisation than are standard-length coursework essays. You should consider using sections and section heading. And you should ensure that the essay pursues an overall strategy, which is clear, well thought out, and well signposted.

Note: examination by long essay is not an easy option. Although it might look a lot easier to work up just one topic rather than three, in fact essays of this length are much more difficult to control and structure. As a rough rule of thumb, we would advise you only opt for examination by long essay if you have obtained a 1st class mark for a coursework essay at some point in the past (either in 2nd year or earlier in 3rd). Also please note that if you opt to do two long essays in one semester, this may cause difficulties in terms of workload, and you will be committing yourself to this mode of examination for two courses without trying it out in only one first.

5.18 Examinations

Modules assessed by examination are examined during the three-week period at the end of the semester in which they are taken. Each examination will normally be of

two hours' duration, and will normally require candidates to answer two questions. The marks for your two answers will be treated separately for purposes of averaging with coursework marks.

Forms of exam

The department permits a variety of forms of final examination, ranging from *long-release seen exams* (where the exam questions are released to students well in advance) to traditional *unseen exams*. (Between these two poles can fall a variety of other forms of exam, including: *short-release seen exams* in which the questions are only made available towards the end of the semester.

It is departmental policy that the mode of exam chosen for a module should be justified in light of the aims and objectives of that module. Given our modularised course structure, it is also departmental policy that teachers should give detailed information, in writing, concerning the structure of the final exam; as well as giving advice on exam preparation if the exam is of an unfamiliar kind.

Exam Techniques

There are a number of simple Dos and Don'ts that should be observed when sitting any exam.

- As far as possible allot the same amount of time to questions that have the same weight – and in particular, allow exactly one hour to each of the two questions on a standard two-hour paper.
- Answer the question! Irrelevance will be severely penalised (especially in a pre-released exam).
- Do not use the same material twice in answers to different questions.
- Make sure your handwriting is as clear as possible. A script which is barely legible will tend to seem philosophically unclear too, and is apt to make markers less sympathetic. Illegible scripts could result in a mark of zero.
- If you incorporate quotations or other material from the writings of others or from lecture hand-outs, these must be explicitly acknowledged as such. The rules about plagiarism apply in exams too (though you are not expected to memorise the full bibliographical references you would give if it were a coursework essay).

In addition, when sitting any form of unseen exam you should:

- Read the instructions at the head of the examination paper carefully, and follow them absolutely. E.g. if the instructions require you to answer a question from each of two sections, make sure that you do so.

- Read and give a little thought to every question on the paper, before attempting to answer any one of them. Make sure that you select the questions, which will enable you best to display your philosophical skills and understanding.

In order to do well in an unseen exam you must not only know your material, have a capacity to argue cogently, and so on – you must also have the capacity to think quickly, to organise a complex body of material so far as to answer a specific question, and to plan and write a good essay in just one hour. These are skills, which you should practise in advance. A good form of preparation is to obtain copies of exam papers from previous years (available from the Departmental Office) and answer some of the questions under a strict time constraint.

5.19 Relation between coursework and exams

The department has a policy of ‘no overlap’ between essay and exam questions and answers within a module. That is:

- **No credit will be given for re-use of material** previously examined in a coursework essay or in another exam answer (where ‘re-use’ means ‘reproduction of material with substantially similar content’). However, it is perfectly acceptable for students to refer to conclusions established in answering one exam question when answering a second question on the same examination paper when this is done with a view to building on (rather than repeating) those conclusions.
- Answering questions on the same topic across modules and/or years: It has been agreed that while material cannot be copied across in this way, the same topics can be tackled across modules and year (e.g. if a student has written on induction in the first year, they may write on induction in the third year). However, staff will aim to avoid setting questions that deal with the same topic in the same way across modules in the same year

Advice on Examinations

The essays you write in answer to exam questions should be good essays. In particular, they should be written in good, clear English; they should be well organised; they should avoid dogmatism (evidence, reasons, analyses, justifications, arguments, objections, and the like should be provided); they should be relevant (their content should comprise all and only what is needed to answer the question); they should display sophisticated understanding and wide knowledge of the subject matter; they should avoid jargon, repetition, mere paraphrase of the views of others, and (of course) they should avoid falsity and invalidity and should be legible.

5.20 Types of Exam

Seen examinations

You should approach a pre-released exam in exactly the way that you would approach the writing of a coursework essay. Decide which questions to answer. Consult your lecture notes, lecture hand-outs, and notes made from books and articles you have been reading to remind yourself of the layout of the issues. Perhaps do some further reading if necessary. Then set yourself a plan, draft and polish an answer. Having written an essay, ensure that you have a firm grasp of its structure so that you can reproduce essentially the same content in the exam hall. Remember that you will be expected to write rather longer answers in a seen exam than in an unseen one, and that the markers will expect essays which are well structured and polished, with critical material well developed.

Unseen examinations

Preparing for an unseen exam is a rather different sort of exercise. You should have received advice from the lecturer on the range of topics to be covered and the kinds of question you might expect. Select three or four of these to work up in preparation. **Do not** just prepare two topics for a two-answer unseen exam. Since one or more of the topics in question may not come up, or may come up in a form which you do not know how to answer, to do so is to take a big gamble with your overall module mark.

In preparing a topic it can be helpful to assemble a variety of *essay components* (explanations of important doctrines or ideas, outlines of important arguments, developed criticisms or arguments of your own), which you can then assemble in a variety of different ways in answering the actual question set.

5.21 Feedback on Exams

Feedback on exams

Unfortunately, exam scripts cannot be returned to students, and time pressures prevent examiners from writing comments for the student on exams. Students who are puzzled about their exam marks may see their exam scripts and discuss them with their personal adviser (in order to find out which answer got which mark, for instance). To do this they should arrange a meeting several days in advance, to allow time for their adviser to get hold of the scripts. Students are not allowed to take their scripts away or to copy them. Please note that examiners do not write comments for students on exam scripts. Students are in any case encouraged to discuss their exam performance, and how it may be improved, with their Personal Adviser or the module lecturer.

5.22 Resit Information for Levels 2 & 3

Students must pass their second year before proceeding to the third. Normally this means earning 120 credits at level 2. In special circumstances the examiners may

allow a student to proceed with only 100 credits. Otherwise any failed modules must be resat over the summer. Equally, students have the right to re-sit a failed module in order to improve their grade, if they wish to do so. However, they cannot get better than a bare pass (i.e. 40) for the modules after re-sitting it.

General Regulations:

The General Regulations for First Degrees

(https://www.sheffield.ac.uk/polopoly_fs/1.422820!/file/XV_general-regulations-for-first-degrees.pdf) limit the number of attempts that students can take to progress between Levels on modular programmes as described below:-

Levels 2 and 3

A maximum of TWO attempts, ie. A first attempt and a second attempt [resit in August] but no repeat year.

5.23 The 100-Point Marking Scheme

The mapping between the percentage scale and degree classes is given below:

100-point scale	Degree class
70-100	1st
60-69	2.1
50-59	2.2
45-49	3rd
40-44	Pass
0-39	Fail

5.24 Descriptive Marking Criteria

In consultation with the External Examiner, the department has formulated the following descriptions of the criteria for the award of the various grades to individual pieces of work. The criteria for both 2nd and 3rd year pieces of work are given for purposes of comparison.

These criteria apply to coursework essays and long-release seen examinations with essay questions. In the case of unseen or short-release seen examinations with essay questions, the criteria will be applied somewhat less stringently, depending on the degree of unseen-ness and the difficulty of the exam.

1st class marks

2nd year: a 1st class piece of work in philosophy should have the following virtues: it should be clearly written, and be well-organised and well-structured; it should display detailed and sophisticated understanding of the subject-area, and should adopt a critical stance in relation to that material (i.e. giving evidence of having been thought through in a critical way for yourself); it should, moreover, display an ability to argue cogently.

3rd year: a 1st class piece of work in philosophy should have all of the virtues expected of a 2nd year 1st; but it should, in addition, display some wider knowledge and understanding; and while it need not contain original theories or arguments, there should be more evidence of independence (e.g. in the ordering or choice of material, or through the invention of novel examples). (One way of being independent is to find a novel slant on material gleaned from lectures, hand-outs, or the standard textbooks, finding your own way of linking that material together in a critical manner; another way of being independent is to read around more, and then weave together for yourself a variety of materials in your answer.)

Marks of 70-73 will be given for material that minimally fulfils the criteria for a first. Marks of 74-77 will be given for material that clearly and solidly meets the criteria for a first. Marks of 78-89 will be given to material that is good or very good in relation to the criteria for a 1st. Marks of 90 and above will be awarded to work of particularly outstanding and exemplary quality going well beyond that required for a 1st.

2.1 marks

2nd year: a 2.1 piece of work in philosophy should have the following virtues: it should be clearly written, and quite well organised and structured; it should display quite a good understanding of the subject area, and should display some capacity for critical assessment; it should be cogently argued in general; any evidence of independence would also be a help. (As before, independence can be displayed either in the ordering of your material, or in the materials you make use of – giving evidence that you have read around the subject in an enterprising way.)

3rd year: a 2.1 piece of work in philosophy should have all of the virtues expected of a 2nd year 2.1, but it should in addition display some increase in the depth and sophistication with which its materials are handled.

Marks of 60-63 will be interpreted to mean 'work which minimally fulfils the criteria for a 2.1'; marks of 64-66 will be interpreted to mean 'work which clearly and solidly fulfils the criteria for a 2.1'; and marks of 67-69 will be interpreted to mean 'work which is good or very good in relation to the criteria for a 2.1'.

2.2 marks

2nd year: a 2.2 piece of work in philosophy should be quite clearly written and contain some structure and organisation; it should display an acceptable level of understanding of its subject area; there should be some attempt at cogent argumentation (not necessarily successful).

3rd year: a 2.2 piece of work in philosophy should have everything expected of a 2nd year 2.2, but it should in addition show some increased understanding, and should

display an increased ability to organise material and handle arguments.

Marks of 50-53 will be interpreted to mean 'work which minimally fulfils the criteria for a 2.2'; marks of 54-56 will be interpreted to mean 'work which clearly and solidly fulfils the criteria for a 2.2'; and marks of 57-59 will be interpreted to mean 'work which is good or very good in relation to the criteria for a 2.2'

3rd class marks

2nd year: a 3rd class piece of work in philosophy should be written and organised intelligibly; it should display some understanding and not too many misunderstandings of its subject area; it should contain some attempts at cogent argumentation.

3rd year: a 3rd class piece of work in philosophy should have everything expected of a 2nd year 3rd, but should in addition show some increased understanding of philosophy and philosophical modes of arguing.

Marks of 45-47 will be interpreted to mean 'work which minimally fulfils the criteria for a 3rd'; and marks of 48-49 will be interpreted to mean 'work which clearly and solidly fulfils the criteria for a 3rd'.

Passing marks

2nd year: passing marks will only be given to work which is written in intelligible English, and which indicates some knowledge and understanding of its subject area.

3rd year: passing marks should display some increased ability to write and structure an essay, and/or some increased understanding of philosophy and its methods.

Marks of 40-42 will be interpreted to mean 'work which minimally fulfils the criteria for a pass'; and marks of 43-44 will be interpreted to mean 'work which clearly and solidly fulfils the criteria for a pass'.

Failing Marks

Marks of 30-39 will be given to inadequate work, which fails to some extent to meet the year-specific standard for a passing mark. It will be work that is of a low standard or incomplete, which fails to show adequate knowledge and sufficient understanding. It may contain material that is irrelevant to the assignment or be badly structured or poorly written.

Marks of 20-29 will be given to unacceptable work, which fails to a considerable extent to meet the year-specific standard for a passing mark. It will be work that is of a very low standard or badly incomplete, and may only marginally address the requirements of the assignment or be so poorly written that it is difficult for the

reader to understand.

Marks of 10-19 will be given to unacceptable work, which fails to a very considerable extent to meet the year-specific standard for a passing mark. It will show only very slight evidence of understanding of the material.

Marks of 1 to 9 will be given to unacceptable work that shows negligible or no evidence of meeting the year-specific standard for a passing mark. It will show no evidence of understanding relevant to the course objectives, and may consist of very short answers that are largely incomprehensible to the reader.

A mark of 0 is given for missing or late work.

Independence and Originality

The department wishes to make clear that originality is always appropriately valued, at all levels. Attempts at originality are often not wholly successful but in most cases this does not lower the mark obtained – work which has already displayed the sort of critical and sophisticated understanding necessary to obtain a mark in the mid/high 60s will not normally be pulled down by a failed attempt at independence/originality; and it might very well get pulled up. Students should note, however, that originality is generally best attempted in the course of the critical discussion of the field / topic which makes up the body of an essay, rather than being tacked on to the end as an after-thought.

5.25 External Examining

The external examiner for undergraduate degrees in the Philosophy department in 2017-18 is Professor Adrian Moore (University of Oxford).

The University of Sheffield employs external examiners to oversee every programme of study undertaken by its students, in common with all other universities in the UK. An external examiner is usually employed at another university, but is also appointed by the University of Sheffield to impartially oversee the assessment of a course or parts of one or more taught courses. This allows the University to be sure that its assessment processes work well, that the appropriate marks are awarded and that departments benefit from suggestions for improvement from respected academics with expertise in the subject in other universities. For more details on the role of the external examiner see “for students” download on the right-hand side of this page:

<http://www.sheffield.ac.uk/lets/pp/assessment/external>

6. Student Welfare

6.1 Extenuating Circumstances

When you would like the department to be aware of circumstances beyond your control that had a significant negative impact on your studies (including your essays and exams) you should fill in an extenuating circumstances form. **Filling in the form is necessary in order to apply for an extension** and may be useful for the department in assessing your yearly results and degree classification.

The extenuating circumstances form should be accompanied - where possible - by documentation testifying to the problem, e.g. doctor's note, mental health services note, death certificate.

The form together with the relevant documentation should be submitted to the Manager of Second and Third Year Studies, Anne-Marie Frisby (a-m.frisby@sheffield.ac.uk).

The department understands that the events that give students grounds for submitting an extenuating circumstances form also may prevent her or him from submitting the form in a timely manner. Always try to submit the form as early as possible, but do not worry: the department will take into account your situation even if you were unable to submit the form while the relevant problems were negatively impacting your studies. **However, all forms must still be submitted by the final deadline. The final deadline for submitting extenuating circumstances to cover Autumn modules is 31st January 2018. The deadline for submitting extenuating circumstances to cover Spring modules is 31st May 2018.**

It is always a good idea to contact Anne-Marie as soon as possible on the above email or on 0114 222 0570 in order to alert her of the problem, even if you are not yet ready to submit the extenuating circumstances form.

You should expect an acknowledgement of receipt and a decision concerning extensions within three working days of submission.

The rules that determine the conditions under which extenuating circumstances entitle you to special considerations, e.g. extensions, are set up by the university. Please read the university explanatory notes on extenuating circumstances carefully before submitting your form: <http://www.sheffield.ac.uk/ssid/forms/circsnotes>.

The form can be downloaded from the following

page: <http://www.sheffield.ac.uk/ssid/forms/circs>.

Below we summarize some of the central conditions that must be met for problems to qualify as extenuating circumstances. However please do read the full university policy <http://www.sheffield.ac.uk/ssid/forms/circsnotes>.

Extenuating Circumstances must meet the following criteria:

- a) **Non-Academic** – problems with the management of the degree programme or with academic staff should be dealt with via the Students Complaints Procedure
- b) **Out of your control** – You could not reasonably have done anything to prevent them from happening.
- c) **Impact** – The circumstances had a negative impact on your ability to prepare for or sit an assessment.
- d) **Relevant** – Occurred at the time of the assessment or in the period immediately leading up to the assessment.

The following are examples of circumstances which are likely to be accepted as Extenuating Circumstances:-

- a) **Bereavement** – death of close relative/significant other
- b) **Serious short term illness/accident/hospitalisation**
- c) **Deterioration or fluctuation of a disability or long term health condition**
- d) **Significant adverse personal/family circumstances**
- e) **Other significant exception factors for which there is evidence of stress caused** i.e. victim of crime, [police crime number required etc]

The following are examples of circumstances which are UNLIKELY to be accepted as Extenuating Circumstances:

- a) **Medical circumstances without supporting medical documentation**
- b) **Medical circumstances that don't relate to the assessment period in question**
- c) **Minor illness or ailment**
- d) **Financial issues**
- e) **Holidays/family events**
- f) **Transport difficulties; missed trains etc.**
- g) **Poor Time Management** – pressure of work, conflicting assessment deadlines, unavailability of books
- h) Missing exams due to **misreading of examination timetable or oversleeping**

- i) **Loss of computer data/printer problems** – all work should be backed up. If work cannot be submitted due to a failure of the University computer system you should obtain a dated statement from CICS.

6.2 Changing Course; Taking Leave of Absence; or Withdrawing

Your first step should be to see Anne-Marie Frisby, Manager of Second and Third Year Studies, to discuss your situation. You should then obtain a Change of Status form from the Departmental Office or SSiD in the Students' Union. This will have to be signed by both Departments if you are changing course (and you will need to be accepted by the new Department first) and by your own Department if you are taking leave of absence or withdrawing.

6.3 Personal Harassment

The department has a strong commitment to a collegial, supportive and professional atmosphere. No members of the department should be made to feel uncomfortable on the basis of gender or gender expression, race or ethnicity, sexual orientation, disability or religion. If you any behaviour is occurring that makes you or others uncomfortable, please either speak up when it occurs or let a member of staff know about it.

For more information about university harassment policies, and about people outside the department you can talk to, go here: <<http://www.shef.ac.uk/ssid/harassment>>

6.4 Counselling

The University offers confidential counselling services, free of charge, to any student. If students feel they would benefit from professional help, they should take the initiative to arrange an appointment. Personal tutors are not permitted to refer students for counselling; if they feel unqualified to help with a personal problem, they can only encourage you to seek professional help. The Counselling Service are based at 36 Wilkinson Street, Sheffield. They can be contacted by phone on 222-4134 (24134 from a campus phone). For further information see their web pages: <http://www.shef.ac.uk/counselling/students>.

6.5 Complaints and Grievances

Our expectation as a Department is that, for most of our students for most of the time, things will run smoothly. However, if you have experienced a problem, the following guidelines might be helpful:

1. One would reasonably expect that many of the problems that might conceivably crop up in the course of a Sheffield student's career will concern a particular module (difficulties with assignments, course demands, etc.). In such a case, your first point of contact should normally be the lecturer responsible. It is emphasized that such matters should be taken up with the lecturer as early as possible, since this may help prevent a small difficulty assuming large proportions. Students should note that all their lecturers have designated office hours during which they make themselves available to their students, and these hours are posted on the notice board near the

Department office. Furthermore, where these hours will not serve, other arrangements may be made with the lecturer. Sometimes, though, the student, for whatever reason, may feel unable to approach the lecturer, or may need to see someone else.

2. Each student has designated a Personal Tutor, who is there as a point of contact for all sorts of questions or concerns. They may be able to resolve a matter in consultation with the student personally, or they may act as a go-between on behalf of the student. Where complaints and grievance are concerned, they will help the student determine the best course of action—whom to turn to, how, and so forth.

3. The Head of Department is the ultimate resource for complaints and grievance within the Department. Normally, you should see your Personal Tutor in the first instance, who may direct you to the Head of Department. . If you wish to make an appointment to see the Head of Department, please contact Kate Atkinson [k.atkinson@sheffield.ac.uk].

4. Most complaints and grievances, it is expected, will as a matter of course be handled within the Department by such means. However, some matters might arise which lie outside Departmental hands: for example, problems with buildings, facilities or the general environment. In such cases, your Personal Tutor or the Manager of 2nd and 3rd Year Studies, **Anne-Marie Frisby** will help you determine how to proceed. You should also be aware of the resources provided by the Students' Union, which include student representatives designated for contact as well as a variety of counselling and advice services. Further information on the University complaints procedures, including personal harassment, can be found on the SSID webpages: <https://www.sheffield.ac.uk/ssid/procedures/grid>

6.6 Security, Health and Safety

Sally Weston (Departmental Office) is the department's Health and Safety Officer. Any accidents or issues should be reported to her.

In case of emergency, please contact the University Emergency Control Centre by telephoning **4444** (from an internal phone, or **0114 222 4444** from a mobile).

For non-emergencies, Security Services can be contacted on (222) 4085.

There are **First Aid Boxes** in B01 (the office), C07 (little kitchen), B21 (big kitchen), C32 (postgraduate computer room) and D07 (attic).

Fire alarm and Fire Training

The Fire Alarm in 45 Victoria Street is tested every Monday at around 2.30pm – there is no need to vacate the building unless the alarm lasts more than one minute.

In case of an alarm, otherwise, please leave the building promptly by the nearest exit, ensuring that the door is closed behind you if no-one is following you. The Assembly point is outside ICOSS at the top of the road.

If you are likely to require assistance to evacuate the building in an emergency, please contact the Office and a personal emergency evacuation plan will be designed for you (with the help of Safety Services, if necessary).

Except in cases of emergency, please only exit the building via the main entrance by reception.

Out of Hours Working

The University Code of Practice does not permit undergraduates to work in university buildings out of hours.

6.7 Student Services Information Desk (SSiD)

The SSiD, located in the Union of Students, serves as a key inquiry desk for students and provides information on a wide range of University services, including information about registration and examinations. It is where you should go, for example, for Change of Status Forms, late Module Add/Drop Forms, U-cards, Council Tax and LEA Confirmation Forms, as well as many other services. Visit them for leaflets, location maps, prospectuses and other useful publications.

You can also obtain copies of useful forms and information from the SSiD Web pages <http://www.shef.ac.uk/ssid>. You can also carry out some procedures electronically (e.g. changing personal details on your student file, requesting transcripts and Council Tax Exemption forms) via the website.

6.8 Sheffield University Nightline

Nightline is the University of Sheffield's confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8pm until 8am every night during term time. It offers students everything from the phone number of a twenty-four hour taxi company, to exam dates, times and locations, and information about every issue that can be encountered within student life. It provides a vital support network for all students, so whatever you need to say, Nightline is listening, and our service can be called free from phones in Halls of Residence. If you think you would like to volunteer for Nightline, contact nightline@shef.ac.uk for more information.

Listening Line: (0114) 222 8787

Info Line: (0114) 222 8788

<https://www.sheffield.ac.uk/ssid/contacts/nightline>

6.9 Disabled and Dyslexic Students

If you have a disability, medical condition, or other difficulty that may affect your studies, we encourage you to contact the Disability and Dyslexia Support Service. It is a confidential and friendly service, offering a range of support, including:

- Liaising with academic staff and central services about disabled students' needs
- Helping students to apply for Disabled Students' Allowances
- Organising support workers, e.g. 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 assessment
- Referring students to external agencies who support disabled people
- Formalising alternative arrangements for examinations and assessments.

Further information: <https://www.sheffield.ac.uk/ssid/disability/index>

If you require alternative exam arrangements, contact the DDSS at the earliest opportunity.

Eric Olson is our Disabled Students' Tutor in the Department for 2017-18.

7. Study Abroad

7.1 Home Students

The Department offers both Study Abroad, in which students go overseas, and Erasmus+, involving exchanges with EU countries. Among the many reasons one might wish to study abroad are these:

- Most students want to travel and see more of the world. But then there are the demands of your university career. Studying abroad combines the two!
- The experience of such a period of living and working abroad is personally enriching (just talk to others who have done it!). Moving beyond your present horizons inevitably broadens them.
- Not only is the experience valuable on a personal level, it is valuable in terms of your career as well. It adds a dimension to your overall educational experience that others notice and enhances your CV.

Study abroad is normally done for the whole of the second year of study. Erasmus visits can be for a semester or a year, and can take place during either the second or the third year of study. The deadline for Study Abroad is 1 December. Deadlines for

Erasmus vary.

We currently have Erasmus exchanges with Munich, Trieste, Crete, Valencia, and Aarhus. Dual students can choose from the partners of both departments. If you are interested in finding out about the opportunities available, contact Dominic Gregory (d.gregory@sheffield.ac.uk) who oversees Study Abroad on behalf of the Department. You can also consult the webpage of the University's exchange programmes: <https://www.sheffield.ac.uk/globalopps>.

Dominic Gregory is our Study Abroad Co-ordinator for 2017-18.

7.2 Incoming Students participating in Study Abroad at Sheffield

To those who have chosen Sheffield for a period of study abroad, welcome! You have come for the opportunity of personal enrichment, but in the very process you enrich our Departmental life as well.

By the time you arrive in our Department to read this, you will no doubt have been in regular contact with the University's International Office, and of course that office continues to be an important point of contact for you. But we would wish to do our part also to make your stay with us all it should be.

While it is difficult for us to anticipate all your needs for information and support, we would encourage you to take your questions and concerns to Dominic Gregory who acts as Personal Tutor to Study Abroad students and who, in addition to meeting these students at the regularly scheduled times each semester, has an "open door" policy at all times for our visitors. Since many of your concerns might be relative to a particular module, your lecturers will have office hours posted near the Departmental office for you to contact them. In addition, as you might well expect, an irreplaceable source of information will be other students.

8. HEAR - Higher Education Achievement Report

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.

9. The Sheffield Graduate

9.1 The Sheffield Graduate attributes

As well as learning about your subject, throughout your degree, you will develop certain academic and transferable skills such how to write essays or reports, do presentations, work in teams, plan and manage your time, and IT skills. These are all essential to help you do well in your degree but also mean that you will be better prepared for employment when you finish as employers value these types of skills. They also form part of the set of skills and attributes that the University would like all students to have when they graduate.

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

The Sheffield Graduate is:

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

One key skill that you will need for success in your degree is academic writing and the use of published work from books, journals and the internet as part of that. You

will develop this skill throughout your degree and will have the opportunity to demonstrate it through the assessments you do. This will mean you will avoid the use of unfair means such as plagiarism or collusion. See <http://www.shef.ac.uk/ssid/exams/plagiarism>

Additional help for all students for writing and maths and statistics is available from the English Language Teaching Centre: <http://www.shef.ac.uk/eltc/> and Maths and Statistics Help (MASH): <http://www.shef.ac.uk/mash>

9.2 The Sheffield Graduate Development Programme

The Sheffield Graduate Development Programme aims to support you in acquiring the vital transferable skills and attributes expected of a Sheffield graduate. It is a process that 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 <https://www.sheffield.ac.uk/sgdp/students> 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.

10. After Graduation; Employment Prospects

What can you do with a degree in philosophy? What does study of the subject equip you for? The answer is: almost anything.

Those who are academically most able may wish to go on to do research work at postgraduate level, either at Sheffield or another university. If you are thinking along these lines at the start of your 3rd year, you should get a copy of the department's MA and PhD brochures and discuss the possibilities with the Director of Graduate Admissions (for prospective MA students, this is Paul Faulkner in 2017-18). In recent years our department has developed a strong programme of graduate studies, emphasising research in philosophy of mind, philosophy of psychology, epistemology, metaphysics, ethics, and political philosophy – while also aiming to give postgraduates

a sound professional training in tutoring and general philosophy. If you are thinking of going elsewhere to pursue work at postgraduate level, members of staff will be happy to give you the benefit of their advice. Of course, competition at the postgraduate level, particularly for funding, is pretty keen. So normally only students who are heading for a First or a strong Upper Second would be advised to set their sights on postgraduate work in philosophy.

In making applications for employment you may encounter misconceptions about philosophy and even sometimes a degree of prejudice against the subject. Be prepared for this when writing your CV and in interviews.

Analytical philosophy should provide you with a range of skills and abilities that will be valuable in many different careers (see departmental teaching *Aims* b, c and d in Section 11.1):

- to digest, summarise and extract what is important from discussions, reports, surveys, and other sources of information
- to define tasks and objectives
- to distinguish between what is relevant and what isn't
- to write well-reasoned memoranda, and formulate clear proposals
- to communicate effectively and cogently
- to master complex and detailed arguments
- to think critically and flexibly

In the meantime, make sure you take advantage of the opportunities the university has to offer for acquiring ancillary transferable skills – for example, expertise in word-processing through drafting and redrafting your coursework and oral skills developed in seminar discussions and presentations. It would be wise to approach potential referees in the department before you leave so that they can be prepared to write in your support thereafter.

Our Departmental careers advisor for 2017-2018 is Ryan Byerly. And don't forget to make use of the University Careers Service <https://www.sheffield.ac.uk/careers>. You needn't wait until your final year before seeking their help.

The online Career Development Programme, available on MOLE, is designed specifically to help students to think of their studies as preparing them for employment. It encourages students to identify and develop 'transferable skills' learned in their studies that can help them later in life to think about personal career preferences, internships and more.

11. Aims and Objectives of Philosophy Courses

The Department endorses the University's Mission, 'to maintain the highest standards of excellence as a research-led institution, whose staff work at the frontiers of academic enquiry and educate students in a research environment'.

11.1 Aims of Philosophy Courses

The Department aims to:

- a) equip students with an understanding of a range of philosophers and philosophical problems, while encouraging as deep a critical engagement with those philosophers and problems as is feasible in the time available
- b) promote respect for the norms of – clarity; careful analysis; critical reflection; rational argument; sympathetic interpretation and understanding; and impartial pursuit of truth
- c) promote independence of thought and a critical and analytical approach, not only to theories and concepts, but to the assumptions on which they are based
- d) equip students with the core skills involved in – careful reading, comprehension and compression of textual material; clear thinking; sound argumentation; and the clear and well-organised expression of ideas
- e) provide high quality teaching which is informed and invigorated by the research activities of members of staff
- f) facilitate an awareness of the application of philosophical thought to other academic disciplines or to matters of public interest, encouraging students to apply philosophical skills more widely where appropriate
- g) encourage students to plan for themselves the contents of their degree programmes in philosophy, and to plan and organise their own work, within the constraints and advice provided by the Department
- h) recruit highly qualified students, while at the same time providing access for those with non-standard qualifications who can benefit successfully from the appropriate level of degree work.

11.2 Objectives of Philosophy Courses

By the end of an undergraduate programme of study, students will:

- a) understand a range of fundamental terms and concepts essential to the discipline of philosophical investigation
- b) be able, not only to assess critically both their own thinking and the work of other philosophers, but also to make out their own positive case for their views
- c) have an awareness of selected current philosophical debates, and be able to engage with central philosophical issues

d) have acquired a high level of understanding of a number of areas of philosophical work, and an informed grasp of the strengths and weaknesses of different proposals made within those areas

e) be able to write effectively, and will have developed a range of intellectual virtues and core skills (see Aims b, c, d above)

f) have displayed their core skills in assessed work, as well as their knowledge and understanding of the subject area

g) have had the opportunity to select from a range of introductory courses which attest to the diversity and vigour of contemporary analytical philosophy, and illustrate the qualities and value of philosophical thought

h) have had the opportunity to take courses introducing them to some major figures from the history of philosophical thought, and which encourage careful reading, sympathetic exegesis, and critical engagement with their works

i) have been permitted to study philosophy alongside any of a wide range of other subjects, thus also promoting the application of philosophical thinking to other areas

j) have been equipped with the relevant knowledge and intellectual skills required for entry into postgraduate study or the workforce, as appropriate.

12. Student Attendance and Records

12.1 Student Attendance

Students should note that regular attendance at lectures and seminars is compulsory throughout the entire semester. Repeated failures to attend may result in disciplinary action being taken.

Records of attendance are kept in connection with all modules, and a summary of this information is recorded on student files at the end of each semester. Students will be notified by letter if their attendance falls below the expected percentage requirement. If you are absent from lectures or seminars for any reason i.e. illness/appointment etc, you should complete a Student Self Certification form for absences of less than 7 days or an Extenuating Circumstances Form for absences of more than 7 days. Forms are available from the Department reception or online: <http://www.sheffield.ac.uk/ssid/forms/circs>.

Note that potential employers standardly ask about patterns of attendance when requesting a reference.

12.2 Student Records

The department retains information about Single and Dual Philosophy students in

individual files in the Departmental Office. After graduation they are transferred to the long-term store of records on past students. Students should inform the Departmental Office and Student Services (SSiD) of any change of address (and/or telephone number), so that this information is kept up to date.

Lecturers will provide comments about attendance and contributions in class on student records (including an assessment of any presentations given), in addition to details of the grades achieved. One of the main functions of keeping records is to provide a source of material for references to be written on behalf of students.

13. Appeals, Evaluation, and Representation

13.1 Appeals Procedure

You have a right of appeal concerning marks assigned for coursework, though not exam answers, if you feel that its intellectual content has been wrongly assessed. If you believe that a mark is unfair, you are encouraged to discuss the matter with the person who marked the work in the first instance. But in case of difficulty, you should see the Director of 2nd and 3rd Year Studies, Eric Olson e.olson@sheffield.ac.uk or the Director of Learning and Teaching, Yonatan Shemmer y.shemmer@sheffield.ac.uk.

Formal appeals against coursework marks must in all cases be made within 3 weeks of the date when the work was returned to you. We strongly advise that appeals concerning work submitted at the end of the Spring semester be made no later than 10 days before the Spring Examiners' Meeting. Appeals made within 3 weeks of the date when the work was returned but later than 10 days before the Spring Examiners' Meeting will be considered. If you are a Level 3 student you should be aware, however, that in this case the University's timetable for processing marks and determining degree classifications may result in delays that could cause you to miss the Summer graduation ceremony. In that case you will not receive your degree until a later date.

You will be asked to submit a signed statement of the grounds for your appeal. If these grounds are judged by the Director of Learning and Teaching to be sufficiently strong, the work will be re-marked independently, with the understanding that the new mark can be either higher or lower than the original. Note that the reasons you provide must be substantive ones relating to the marker's assessments of the content of work; so, for instance, the mere fact that a mark is out of line with the preponderance of your other marks is not sufficient to justify an appeal.

Should you wish to appeal because of a grievance in connection with a whole module or the mark for a module, the complaint should be addressed to either the Director of Learning and Teaching or the Head of Department (Rosanna Keefe). (If possible, seek advice about this from your Personal Adviser.) On receipt of an appeal, the Director of Learning and Teaching or Head of Department will decide whether there is a substantive case to be considered. If so, the Director of Learning and Teaching or Head of Department will investigate the matter further and make a decision on any action to be taken, after consultation with the External Examiner.

It should be emphasised that these are *departmental* Appeals Procedures, and nothing in the above pre-empts the rights that any party may have to pursue an appeal at University level. Regulations and Procedures for Grievances and Complaints can be found at http://www.shef.ac.uk/ssid/procedures/grid_academic

13.2 Student Evaluation of Courses

There are two main methods by which the department seeks student evaluation of its courses: (a) via the student representatives on Teaching Committee; and (b) via module-specific questionnaires, issued towards the end of each semester.

Student input to Teaching Committee is taken very seriously by the department; and the statistical data from the various questionnaire returns are made available to, and may be discussed by, that Committee. The department's policy is that whenever a module achieves a student evaluation score below the neutral-point of 50% on any evaluative measure, the issue should be pursued with the course teacher concerned by the Director of Learning and Teaching.

13.3 Student Representatives

Student representatives are the central channel of communication between staff and students. They are the contact point for students who have problems or requests that they want to raise with the department. They sit on the staff-student committee and the teaching committee and thus have a direct say in decisions taken regarding teaching issues in the department (this include issues such as exams, feedback, marking, modules offered by the department and more).

Being a student representative is a great way to gain new skills, enhance your CV and counts towards your HEAR accreditation (see section 8).

Requests for volunteers to be student representatives are circulated by the Director of Learning and Teaching near the beginning of the academic year. Once decided, their names and contact details are listed on MOLE, our website and in the Department reception.

If you have any issues you wish to raise with the Department, please contact one of the student representatives.

13.4 Teaching and Student-staff Committees

The department's **Teaching Committee** meets once a semester to discuss matters

related to undergraduate teaching. Usually there are between two and four student representatives from each year on the committee.

The terms of reference of the committee are to review all matters relating to the provision of teaching and the assurance of teaching quality within the department. But these criteria are construed quite broadly, so that student representatives can feel free to raise with the committee almost any issue of concern to them.

The department has a **Staff–Student Committee**, with the same staff and student membership and meeting days, but with even broader terms of reference, and meeting to a student agenda with a student Chair.

13.5 Student Ambassadors for Learning and Teaching (SALT)

The Student Ambassadors for Learning & Teaching (SALT) scheme is a dynamic, creative and inspiring network of students working on Learning & Teaching projects. The Ambassadors influence, improve and develop how students learn and how they are taught at a Departmental, faculty and University level.

Annually, each Department needs a student representative to serve as an ambassador who will champion the cause of learning and teaching. If you care about the quality of university-level teaching and want to become actively involved in determining the best modes of learning and teaching strategies and seeing they are implemented in Philosophy and Religion, Theology and the Bible, then please give serious thought to stepping forward to become an ambassador. Recruitment takes place in the spring for the following year and is competitive. More information can be found at <https://www.sheffield.ac.uk/als/students/salt>.

13.6 The Equality and Diversity Committee

Contact: phil-edc@sheffield.ac.uk

The Equality and Diversity Committee (EDC) is made up of undergraduate, graduate and staff volunteers, and exists to ensure that the Sheffield Philosophy Department is as equal and diverse a community as possible. We are keen to make sure that the department does all that it can to actively support and include each and every member, both students and staff. We aim to be attentive to all aspects of diversity, including but not limited to the following:

- age
- caregiving responsibilities
- disability
- gender
- learning difficulties
- mental health

- nationality
- race
- sexuality
- socioeconomic/class background

We meet once per semester, and everyone is welcome to come to these meetings. Times of our meetings will be circulated by email. Calls for volunteers to serve on the committee will also be circulated by email. We would like to hear your suggestions for ways in which equality and diversity in the department could be improved.

14. Student-Led Societies and Initiatives

14.1 Student Philosophy Society (PhilSoc)

The Committee strongly encourages all Philosophy students to join the student-led University of Sheffield Philosophy Society (PhilSoc). PhilSoc arrange a massive variety of social events to help philosophers to meet their course-mates and have an amazing time while at University.

Regular events include bar crawls, guest speakers, and charity fundraisers; which run alongside bigger occasions like the annual PhilSoc Ball and weekend abroad. They also offer exciting opportunities to get involved with casual and inter-departmental netball and football through their Mind and Body United sports teams, (as a result of which, the recently established Students versus Lecturers Charity Football Match is rapidly becoming one of the highlights of the academic year).

Please find them on Facebook through their page (<https://www.facebook.com/SheffPhilSoc?fref=ts>) or mascot (<https://www.facebook.com/naom.chimpsky?fref=ts>) for more information. Alternatively, you can email the Committee at philsoc@shef.ac.uk

14.2 Philosophy in the City (PinC)

Contact: pinc.shef@gmail.com

Philosophy in the City is a volunteering project led and run by students of the philosophy department. The aims of the project are to disseminate the study and awareness of philosophical inquiry beyond the university, introduce philosophy to pupils from underperforming schools in a stimulating manner and encourage those pupils to pursue their education and to offer them a means of striving towards university.

We have projects in primary, secondary, sixth-form education as well as homeless centers and probation centers. Any student can get involved in PinC, all you have to do is contact us and we'll get you started! It's an amazing way of giving something back to the local community that is closely related to your degree and a great way to gain teaching experience.

Check out our website for more information: <https://pinc.org.uk/>

15. Library Facilities

15.1 University Library

There are library sites across campus. The sites you are most likely to use are Western Bank Library, the Information Commons and the Diamond. You can find information about the University Library, opening hours and much more at <https://www.sheffield.ac.uk/library>. You can also contact the library by email: library@sheffield.ac.uk

You can use the Library's online catalogue, StarPlus to find books, periodicals and other materials: <http://find.shef.ac.uk>

Many lecturers use the library's MyResource Lists facility to ensure that core, required readings for their modules are available electronically, so all students have equal access, 24 hours a day. To access the facility, enter MUSE and select 'MyResource (library)' from 'All Services'. You can then search for reading lists for modules or browse by Faculty and Department.

Each academic Department also has a designated Subject Librarian who can give more detailed help. The Philosophy and RTB Subject Librarian, Peter Barr (ext: 27388 and email: p.barr@sheffield.ac.uk), is available to help students.

15.2 Computer, Internet and Multimedia Facilities

The CICS website (<http://www.shef.ac.uk/cics/>) contains valuable information on computing and internet facilities available to students

16. Our Commitment

Our Commitment is a partnership document struck between teachers and students as members of the University. It sets out what we all commit to do to ensure the best learning experience. It has been written by staff and students and is collectively owned by the University and the Students' Union.

As staff and students, we will work together to create an outstanding educational experience at The University of Sheffield.

Commitment statement for students

As a student, to have the best learning experience:

- I will develop my knowledge by exploring my passion for my subject and sharing in this with other students and my tutors.
- I will work hard and to the best of my abilities, on my own and with others, by participating actively in the range of activities set by my tutors.
- I will be prepared for and not miss out on scheduled learning.
- I will make the most of the feedback I receive on my work and seek out support to do this.
- I will ask questions and talk to my tutors, including my personal and academic tutor, so that they can best support me.
- I will seek out and take up the opportunities available alongside my studies that enrich my knowledge, skills and experience and allow me to contribute to the University and its community.
- I will make good use of the range of services at the University that help me to progress on my course and prepare for my future.
- I will acknowledge, appreciate and learn from the diversity of our population, and strive to be an active citizen.
- I will take care of myself and my physical and mental health, drawing on support when I need it.
- I will engage positively with my University and local community, treat others with respect, dignity and care, and speak up for what is right.

To view the full document, visit: <https://www.sheffield.ac.uk/ssid/ourcommitment>