Undergraduate Student Handbook. 2018-19
Welcome.

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

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

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

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

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

As a student in our department you are also a part of the Faculty of Social Sciences at the University of Sheffield. Our Faculty is made up of thirteen diverse academic departments and one institute, and we are proud of our research-led teaching which gives our students the skills, knowledge and ability to stand out from the crowd. The Faculty of Social Sciences is committed to giving its students the best possible student experience during their time in Sheffield.

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

To find out more about GLOSS visit: www.sheffield.ac.uk/gloss

More information about SALTS can be found here: www.sheffield.ac.uk/als/students/salt

The University of Sheffield
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Key Information.

Department of Landscape Architecture

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

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

The Support team are:

Samantha Drobinski – Departmental Manager
Helen Morris – Postgraduate Research and Learning and Teaching Support Manager.
Emma Shaw – Student Journey Admissions Manager.
Xue Wang - Postgraduate Admissions.
Paul Buck – IT Officer
Hannah Whitelam-Hodges – Marketing and Communications Officer

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

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

Lanyards

Lanyards are issued once Health & Safety training has been completed. It is essential to wear these when in the department out of hours to allow staff and security staff to identify you as a Department of Landscape student.
Communication with Students

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

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

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

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

www.sheffield.ac.uk/ssid/record

Change of status

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

You will need to fill out a form available from SSiD: www.sheffield.ac.uk/ssid/chngae-of-status/index

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

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

Personal Tutors.

Within the first few weeks of arriving at the University, your department will allocate you a Personal Tutor. This is a member of academic staff in your department who is there to support you with any difficulties you may be experiencing and also point in you in the right direction for specialist help or additional skills development you may be interested in. Your Personal Tutor is likely to be the same person throughout your degree, although this may change if your Personal Tutor goes on Research leave. If this occurs, your department will allocate you a replacement Personal Tutor. If you are a Dual Honours student, your Personal Tutor will be from your Home department (normally whichever of your subjects is first alphabetically) but your second department may also have a member of academic staff with responsibilities for dual degree students whom you can contact as well.

Your Personal Tutor will organise to meet you periodically during your time at University to discuss how you are getting on and if you have any concerns. However, if you are experiencing difficulties, don’t wait for your scheduled meeting but do contact your Personal Tutor as they will want to help you identify ways to help resolve the problem. You can email or phone your Personal Tutor to ask for an appointment or visit your Personal Tutor during their office hours. It is important to meet your personal tutor early in on in your programme so you know who to go to if you have a problem. Remember, your Personal Tutor is not just there to help resolve issues but to support you in reaching your full potential and making the most out of your experience here so be proactive and make the most of your meetings.

Further information on Personal and Academic Support can be found at:

https://www.sheffield.ac.uk/lets/pp/support/tutors

Details about your course.

Undergraduate Degrees

The Department seeks to combine a creative, imaginative and user orientated approach to teaching landscape architecture, with a solid grounding in a range of related subjects. We seek to develop a range of skills, including design, visual communication, research, analysis and report writing, to educate professionals who can meet the varied demands of an ever changing world of landscape practice. For this reason we run undergraduate courses which combine landscape architecture with a degree level qualification in an additional subject.

All the undergraduate degrees are three year honours degrees (either BSc or BA), which is part of a 5 year integrated masters. The three year degree is normally followed by a year out in practice before returning for a one year Master of Landscape Architecture (MLA). This ‘integrated masters’ is professionally accredited by the Landscape Institute.
Modules.

BA and BSc Landscape Architecture

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

Course Structure for BA and BSc Landscape Architecture

Level One Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 115</td>
<td>Current Challenges in Planning, Design and Management</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 116</td>
<td>Space Making</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 117</td>
<td>Presentation Communication and Research Skills</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 118</td>
<td>Histories of Landscape Architecture</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 119</td>
<td>The Changing Landscape</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 120</td>
<td>The Dynamic Landscape</td>
<td>Spr</td>
<td>20</td>
</tr>
</tbody>
</table>

Level Two Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 230</td>
<td>Ecological Processes, Design and Management</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 231</td>
<td>Materials of Landscape – Planting Design</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 232</td>
<td>Sustainable Communities</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 233</td>
<td>Materials of Landscape – Construction Design</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 234</td>
<td>Landscape Design – Exploration and Intervention</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 236</td>
<td>Planning for a Changing World</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 235</td>
<td>Landscape Ecology – Habitat Survey Techniques</td>
<td>Spr</td>
<td>20</td>
</tr>
</tbody>
</table>

Level Three Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 330</td>
<td>Site Planning for Sustainable Housing</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 338</td>
<td>Field Study – Landscape in Practice</td>
<td>Aut</td>
<td>20</td>
</tr>
<tr>
<td>LSC 332</td>
<td>Integrated Urban Design Project</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 333</td>
<td>Materials of Landscape – Detailed Design</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 334</td>
<td>Green Infrastructure and Ecological Masterplanning</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 335</td>
<td>Landscape Ecology – Habitat Creation and Restoration (BSc students only)</td>
<td>Spr</td>
<td>20</td>
</tr>
<tr>
<td>LSC 336</td>
<td>Integrated Planning Toolkits</td>
<td>Aut</td>
<td>20</td>
</tr>
</tbody>
</table>

(BA students only)

(BSc students only)
Course Structure for BA Architecture and Landscape

Level One Modules

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

Level Two Modules

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

Level Three Modules

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

Your feedback on the course

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

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

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

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

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

If you would like to know how to obtain the software listed above for your own computer go to our software guide at: www.sheffield.ac.uk/landscape/resources/designresources

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

More information regarding the large format scanner can be found here: www.sheffield.ac.uk/landscape/resources/printing

Printers
Printers available for student use:

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

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

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

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

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

To send A3/4 colour choose Colour A4_A3
To send A4/3 black and white choose Black and white A4_A3 or Black and white A4

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

It is your responsibility to get your sheets printed out in time for your submission. Print queues during hand-in times will be very busy and you could be waiting hours for your prints (days during final project submission).
So please submit your work to the print queues at least 24 hours before or you will be disappointed and you will incur penalties for late submission.
Submission times will be posted on the computer and print room doors.
To check the queue status of each plotter and view the progress of your plots, check the screens above each plotter release station in the computer room on floor 11 or in the print room on floor 15.

**Bookable Equipment**
The following equipment is available free of charge for all landscape Department students. If you would like to book any of these items, please see or e-mail Paul Buck for availability. p.r.buck@sheffield.ac.uk
Please note that if you borrow any of this equipment, you are responsible for loss or damage.

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

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

**Canon SLR Cameras**
Available to book on a daily basis. These cameras can also record HD video.

**Portable Photography Studio**
For photographing models etc. comes with lighting.

**Panasonic HC-X900M High Definition Camera**
Available to book out on a daily basis.

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

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

**2 x Olympus MP3 Voice Recorders**

**4 in 1 Environment Meter**
The Environment meter can measure sound, light, temperature and humidity. We have 3 of these.

**Anemometer**
We have 5 devices for measuring wind speed and temperature.

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

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

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

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

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

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

To register your laptops for wireless use please follow the instructions at www.sheffield.ac.uk/cics/wireless

**Online Training Resources**

**DiDACT Software workshop hand-outs**
These workshop hand-outs are available on the landscape website at: www.sheffield.ac.uk/landscape/resources/didact

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

As well as learning about your subject during your time at Sheffield you’ll have opportunities to broaden your academic knowledge and develop your transferable skills. Making the most of these opportunities will not only help you perform better on your degree but will also prepare you for further study and/or future employment.

As you go through your course you’re likely to learn essential academic skills, including how to: write academic essays or reports; do presentations; work in teams; plan and manage your time; find, evaluate and accurately cite reference material from diverse sources such as books, journals and the internet; and how to make the best use of IT. They are part of a broader set of skills and attributes that the University would like you to have achieved by the time you graduate (see the Sheffield Graduate).

There are also a number of modules, short courses and skills support services available to you:

301: Student Skills and Development Centre
Offers a range of services for all students including:
• Maths and Statistics Help
• Academic Skills workshops
• 1:1 Study Skills Tutorials
• Specialist Dyslexia /SpLD tutorial service
• Writing Advisory Service
• The 301 Academic Skills Certificate, which can be included in your Higher Education Achievement Report (HEAR).
• Undergraduate research opportunities
• Peer Learning activities

Languages for All programme
Languages for All is a university-wide scheme that provides opportunities for all students wishing to develop foreign language skills within or beyond their main degree programme. This could be learning a new language, or continuing to build on a language started at school or college.

https://www.sheffield.ac.uk/languages/lfa

IPP102 Integrated Science (10 credit, Spring Semester)
Open to all year one Science students as an unrestricted module
This module will illustrate the interdisciplinary nature of science by using directed project work to address a real-life issue of today’s world. You will receive a small number of formal sessions, but the emphasis is on independent study in cross-departmental teams, reflecting the process of working in the ‘real world’.

http://www-online.shef.ac.uk:3001/pls/live/web_cal.cal_unit_detail?unit_code=IPP102&ctype=SPR+SEM&start_date=06-FEB-17&mand=Optional
Teaching, Assessment and Progression.

Submission of Work

The module tutor will provide you with details of the assessment for each course unit. Details of the work required will be provided in a project brief on MOLE along with details of the time and date when the work must be handed in. All the required work must be handed in on the due date, within the specified time period.

All submissions of work require an electronic submission via MOLE. Submission details will be given by your module tutor on MOLE. All hard copies of printed work (A1, A2, A3) must be submitted in an A1 plastic folder.

Intellectual Property

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

Retention and Storage of Work

Some submitted hard copy work may be retained as part of the Department's external examining process. This work will be made available for collection at the end of the year.

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

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

Nb. It is the student's responsibility to keep copies of all work until degree results are confirmed.

Policy on anonymous marking of work and moderation

Due to the nature of assessment and feedback in the Department, anonymous marking is not appropriate or practical. Because of the way coursework and individual tutoring are used, your identity will often be apparent to the marker. However, we do seek to reduce the risk of marker 'bias' in various ways, including moderation processes and the use of student numbers instead of names. It is very important that you always identify all parts of your coursework. This includes any files sent to the Print Room, especially those for which printing costs need to be recovered.

Religious holidays and examinations

If you are not able for religious reasons (e.g. Sabbath, Festival, Friday Prayers etc.) to take examinations on any day on which examinations may be set during the year (including Saturdays but not Sundays), you should complete a 'Request for Religious Observance Form' by October 30th each year. Please note that once examination timetables have been set it is difficult for alterations to be made.

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

Non-participation or less than full participation in group work

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

Progression and failure

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

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

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

1. Progression from Level 1 to Level 2

1.1 Progression from Level 1 to Level 2 is normally automatic for students who have been awarded 120 credits.

1.2 The Examiners have discretion to decide whether students who have been awarded at least 100 credits and less than 120 may be deemed to have passed at Level 1 and permitted to proceed to Level 2. This discretion is only applicable where a grade of at least 30 has been achieved in the failed module(s). Permission to proceed in these circumstances is not automatic, and in reaching their decision the Examiners will take into account:

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

It should be noted that some Level 2 modules require passes in Level 1 core modules, and that, even if permission is granted to proceed to Level 2 with fewer than 120 credits, passes will normally be required in these core modules.

1.3 The above discretion may be exercised when results are approved by Faculties in June, or in August following the resit examinations. Where discretion is not exercised in June, and where the student fails again in August with a lower grade, the Examiners will take into account the original, higher, grade when deciding whether or not...
4. Returning for the MLA
If you successfully complete your three-year degree you may, depending on your class of degree, be allowed to return for the MLA, which gives you a professional landscape qualification. If you are eligible to return you must first of all spend at least nine months working in landscape practice.
If you are awarded an upper second class degree you are automatically eligible to return to take the MLA on satisfactory completion of your year in practice.
If you are awarded a Lower Second class degree and/or if you failed credits at Level Three, we will consider your case more closely. We will ask you to attend an interview. We will consider the level of your marks in different parts of the course and ask you to bring a portfolio to the interview demonstrating evidence of your development during the year. Then on the basis of this procedure, we will offer advice on returning immediately or gaining additional professional experience and on appropriate routes through the MLA. You are strongly advised to act on our recommendations as the MLA is a very demanding year and you should not embark on it prematurely.
If you are awarded a Third or a Pass degree then you are not eligible to return.

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

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

5. Repeat examinations
5.1. A student who fails a module or modules during Level 1 or Level 2 may resit the examination(s) in August. Departments will determine the form of the resit examination (which may differ from the examination held at the end of the previous two semesters) and the parts of the examination to be retaken. Level 2 resit results will be capped at 40 which is the maximum mark overall that can be awarded for a resit. Level 1 students may resubmit on two occasions – August re-submit and repeat year. Level 2 students only have one further opportunity to re-take a failed module.

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

5.3. Where a student fails a repeated occasion, the new mark will be the higher of the two.
Degree classification.

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

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

1. Your weighted average grade and
2. The distribution of your weighted grades.

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

- Your degree classification is based on modules taken at Levels 2 and 3 (and Level 4 if you are on a four year programme); modules taken at Level 1 of your programme of study are not used for classification purposes and are, therefore, excluded from this process;

- The grade obtained in individual modules is weighted according to both the credit value of each module and the Level in which the module was studied.

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

Marking Scales

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

Feedback.

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

Feedback on assessed work

The Department is committed to providing students with feedback on their assessed work at the earliest opportunity. Transcripts of marks are formally issued to students by the Student Services Department of the University who will post them to you once they have been approved. We do, however, normally issue marks and comment sheets informally to students after each assessment period. These marks are not confirmed until the Faculty formally approves them and they have been reviewed by the External Examiners. They should, however, give you a good indication of how your work is progressing. It is the Department’s policy to double mark pieces of work that have major implications for the degree classification (eg. major design projects).
Plagiarism, Collusion and Unfair Means.

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

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

Throughout your programme of studies at the University you will learn how to develop these skills and attributes. Your assessed work is the main way in which you demonstrate that you have acquired and can apply them. Using unfair means in the assessment process is dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

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

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

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

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

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

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

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

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

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

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

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

The following websites provide additional information:

https://librarydevelopment.group.shef.ac.uk/index.html
www.sheffield.ac.uk/library/refmant/refmant
www.sheffield.ac.uk/eltc/languagesupport/writingadvisory

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

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

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

**Detection of unfair Means**

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

**For further information**

www.sheffield.ac.uk/ssid/complaints-and-appeals/disciplinary-appeals
Late Submission.

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

If you submit your work more than 5 days late, your work will not be marked and it will be given a grade of zero.

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

See the table below for examples.

<table>
<thead>
<tr>
<th>Day late</th>
<th>Mark reduced by 5%</th>
<th>Mark awarded when reduced by 5%</th>
<th>Mark awarded when reduced by 5%</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Multiply by</td>
<td>Original 60</td>
<td>Original 50</td>
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<td>1</td>
<td>0.95</td>
<td>57</td>
<td>47.5</td>
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<td>0.75</td>
<td>45</td>
<td>37.5</td>
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<tr>
<td>6 or more</td>
<td>Grade of zero</td>
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</tbody>
</table>

For information on late submissions, please visit: www.sheffield.ac.uk/ssid/exams/policies
Extenuating circumstances and expectations of attendance.

Illness, absence and mitigating circumstances

**Extenuating Circumstances**

During your studies you may experience difficulties which could affect your academic performance. Some such difficulties are known as “extenuating circumstances”. These could include:

- medical problems, including long-term problems or short periods of illness
- diagnosed mental health problems
- difficult events e.g. bereavement
- serious incidents e.g. being affected by crime

We do not consider all difficulties to be extenuating. For example, difficulty sleeping because of exams is a normal response to stress. Please see the explanatory notes at [https://www.sheffield.ac.uk/ssid/forms/cirsnos](https://www.sheffield.ac.uk/ssid/forms/cirsnos) and discuss with Helen Morris if you have queries.

You must report any extenuating circumstances to your department as soon as you can. We shall consider extenuating circumstances which you report before the final exam period/assessment. We may take them into account when calculating your results and your final degree classification.

Any information you submit will be treated as confidential and will not be used for any other purpose.

To report extenuating circumstances, you must complete an Extenuating Circumstances reporting form:

- If you are registered with the University Health Service (UHS) and the extenuating circumstances are medical, complete the electronic version of the Extenuating Circumstances Form located at [www.shef.ac.uk/health](http://www.shef.ac.uk/health) or on the UHS app. (This does not normally include conditions that are/could be managed by reasonable adjustments through the Disabled and Dyslexic Student Support Team).
- In all other circumstances, complete the Extenuating Circumstances reporting form and submit it to Helen Morris. You will usually need to submit documentary evidence with the form, e.g. a medical certificate.
- Please discuss any other difficulties that are affecting your study with Helen Morris. We can signpost you to financial support, study skills, advice and guidance etc.

**Short-term absence**

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

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

**Leave of absence**

During your studies you may face challenges that you need time away from academic study to deal with. This is known as taking a Leave of Absence (LOA). It “freezes” your period of registration without academic penalty.

If you think that taking a LOA might be a
good thing to do, talk to your academic department. Please look at our information online as well as there are many issues to consider: funding, how you can use your period of absence to prepare yourself for your return to studying, when to return etc.

https://www.sheffield.ac.uk/ssid/leave-of-absence

Unexplained absence

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

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

Attendance Monitoring

You should aim to attend all lectures, seminars and other learning activities for your course. Not attending could affect progression through your course and ultimately could affect whether you have completed enough credits to graduate. This is particularly important if you are studying a professionally accredited course where full attendance is required.

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

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

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

Research Ethics.

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

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

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

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

Further information is available on the Department website and at www.sheffield.ac.uk/polopoly_fs/1.221498!/file/ABriefStudentGuideToResearchEthics.pdf
Group work.

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

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

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

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

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

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

(iv) Any protocol which is adopted for group work must recognise that there may occasionally be a need to take action where individuals are not contributing equitably to the work of the group or where other difficulties arise. Students should be encouraged to resolve such problems within the group as far as possible, but there should also be clearly agreed procedures to be followed in the event that this proves impossible. All protocols adopted must therefore include the following provisions:

- The members of the group may, after discussion between themselves and attempts to address the problem within the group, contact the module co-ordinator to complain if they consider that another group member is not contributing fairly to the shared work or is causing significant difficulties for the group in other ways;
- Any module co-ordinator who receives such a complaint should immediately contact the student concerned and find out if there are any extenuating circumstances to explain the difficulties arising, with evidence to support this. If there are no acceptable extenuating circumstances, or if the student does not respond to the tutor's request for explanation, the tutor will warn the individual (verbally or by e-mail) about their behaviour. remind them of their responsibilities to the group and request a clear undertaking to contribute fully and responsibly for the remainder of the project.

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

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

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

Where group work forms part of a module, individuals must pass both their individual assessment as well as the group assessment, in order to pass the module.
Information for disabled or dyslexic students.

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

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

- Liaising with academic staff and central services about disabled students' support needs
- Helping students to apply for Disabled Students' Allowances
- Organising support workers, 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 assessments with an Educational Psychologist
- Putting students in contact with local and national external agencies who offer support and advice on specific issues
- Formalising alternative arrangements for examinations and assessments, e.g. extra time in examinations; reasonable adjustments to assessment tasks; or alternative assessment formats. (These cannot be organised by the department without DDSS involvement.)

The deadline for referrals for alternative exam arrangements is 12 noon on the Friday of week 9 of teaching each semester – usually the final week in November in Semester One and the final week in April in Semester Two.

If you are a disabled student who needs alternative exam arrangements but do not yet have these in place, you must have discussed your requirements with DDSS in advance of the deadline to guarantee that your alternative exam arrangements will be in place in time for exams you are due to sit in the next assessment period.

For more information on exam support and making contact with DDSS, see www.sheffield.ac.uk/ssid/disability.

Regulations.

If you are following a professionally validated and prescribed programme you must pass all units mandatory for the purpose of professional accreditation in order to be eligible for the award of the degree.

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

Study Abroad.

Study Abroad is an excellent chance for you to try something new, visit a country you've never seen before and meet some amazing people.

Study Abroad counts towards your final degree classification, so don't worry about missing out by going abroad. It's easier than you think as you continue to pay your fees as normal to the University of Sheffield.

Undergraduates studying at the University of Sheffield have the opportunity to study part of their degree in Australia, Canada, Hong Kong, Korea, New Zealand, Singapore or USA. You will be given more information in year group meetings.

Find out more: www.sheffield.ac.ukstudyabroad/sheffield/prospective
Making your experience more international.

The University of Sheffield is home to students and staff from more than 125 countries. This diverse learning environment gives you the opportunity to make your study experience more international. We know that employers are looking for employees who are world-aware and able to work across culture and language barriers.

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

You could decide to learn another language or help someone who is learning a language that you speak. You might decide to study or work abroad as part of your degree, where you will have the chance to learn new skills, including possibly studying in another language.

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

You could decide to learn another language or help someone who is learning a language that you speak. You might decide to study or work abroad as part of your degree, where you will have the chance to learn new skills, including possibly studying in another language.

Postgraduate study.

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

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

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

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

Careers, employment experience and placements.

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

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

Help available provided by the Careers Service includes:

- Individual appointments with advisers to discuss personal career plans.
- Career Connect – the latest graduate jobs and work experience, available online and via your email.
- Our Student Jobshop in the Students’ Union - help with finding part-time jobs, vacation work and placements.
- A specialist placements team, helping you to find relevant work experience, including year-long placements you can include as part of your degree.
- ‘Careers with my degree’ – information and ideas for students in every academic department.
- Careers events, including recruitment fairs and opportunities to meet employers, advertised in our ‘What’s On Weekly’ email sent to all students.

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

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

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

www.sheffield.ac.uk/global/experiences-for-students
https://su.sheffield.ac.uk/get-involved

www.sheffield.ac.uk/postgraduate/taught

www.sheffield.ac.uk/ssid/globalcampus

https://www.sheffield.ac.uk/careers/students

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

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

Postgraduate study.

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

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

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

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

www.sheffield.ac.uk/postgraduate/taught

www.sheffield.ac.uk/ssid/globalcampus

https://su.sheffield.ac.uk/get-involved
Higher Education Achievement Report (HEAR).

The University provides all undergraduate students with a Higher Education Achievement Report or ‘HEAR’ – a nationally recognised degree transcript that contains a comprehensive record of students’ university learning and experience. You will be able to use your HEAR to provide evidence of the knowledge and experience you gain at Sheffield, e.g. to help you demonstrate your skills when applying for jobs/further study.

The HEAR includes:
- Module grades
- Degree information
- Dissertation Titles
- Study Abroad
- University Placements
- University Prizes
- Verifiable Extra-Curricular Activities and Awards

To find out which extra-curricular activities can be verified for Section 6.1 of the HEAR, and what you have to do to qualify for HEAR recognition in each case, go to www.sheffield.ac.uk/hear-search.

You can access your HEAR electronically from Day 1 of your studies, by logging in to MUSE and clicking on My services > View all services > HEAR.

This means that you can use your HEAR to help you review your progress and plan what you want to achieve at university. Your personal tutor and staff in the Careers Service, 301 and the Students’ Union will be able to support you in this process. You are encouraged to refer to your HEAR in discussions with these members of staff, using it as a basis for identifying the full range learning and experience you are acquiring, and reflecting on how you can develop further to help you achieve your future goals.

Consider taking advantage of opportunities to gain recognition for activities you undertake outside the curriculum. This will help you to demonstrate how you have made the most of your time at university, and gained valuable skills and experience that will enhance your employability and help you achieve your potential.

However, do not feel under pressure to undertake extra-curricular activities if it is not beneficial or feasible to do so. You will not be disadvantaged if you do not have any activities in Section 6.1. Employers are just as interested in the academic information in Section 4 of your HEAR, so you should focus on your studies first and foremost. Employers also understand that universities cannot verify all of the activities in which their students are involved. They will therefore be equally interested in how you present yourself in CVs, personal statements, portfolios and interviews. So use your HEAR more generally to help you think about where you want to go, and how all of your skills and experiences (regardless of whether they are included in your HEAR itself) prepare you for this. If you do this, you will be well set to impress!

You will be issued with official snapshots of your HEAR at regular intervals during your studies, to enable you to use your HEAR as evidence of your university achievements. Official HEARs will be issued via the Sheffield Authorised Records (ShARe) system (see www.sheffield.ac.uk/ssid/share). You will be issued with a final version of your official HEAR via ShARe when you complete your course, and will retain access to ShARe after you leave the University so that you can continue to make use of your HEAR.

For more information about the HEAR, visit www.sheffield.ac.uk/ssid/hear.
The Landscape Institute (LI) and Student Landscape Institute Council (SLIC)

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

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

Landmark

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

Additional Support

301: Student Skills and Development Centre offers a range of services for all students:
- Maths and Statistics Help
- Academic Skills workshops
- Study Skills Sessions
- Specialist Dyslexia / SpLD tutorial Service
- Languages for All programme
- Writing Advisory Service

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

www.sheffield.ac.uk/ssid/301

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

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

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

www.sheffield.ac.uk/mash

Academic skills workshops

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

Writing Advisory Service (WAS)

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

www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/index

The University of Sheffield

50.
University Services.

SSiD (Student Services Information Desk)
Open all year round except Bank Holidays:
Monday: 9am – 5pm
Tuesday: 9am – 5pm
Wednesday: 9am – 5pm
Thursday 10am – 5pm
Friday: 9am – 5pm
Location: Level 3, The Students’ Union building

If in doubt, go to SSiD
SSiD is the University’s multi-award winning student information service. It provides a range of student services including change of address instructions, bank letters and council tax exemption certificates. SSiD is the first place to go if you need information, help and guidance. The friendly, professional, team are trained to help deal with all your questions and concerns.

24/7 Support
Along with the office in the Students’ Union, SSiD has an extensive range of service and information online at: www.sheffield.ac.uk/ssid. The SSiD website is available 24/7 365 days a year offering you support and guidance outside normal business hours.

For answers to the most commonly asked questions about student related issues you can use the Ask Sheffield FAQ database which is filled with hundreds of frequently asked questions about the University and the city. You can find it at: www.ask.sheffield.ac.uk

Social media
You can also follow us on social media Twitter: @shefunistudents Facebook: https://www.facebook.com/shefunistudents

Finding the information you need
StarPlus, the library online catalogue, provides access to digital collections, including ebooks, ejournals and databases, and also includes information about print materials available at all library sites. You can access StarPlus from My services in MUSE.

You can find material on your reading lists from the MyResource Lists link on the StarPlus Welcome page. Library subject guides are available to signpost specialist databases and resources for your subject, and are available from the StarPlus Welcome page, under Guides & tutorials. There is also a link to the Information Skills Resource, which includes online tutorials to help you develop effective searching, evaluation and referencing skills.

Help and support
For general enquiries, contact the Library Help Desk by email library@sheffield.ac.uk telephone 0114 222 720, or ask at the Information Desk at any Library site.

A list of subject contacts in the Library is available at http://www.shef.ac.uk/library/libstaff/sllist

University Health Service
The University Health Service (UHS) is a National Health Service GP practice specifically for students and their families. The UHS is on campus at 53 Gell Street, Sheffield S3 7QP (on the corner with Glossop Road). There is further information about our services, as well as advice on self-care, on the UHS home page www.sheffield.ac.uk/ssid/health-service and we also have a practice app: shefunihealth.

You will need to register to use the service – most students do this when registering for their course, but it can be done at any time. You can start the UHS registration process by going to our website www.sheffield.ac.uk/ssid/health-service/registration. If you wish to make an appointment or want to speak to our reception team, telephone 0114 222 2100. You can also sign up to make appointments online – see our website for more details.

To help you choose the right NHS service if you become ill or injured, you can refer to the ‘which service is best for me?’ guide. The guide can be downloaded from the UHS homepage www.sheffield.ac.uk/ssid/health-service.

The UHS clinical staff are not permitted to share information with family, friends or your department without your consent. They use a separate record system to the rest of the University, and only staff at UHS can access this information.

Note that this is an NHS service. There are a range of appointments available, with some bookable in advance and some on the day. Patients with urgent clinical needs who are unable to book an appointment will be triaged by our Nurse Practitioners, who will offer the appropriate clinical care. Please telephone our reception team if you feel that you need urgent care and are unable to get a routine appointment.

Counselling Service
We believe that students are resourceful individuals and have the capacity to engage in all aspects of university life. The University Counselling Service offers services to enhance and develop the student’s ability to recognise and strengthen their inner resources.

They have online information and self-help material that can accessed before or instead of attending an appointment. UCS provides a streamlined online
Immigration advice

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

The student immigration rules are complex and change frequently. If you have questions about your immigration status, you must seek advice from a qualified and authorised immigration adviser – not from friends or staff in academic departments.

The University’s immigration advisers are based in the International Student Support Team. If you are changing course, thinking about Leave of Absence or any other change to your stay in UK, you can contact them via a web form - www.sheffield.ac.uk/ssid/international/email

Mental Wellbeing.

SAMHS (Student Access to Mental Health Support) is the first point of contact for students to explore a broad range of psychological support. Any University of Sheffield student can register online with SAMHS and book an initial ‘triage’ appointment. At a triage appointment, the student’s suitability for one-to-one counselling at The University Counselling Service is considered as well as a wide range of other available interventions.

www.sheffield.ac.uk/mental-wellbeing

UCS (University Counselling Service) organise one off events and several drop-in groups each week, including a mindfulness group and a hypnosis for inner calm and positivity session. These require no registration and are free to all students.

www.sheffield.ac.uk/ssid/counselling/services/workshops

All students have free access to Big White Wall at home or while abroad. It provides immediate access to 24/7 online peer and professional support, with trained counsellors.

www.bigwhitewall.com

To find out more about psychological support at the University of Sheffield, visit:

www.sheffield.ac.uk/mental-wellbeing

Financial support

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

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

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

What student representation opportunities are available?

In the department

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

- student feedback on teaching;
- changes to courses;
- departmental/school services (e.g. hand-in arrangements, office opening times, study facilities, availability of personal tutors);
- communication with students.

Contact Mel Burton for more information mel.burton@sheffield.ac.uk

In your faculty

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

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

Institution-wide opportunities

SALT (Student Associates in Learning and Teaching)

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

https://www.sheffield.ac.uk/staff/learning-teaching/our-approach/student-engagement/salt

Student Panel Members for Periodic Review

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

https://su.sheffield.ac.uk/make-a-change/
Welfare and advice.

Academic and Personal Support

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

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

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

Year Co-ordinators

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

In 2017/18 the undergraduate year co-ordinators are:

- Level 1: Thom White
- Level 2: Laurence Pattacini
- Level 3: Sally O’Halloran
- Year in Practice: Thom White
- Architecture & Landscape: Andy Clayden

Module co-ordinators

Module co-ordinators are responsible for the organisation and delivery of specific modules, including planning and delivering, in whole or in part, the content, detailed timetabling and assessment and evaluation of the module. They are named in the module handbook which identifies the co-ordinator responsible for each module. These are the people who you should approach if you are having difficulty understanding what is required for a module or if you are unexpectedly unable to attend or cannot meet hand in deadlines.

Director of Student Welfare

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

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

What we expect from you

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

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

Workload

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

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

Discipline

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

**Arrangements for Personal Tutorials**

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

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

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

Before your Personal Tutorials, your tutor will ask you to complete a pro-forma where you will briefly summarise and reflect on the issues you wish to discuss at your tutorial. The form will be signed by both student and tutor before the tutorial ends, to agree that it is a fair record. Signed forms will be kept on your personal file in the Department as a record of your contact with your tutor. These forms may, if appropriate, be referred to for the purpose of writing references for students.

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

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

**The Sheffield Graduate.**

You can gain an impressive range of knowledge and skills whilst at University. We want these to be clear to you and to potential employers, so in 2005 we identified 'The Sheffield Graduate' attributes as part of our commitment to supporting your development. These have since been further refined, most recently to align with our Learning and Teaching Strategy (2016-21).

Some of the attributes are embedded within your course and others are complemented through access to an unparalleled range of extra-curricular activities.

The full list of attributes can be found at: [https://www.sheffield.ac.uk/sheffieldgraduate/studentattributes](https://www.sheffield.ac.uk/sheffieldgraduate/studentattributes)
Health and safety.

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

RESPONSIBILITIES

Professor Anna Jorgensen
(Head of Department)
- Responsible for health and safety within the Department

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

Health and Safety Committee
- Oversees health and safety policies and procedures in the Department

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

Data Protection.

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

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

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

Communications with Family Members

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

Your University Record

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

Encore is the University’s lecture recording system. The system records the display and audio from suitable teaching sessions, and makes these available to you via your module’s courses on MOLE. You can then access these recordings to help you with your studies, for example, revisiting parts of lectures that you have missed or did not understand, to help with revision or for writing more detailed notes. Research has also shown that lecture recordings can be useful for students with certain disabilities, or with English as a second language.

The recordings are not a replacement for attending lectures, and it is important to remember that attendance at live lectures is a critical part of your course and is the best way to engage with the content, the lecturer and other students. The recordings are there to enhance and supplement your learning and teaching experience, and there are resources on the 301 webpages to help you use lecture recordings most effectively to support your learning.

It is important to note that not all lectures/classes are appropriate for recording, for example small group interactive sessions, lectures where the whiteboard/chalkboard is used extensively and lectures with sensitive content. Lectures which take place in small teaching rooms which do not have Encore equipment will also not be recorded.

For further information on Encore see:

301 - how to make best use of lecture recordings for your studies
https://www.sheffield.ac.uk/ssid/301

Encore webpages - for any technical queries about accessing and using recordings
https://www.sheffield.ac.uk/cics/encore

Your feedback on the course.

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

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

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

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

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

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

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

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

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

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

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

The content of our courses is reviewed annually to make sure it’s up-to-date and relevant. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers.

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

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

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Tel: +44 (0)114 222 0600
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Web: www.sheffield.ac.uk/landscape
Twitter: @LandscapeSheff