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

### **Preface**

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

### **Important information**

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

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

### **Other Handbooks**

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

***Eckart Lange***

*Head of Department*

*September 2010*

## PART 1 DEPARTMENTAL INFORMATION

### Health and Safety

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

### IN AN EMERGENCY

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

#### Emergency evacuation in the event of a fire

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

#### Working hours in the Crookesmoor Building

The Crookesmoor Building is normally open on weekdays between 8.00am and 6.00pm. **Students who wish to be in the building at other times, must have permission from the Head of Department – ask Helen Morris in the Department Office for a letter.** For postgraduate students, this permission is normally given automatically for all times when the building is unlocked and the Porters' Lodge is manned. **Before permission is granted students must attend a course on after-hours usage of the building and a course on fire safety authorised by the University Safety Officer – you can get information from your year co-ordinator or from the Department Office.** After-hours working is normally allowed only in studio spaces, the computer room and, for research students, their own rooms. Special permission is required for work in other areas, and individuals will then be issued with keys. Guests without permits are not normally allowed to be in the building out of hours.

All staff and students entering the building at times outside the hours of 8.00am to 6.00pm on weekdays **must sign the book in the entrance lobby.** This provides a record of building occupants which is used by the Fire Service in the event of an emergency. The book **must** be signed when continuing to work in the building after 6.00pm and it **must** be signed again when leaving.

When asked to do so by any member of University staff, students **must** show their authorisation to work outside the normal hours. Students breaking any of these rules of working may have their permission withdrawn. Students present in the building without permission may be reported to a University Disciplinary Court.

## **Accidents and injuries**

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

## **Alcohol and smoking**

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

## **Electrical appliances**

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

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

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

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

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

## **Safety in studios**

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

- i) Any paper or card which can be recycled should be, by use of the containers provided.
- ii) All waste paper, cardboard and other materials not suitable for recycling should be placed in the metal waste bins provided.
- ii) Any sharp objects to be disposed of should be wrapped and labelled before being placed in a waste bin.
- iii) Blades or knives should be protected after use and left in a safe place to avoid accidents.

- iv) Spray mount or other inflammable materials should be kept in the allocated areas when not in use.
- v) All windows should be closed when a room is not in use. This is particularly the case in wet weather in order to prevent water collecting around electrical equipment.
- vi) No extension cables should be allowed to trail across the floor. All cables and electrical extension leads in studios should be kept in place by the use of cable protectors. If one is not in the relevant studio then please contact the support staff to rectify the matter.

STUDIO HAZARD	HEALTH AND SAFETY REQUIREMENT
Obstacles on the floor	Keep doorways, circulation routes and other floor areas clear.
Electric wires to equipment	If available, use cable cover to keep wires and cables fixed to the floor. Otherwise ensure that cables are kept in a neat and tidy manner and are not in places where people could trip over them. Any extension leads should be of adequate length, not causing strain on cables.
Waste paper, card board and other materials	If suitable for recycling then place in suitable container, if not suitable for recycling then place in the metal waste bins provided
Scalpel blades and other sharp	Protect blades after use and leave in a safe place in order to avoid accidents. Dispose of by wrapping and labelling before putting in a waste bin.
Water from windows	Close windows when a room is not in use.
Spray mount and other fixative chemicals	Use such chemicals in a limited manner and in a well ventilated room. Return to allocated areas when not in use. Dispose of empty tins in appropriate waste bins.
Electrical appliances and adaptors	No electrical appliances must be used unless they have been supplied by the University or authorised. If you wish to use your own electrical equipment you must notify the Department Secretary so that it can be PAT tested. Any electrical adaptors used in rooms must meet UK regulations: Non UK do not meet UK legislation and are not allowed.

## Safety on Field Trips

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

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

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

## **Theft**

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

## **The importance of safety**

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

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

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

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

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

- Read and note the information and guidance provided for them, and act on it accordingly.
- Check carefully their registration details and report any errors or discrepancies.
- Ensure that the proper procedures are followed when they wish to change their registration details - e.g. address, modules or degree course.

- Attend punctually and regularly all appropriate lectures, classes and other timetabled coursework.
- Meet regularly with their tutors or supervisors.
- Complete all written assignments, practical or other coursework within specified time limits.
- Satisfy all assessment requirements, including attendance at requisite examinations.
- Full-time students will attend throughout the whole of each semester
- Notify their tutors and supervisors, or appropriate departmental representatives, at the earliest opportunity, if there are extenuating circumstances that prevent them from satisfying any of these requirements.

## **Attendance**

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

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

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

## Field visits

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

## Workload

Assessment for your degree programme will take a variety of forms. In this Department there are very few formal examinations at postgraduate level and most modules are assessed by non-invigilated methods including design projects, essays and reports.

In terms of student effort you should note that the University expects one modular 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 postgraduate year consisting of 120 credits this means roughly 1200 hours of work in the year, spread over the two semesters, including the assessment periods and the period allowed for completion of research assignments – in addition, MA students complete a 60 credit dissertation during their final summer vacation. 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. Whilst we try to phase your coursework to some extent, it is very difficult in practice to avoid peaks and troughs. The University considers time management, workload scheduling and meeting deadlines to be key 'transferable skills'. The official view is that the Department should communicate deadlines for assessment tasks to students well in advance, and that students should 'exercise their transferable skills and manage their workloads' on the basis of this information.

## Discipline

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

## People and contacts

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

### Head of Department

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

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

### Professors

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

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

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

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

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

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

## Readers

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

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

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

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

## Senior Lecturers

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

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

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

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

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

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

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

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

## Lecturers

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

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

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

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

## Part Time Lecturers

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

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

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

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

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

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

## Other Module Tutors

**Zoe Dunsiger BSc MSc PhD**, is a Marie Curie Research Fellow working in the Green Roof Centre, and has previously worked for the Royal Horticultural Society and in information and research posts. Her doctorate was on the establishment of

amenity trees in industrial and post-agricultural landscapes, and she now researches into plant response to the physical environment, management of land use and its influence on landscapes.

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

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

## **Departmental Office**

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

**Helen Morris – Postgraduate Secretary and Learning and Teaching Support**  
Responsible for Graduate Admissions and all student matters, and for co-ordinating support for the Department's teaching and learning activities.

**Emma Payne – Undergraduate Secretary**  
Responsible for Undergraduate Admissions, undergraduate Students matters, Student Welfare and In Practice Year assistant.

**Stephanie Oates – Support Secretary**  
Responsible for assisting academic and support staff, procurement and submission of student work.

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

9.00 . - 12.00 . Open

12.00 – 1.30. Closed for lunch

1.30 pm – 3.00 . Open

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

## **Other Support Staff**

**Denise Hall – Departmental Manager**  
Managers the operational infrastructure of the department and supports strategic planning in respect of teaching, research and administration.

### **Paul Buck – IT Officer**

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

## **Communication with Students**

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

## **Departmental Notice Boards**

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

## **Pigeon Holes - Internal and External Mail for Students**

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

## **Keeping Us Informed**

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

## Contact Address for the Department

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

### WHERE TO FIND US

Paul <b>BUCK</b>	C.H26	20606	p.r.buck@sheffield.ac.uk
Mel <b>BURTON</b>	A.H5	20613	mel.burton@sheffield.ac.uk
Andy <b>CLAYDEN</b>	A.H3	20612	a.clayden@sheffield.ac.uk
Catherine <b>DEE</b>	C.L3	20603	c.dee@sheffield.ac.uk
Nigel <b>DUNNETT</b>	B.H12	20611	n.dunnett@sheffield.ac.uk
Zoe <b>DUNSIGER</b>	A.H2	27124	z.dunsiger@sheffield.ac.uk
Denise <b>HALL</b>	C.H24	20604	denise.hall2@sheffield.ac.uk
James <b>HITCHMOUGH</b>	B.H13	20610	j.d.hitchmough@shef.ac.uk
Anna <b>JORGENSEN</b>	B.H10	20621	a.jorgensen@sheffield.ac.uk
Eckart <b>LANGE</b>	C.H28	20605	e.lange@sheffield.ac.uk
Helen <b>MORRIS</b>	C.H29	20600	h.morris@sheffield.ac.uk
Stephanie <b>OATES</b>	C.H29	20617	s.oates@sheffield.ac.uk
Laurence <b>PATTACINI</b>	A.H4		l.pattacini@sheffield.ac.uk
Emma <b>PAYNE</b>	C.H29	20602	e.payne@sheffield.ac.uk
Clare <b>RISHBETH</b>	B.H9	20606	c.rishbeth@sheffield.ac.uk
Paul <b>SELMAN</b>	B.H11	20619	<a href="mailto:p.selman@sheffield.ac.uk">p.selman@sheffield.ac.uk</a>
Carys <b>SWANWICK</b>	C.H25	20601	c.swanwick@sheffield.ac.uk
Kevin <b>THWAITES</b>	B.H18	20620	k.thwaites@sheffield.ac.uk
Thom <b>WHITE</b>	A.H5	20613	thom.white@sheffield.ac.uk
Helen <b>WOOLLEY</b>	B.H15	20608	h.woolley@sheffield.ac.uk
Jan <b>WOUDSTRA</b>	B.H14	20609	j.woudstra@sheffield.ac.uk

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

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

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

## Telephones

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

# Student Support

## Academic and personal support

The Department of Landscape is fully committed to implementing the University's policy for support to students. In the Department of Landscape personal support is a key part of a formal framework of academic support which has three 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), choice of modules, and other matters relating to the landscape component of the programmes that are common to all students in the year. Year Co-ordinators normally hold one year meeting with their year group in each semester at which information will be provided, student opinion sought and outstanding business dealt with. You are strongly advised to attend all these meetings because they often provide important information for students.

In 2010/11, **year co-ordinators** are:

#### **Postgraduate Diploma/MA in Landscape Architecture**

- **Year 1 (MA1)** Clare Rishbeth
- **Year 2 (MA2)** Cathy Dee

**Postgraduate Diploma/MA in Landscape Management:** James Hitchmough

**Master of Landscape Architecture (MLA) and MA Landscape Research:** Eckart Lange

### *Module co-ordinators*

Module co-ordinators are responsible for the organisation and delivery of specific modules, including planning and delivering, in whole or in part, the content, detailed timetabling and assessment and evaluation of the module. These co-ordinators are always permanent members of staff in the department, even in those cases where much of the delivery of the modules is carried out by external staff. They are named in the module handbook which identifies the co-ordinator responsible for each module. These are the people who you should approach if you are having difficulty understanding what is required for a module or if you are unexpectedly

unable to attend or cannot meet hand in deadlines. Module co-ordinators will normally arrange extensions for their own modules where the circumstances require this but they will also keep your personal tutor informed of any difficulties that may arise.

## **Personal Tutors and Student Welfare**

On entering the Department of Landscape you will be allocated to a particular member of staff who will act as your personal tutor during the whole of your programme. This member of staff will take an overview of your work and will offer advice if you run into problems – for example if you fail a module – or if you need to make decisions regarding your programme of study. They will also often be an appropriate person to write a job reference for you. Sometimes, students experience personal difficulties, for example related to health, bereavement or finances. If you are affected by such issues, especially if they are likely to affect your studies even in small ways, such as requesting an extension on a piece of coursework, it is important that you speak to your personal tutor in the first instance.

Normally, you should meet with your personal tutor twice a year, and extra meetings may be arranged if you encounter particular difficulties or if your progress is unsatisfactory.

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

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

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

## **Confidentiality**

The issue of confidentiality is taken very seriously by the university. This means that no member of staff will release any information about you without first asking your permission to do so. The only information which would be passed on without your permission is if you became a risk to yourself or others. In such a case you

will be asked for your permission but if you do not agree then such information may be passed on and you will be told that this is happening.

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

## Academic problems

If there are problems with a particular lecture course or project, the most effective help usually comes from the Module Co-ordinator who is usually the person who teaches the course. It may also be helpful to speak to your Year Co-ordinator if there is a general problem affecting the year group. If you are unable to see the right person, you can always speak to your Personal Tutor first.

## Arrangements for Personal tutorials

### MA1 and MA Landscape Studies

In line with university policy MA1 students normally have a right to see their personal tutor individually at least twice a year, once in each semester.

In semester one MA1 students are team taught primarily by members of staff who are also their personal tutors which provides ample opportunity for tutors and students to get to know each other. In addition, in 'intro' week an opportunity will be provided for you to meet your tutor and to agree arrangements for contact between tutors and students, including provision of contact details. You will also be introduced to the Personal Development Planning process (see below) and encouraged to use it where it is helpful to you.

Your first individual personal tutorials will take place early in **semester one**, and a second tutorial will take place towards the end of **semester two**. You will receive details of individual time slots for your tutorial by e-mail about two weeks in advance. Please make sure you note the details of the appointment and arrive on time

If you encounter particular difficulties don't wait for your scheduled meeting but do contact your Personal Tutor as they will help you identify ways to help resolve the problem. It is important for you to meet with your Personal Tutor early on in the year so that you know who to go to should you have a problem. 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.

## Record keeping

At the end of each personal tutorial **your tutor will ask you to complete a pro-forma where you will briefly summarise the discussions and outcomes of the meeting**. The form will be signed by both student and tutor before the tutorial ends, to agree that it is a fair record. Signed forms will be kept on your personal file

in the department as a record of your contact with your tutor. These forms may, if appropriate, be referred to for the purpose of writing references for students.

## **MA2/ MLA**

Those of you in the second year of the taught postgraduate course or returning to enter the MLA are in the final stages of education before entering the landscape profession, and there is a strongly student centred focus to your teaching and learning. You will also have a high level of contact with individual studio tutors in your Special Project. For these reasons we think you need a less prescribed and more responsive type of support which focuses on your career development but also supports you if you experience personal or academic difficulties. For these reasons there will generally be no compulsory personal tutorials and meetings with your personal tutor will instead be arranged at your request. Records will not be kept of attendance or of the matters discussed, unless you specifically request this, for example in the case of illness or personal difficulties which may affect work or progression.

You will be introduced to your personal tutor in the first week of the semester at an introductory year meeting (MLA students will not have the same tutor as during their BA/BSc). Contact details will be provided and there will be discussion of what you need to do to arrange a tutorial. You will also be reminded of the personal development planning process.

## **Attendance at tutorials**

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 tutorials will be recorded 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 by e-mail, giving as much notice as they can, and to make alternative arrangements as soon as possible. If a member of staff is on sabbatical leave then their personal tutees will be temporarily allocated to an alternative member of staff.

## **Personal Development Planning**

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

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

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

In this Department personal tutors will strongly encourage students to use the PDP process and introduce them to it, but it is not compulsory. You are encouraged to

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

## If there are problems with the support systems

If you have serious problems which cannot be resolved with either your Year Co-ordinator or Personal Tutor, or there are difficulties that you feel you cannot discuss with another member of staff, or if you are not happy with your relationship with a personal tutor, we suggest that you speak to either Helen Woolley, the Department Director of Student Welfare and Disability Liaison Officer, or Eckart Lange, Head of Department (Helen Morris will arrange an appointment).

### Confidentiality

Confidentiality underpins both the personal tutorial support system and the PDP process, where students choose to use it. We assure students that where they ask for information to be treated as confidential then this will be respected in all but the most exceptional circumstances. All personal information held by departments will be handled in accordance with the University's data protection policy and procedures.

### Illness

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

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

- (4) Should illness mean that an extension to a submission date is necessary, **you must get the appropriate extension form signed by the module co-ordinator** (see section on submission of work for details) and **you must also discuss your problems with your personal tutor.**
- (5) Medical certificates are required for **all** absences due to illness during examination periods.

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

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

## **Disabilities and Accessible Assessment**

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

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

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

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

outcome which includes presentation you will be expected to undertake this.

### **University Contact Information**

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

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

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

Student Union Building  
Western Bank  
Sheffield  
S10 2TG

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

**Telephone:** 0114 222 1299

**Fax:** 0114 222 1297

### **University Health Service:**

53 Gell Street  
Sheffield  
S3 7QP

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

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

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

36 Wilkinson Street  
Sheffield  
S10 2GB

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

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

### **Student Advice Centre**

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

### **Nightline**

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

## Careers Service Support

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

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

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

## Student Representation

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

### What student representation opportunities are available?

#### In the department

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

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

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

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

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

#### Faculty Committees

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

### **Additional opportunities**

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

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

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

### **Staff Student Committee**

The Staff-Student Committee exists to encourage any student taking a Landscape course to raise issues of general or particular concern relating to any aspect of Departmental Management, facilities or courses within a group made up of representatives of the teaching staff and student representatives. Student representation includes one representative from each of the undergraduate and taught postgraduate courses for each academic year. Student representatives are normally elected by their year group at the start of each year. The Committee is chaired by Professor Carys Swanwick and is normally also attended by the Head of Department, who together co-ordinate the meetings in consultation with the student representatives.

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

The terms of reference for the staff student committee are:

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

## Student Union Representative – UNION LINKS

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

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

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

## Module Evaluation

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

## Participating in other evaluation processes

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

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

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

## **Landmark**

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

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

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

## Accommodation and Resources

The Department currently occupies the 'Green Turret' at Crookesmoor, along with studios in the 'White Turret', 'Mezzanine' and 'Main Turret', and PhD student accommodation in the 'White Turret'. In the Green Turret, you will find the Department's administrative and technical offices. Most of the lecturers are located in the Green Turret apart from Catherine Dee (White Turret) and some part-time tutors who are based at the ICOSS building on Portobello. The Department expects to return to the Arts Tower at the end of 2011.

### Studios

We endeavour to make improvements to the studios on an ongoing basis. Please try to keep them as welcoming places for all. **Please respect the furniture and the studio environments - in particular, don't cut things on the table tops, don't use spray mount on unprotected floors, and do observe the Health and Safety precautions which are posted on the studio walls.** We welcome feedback on how the studio arrangements are working.

## IT Resources

### IT Staff

Paul Buck  
IT Technician  
Located in the IT Office/Print Room (Rm C.H26)

### Departmental Resources

Computer facilities are provided in the Department's two computer suites. The departmental PCs run the university's 'Managed Windows XP' service, along with some department specific software. Details of this service along with a list of available applications can be found at [www.shef.ac.uk/cics/desktop](http://www.shef.ac.uk/cics/desktop).

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

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

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

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

## Departmental Hardware

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

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

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

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

### Print Room/IT Office (3.9)

- Two A0 Colour Plotters

## Computer Software

To access our software go to:

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

and

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

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

To access software specific to Landscape:

**Start > Applications > Academic > Landscape**

To access CAD:

**Start > Applications > Academic > CAD**

### Landscape specific software

- **Auto CAD 2007** – A suite of cad software products for 2- and 3-dimensional design and drafting.

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

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

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

## Printing

Printers available for student use:

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

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

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

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

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

To send A3/4 colour choose **SHEFUNI Colour**

To send A4 black and white choose **SHEFUNI 4100**

## Print Collection Times

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

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

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

## Checking the progress of plots

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

## Wireless Network

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

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

## Online Training Resources

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

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

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

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

## Photocopying

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

## Art and Design Materials

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

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

## The University Library

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

### Sites & services

There are four Library sites for you to choose from:

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

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

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

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

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

### **The electronic library**

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

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

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

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

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

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

### **Contact the Library**

By telephone 0114 222 7200

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

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

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

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

## PART 2 COURSE STRUCTURES

### MA/Diploma in Landscape Architecture

This two year postgraduate course was established in 1968 and is accredited by the Landscape Institute. Accreditation was renewed following a quinquennial visit in 1995 and has subsequently been confirmed annually, since 1998, by the LI Accreditation Review Group.

The course is designed to meet the needs of graduates from related disciplines for a vocational and academic "conversion" course in Landscape Design, particularly the Design division of the Landscape Institute. The **first year** of the course gives a thorough grounding in the design, social, technical and scientific aspects of the subject over two semesters of study. Each student progresses through work on an increasingly complex series of projects, making use of sites in and around Sheffield. First semester courses provide an introduction to landscape architecture practice, as well as covering basic planting design, basic landscape construction, and social and policy aspects. In the second semester courses cover the histories, theories and practices of landscape architecture, more advanced use of plants, advanced landscape construction, ecological design and management. The year culminates in an integrated design project which brings together the skills and knowledge acquired in earlier parts of the course courses. In addition students are given training in research methods and are required to prepare a research proposal leading to the research report which they complete over the summer vacation. A spring field trip takes the students to visit both historic and contemporary landscapes in the UK, and in the summer vacation there is an inspirational European tour which in recent years has visited Paris, Barcelona, Amsterdam, Stockholm, Stuttgart, Cologne and Berlin.

The structure of the **second year** is virtually the same as the Master of Landscape Architecture course and the students are taught together as one year group. In the first semester the emphasis is on group and individual project work covering urban or rural landscape planning, urban design, art practice, landscape management and landscape maintenance, alongside professional studies. The second semester is dominated by the Special Project, which is complemented by a selection of specialist workshops. The Special Project is the culmination of the course, allowing students to demonstrate the design, planning and management skills which they have acquired through work on a site in the UK or in their own country. Students who pass all their courses are awarded the Postgraduate Diploma. Those who achieve the appropriate mark in their coursework and in the special project may then proceed to carry out a dissertation, often developing the topic from the research report completed in the first year. Successful completion of the dissertation leads to the award of the MA (see final section of handbook for formal progression requirements).

Details of the course structure are shown on the next page.

## Course Structure for MA/Diploma in Landscape Architecture

### YEAR ONE

Code	Title	Semester	credits
LSC 4120	Landscape Research Methods	Spr	5
LSC 6001	Ecological Design and Management	Acad Yr	15
LSC 6002	Intro to Landscape Design Practice	Aut	15
LSC 6030	Intro to Planting Design	Aut	10
LSC 6040	Advanced Planting Design	Spr	10
LSC 6060	Social Aspects of Design	Aut	10
LSC 6080	Integrated Landscape Design Project	Spr	20
LSC 6090	Intro to Landscape Construction	Aut	10
LSC 6100	Landscape Construction Design	Spr	10
LSC 6230	The Nature of Landscape Architecture: Histories and Theories	Spr	10
LSC 6240	Intro to Landscape Planning	Aut	5

### YEAR TWO

#### a) Compulsory Modules

Code	Title	Semester	credits
LSC 4140	Research Report	Aut	15
LSC 6007	Professional Practice Law and Contracts	Spr	15
LSC 6005	Special Project	Acad Yr	50
<b>b) One of the following</b>			
LSC 5010	Urban Landscape Planning	Aut	20
LSC 6004	Landscape Design and Art Practice	Aut	20
LSC 6008	Greenspace Maintenance	Aut	20
<b>c) one of the following</b>			
LSC 5020	Rural Landscape Planning	Aut	20
LSC 5030	Urban Design Project	Aut	20
LSC 6006	Greenspace Management	Aut	20
<b>Post Diploma</b>			
LSC 6140	Landscape Research Dissertation	Grad Yr	60

## Master of Landscape Architecture (MLA)

The accredited **Master of Landscape Architecture** is an integral part of the undergraduate 'Integrated Masters' programme in Landscape Architecture. It was introduced in 2007, largely as an acknowledgement of the diversification of Landscape Architecture, as a unified subject possessing distinctive areas of practice in landscape planning, design and management. The programme runs over two semesters of study and students are taught together with the postgraduate Diploma/MA in Landscape Architecture Course. In the first semester the emphasis is on group and individual project work based on option modules, and students commence an integrated programme of professional subjects. The Special Project also commences in this semester and runs over the whole year. The second semester focuses upon completion of the Special Project, into which are integrated a variety of specialist workshops.

The structure for this modularised course, which is the fourth year of an undergraduate programme, is that of 120 credits for the academic year.

### Course Structure for Master of Landscape Architecture (MLA)

#### (a) Compulsory Modules

Code	Title	Semester	credits
LSC 6009	Approaching Landscape Research	Aut	15
LSC 6007	Professional Practice Law and Contracts	Spr	15
LSC 6005	Special Project	Acad Yr	50
<b>b) One of the following</b>			
LSC 5010	Urban Landscape Planning	Aut	20
LSC 6004	Landscape Design and Art Practice	Aut	20
LSC 6008	Greenspace Maintenance	Aut	20
<b>C) one of the following</b>			
LSC 5020	Rural Landscape Planning	Aut	20
LSC 5030	Urban Design Project	Aut	20
LSC 6006	Greenspace Management	Aut	20

## MA/Diploma in Landscape Management

This course commenced in September 1994 and was accredited for the first time in 1996. Accreditation has subsequently been confirmed each year by the LI Annual Review Group. Its aim is to provide professional training for those wishing to become, or currently working as, landscape managers.

The course runs full time over a 12 month period, or can be taken part-time over two or sometimes three years. The normal entry requirement is a degree or other equivalent qualification in Agriculture, Botany, Environmental Science, Forestry, Landscape, Ecology, Countryside Management or other relevant subject, normally followed by a minimum of 9 months work experience of a relevant type. The course is fully modularised with students studying 120 taught credits at postgraduate level for the award of the Diploma. Students who reach the required standard can then progress to complete a dissertation to reach the MA qualification with a total of 180 credits.

### Course Structure for MA/Diploma in Landscape Management

Code	Title	Semester	credits
LSC 4120	Landscape Research Methods	Aut	5
LSC 5210	Habitat Management	Aut	5
LSC 6150	Appreciation of Landscape	Aut	5
LSC 6006	Greenspace Management	Aut	20
LSC 6007	Professional Practice Law and Contracts	Spr	15
LSC 6008	Greenspace Maintenance	Aut	20
LSC 6005	Special Project	Acad Yr	50
<b>Post Diploma</b>			
LSC 6140	Landscape Research Dissertation	Grad Yr	60

## MA Landscape Studies

The **MA in Landscape Studies** is a postgraduate degree programme offering opportunities for students from a variety of backgrounds to gain basic knowledge, understanding and skills in Landscape Architecture. The programme does **not** provide a full professional training in Landscape Architecture and **is not accredited** by the Landscape Institute. It does, however, allow students to explore core aspects of landscape design. Students successfully passing modules to the value of 120 credits may then proceed to complete a masters level landscape research dissertation worth 60 credits over the summer vacation of the year in which they complete the taught programme.

### Course Structure for MA Landscape Studies

#### a) Compulsory Modules

Code	Title	Semester	credits
LSC 4120	Landscape Research Methods	Spr	5
LSC 6001	Ecological Design and Management	Acad Yr	15
LSC 6002	Intro to Landscape Design Practice	Aut	15
LSC 6030	Intro to Planting Design	Aut	10
LSC 6040	Advanced Planting Design	Spr	10
LSC 6230	The Nature of Landscape Architecture: Histories, Theories and Practices	Spr	10
LSC 6060	Social Aspects of Design	Aut	10
LSC 6080	Integrated Landscape Design Project	Spr	20
LSC 6090	Intro to Landscape Construction	Aut	10
LSC 6100	Landscape Construction Design	Spr	10
LSC 6240	Introduction to Landscape Planning	Aut	5
LSC 6003	Landscape Dissertation	Grad Yr	60

### Academic and transferable skills development

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

There are various sources of additional support in developing your transferable skills:

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

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

Maths and Statistics Help (MASH) <http://www.shef.ac.uk/mash/> provides face to face support and online learning resources for developing your skills in maths or statistics.

Information about the University policy on 'unfair means' (cheating), including a guide that explains what constitutes cheating (for example plagiarism) and what happens if you are found to have used unfair means, is available from: <http://www.shef.ac.uk/ssid/exams/plagiarism.html>

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

### The Sheffield Graduate

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

The Sheffield Graduate is:

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

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

The Department of Landscape strongly supports the principle of the Sheffield Graduate and encourages final year students to enter for the **Sheffield Graduate Award**, which has been developed with the purpose of recognising and rewarding your extra curricula activities that help you to gain the Sheffield Skills. The Award is endorsed by a number of employers who recognise that students who have achieved the Award will stand out from the crowd. Further information and on line

registration for the Award can be found on:  
[www.sheffield.ac.uk/thesheffieldgraduateaward](http://www.sheffield.ac.uk/thesheffieldgraduateaward)

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

## PART 3 SUBMISSION, ASSESSMENT AND PROGRESSION

### Submission of Work

#### Submission requirements

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

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

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

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

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

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

#### What constitutes unfair means?

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. **Plagiarism, submitting bought or commissioned work, double submission (or self plagiarism), collusion** and

**fabrication of results** are not allowed because they violate this principle (see definitions below). Rules about these forms of cheating apply to all assessed and non-assessed work.

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

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

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

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

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

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

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

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

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

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

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

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

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

The **English Language Teaching Centre** operates a **Writing Advisory Service** through which students can make individual appointments to discuss a piece of writing. This is available for all students, both native and non-native speakers of English.

<http://www.shef.ac.uk/eltc/services/writingadvisory>

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

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

### **Detection of Unfair Means**

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

For further information

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

[www.shef.ac.uk/ssid/procedures/grid.html#discipline](http://www.shef.ac.uk/ssid/procedures/grid.html#discipline))

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

The Internet provides a wealth of information which may make a valuable contribution to research that you carry out for assessed project work. Although use of such information offers a number of advantages, including easy accessibility and ease of use, there are also some significant dangers in the use of such information. In particular, there are three points that you should be very careful about:

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

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

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

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Internet text in work that you submit for assessment will be treated as examples of plagiarism and will be subject to the rules outlined above. The normal rules for **referencing** also apply to Internet source information.

## Research Ethics

All University research that involves human participants and/or participants' data must be ethically approved prior to the participants' involvement in the research, through the University's Ethics Review System.

For postgraduate students in Landscape, this is most likely to arise in one of two ways. First, some project work may involve you in gathering information about users of particular landscapes. This is particularly likely if some of the users are from 'vulnerable' groups – such as children – or if you are asking people sensitive questions. If you are asked to gather such data as part of a project, the module tutor will have sought 'generic' approval for the module. It is possible that you may, independently, decide to gather human data as part of a coursework assignment: in such an instance, you should seek the advice of the module tutor.

Second, MA students may need to gather human data in the course of their Dissertation. You should discuss this at an early stage with your Dissertation advisor, who may arrange a panel to consider the ethical implications of your proposal. Often it is possible to exercise a 'light touch' and give a quick decision, but some proposals may be more complicated. It is important that you raise this issue with your advisor at the earliest possible opportunity so that you are not delayed in conducting your field investigations.

Research ethics issues can be raised even where you are simply re-working secondary (previously gathered) information about people. This is not normally necessary if the information comprises anonymous, aggregated data – such as Census returns – but any sources from which individuals could be identified, even indirectly, would require formal approval.

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

If your module tutor feels that your investigations do require ethical approval, you must submit an application to the Department's Ethics Administrator, Denise Hall. Further information is available on the Department website and at <http://www.shef.ac.uk/researchoffice/support/winning/ethics/students.html>. You will have a further introduction to Research Ethics in module LSC4120 Landscape Research Methods or LSC6009 Approaching Landscape Research.

## 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 around 10%. If however it is absolutely clear that the student has made no contribution at all then a mark of 0 may be given for the group work component
- the issuing of warnings and deduction of marks will be recorded by the tutor on the student's personal file.

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

## **Late Submission of Work**

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

If you hand work in after the stated submission time without either a personal or group extension **you will be penalised.** This could seriously affect your overall performance. It is therefore in your interests to make sure that you hand work in on time unless there is a very good reason why you cannot do so. If work is handed in

late and no extension has been granted, the assessment will be dealt with in one of the following ways:

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

Formal extensions to submission times may be given in one of two situations (see also the guidance on pages 14-15 of this Handbook):

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

announcements, notices on your studio noticeboard and/or by e-mail, so keep your eyes and ears open.

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

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

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

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

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

## Printing of work

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

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

## Retention and Storage of Work

You should acquire an A1 portfolio in which you need to retain all your returned work. It may be necessary for you to produce this for external examiners in due

course, and your personal tutor may request you to bring it along to meetings as a basis for discussion.

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

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

## Assessment of Work

### Marking Scales and Criteria

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

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

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

- accurate grasp of the requirements of the brief;
- knowledge and understanding and appropriate application of the theoretical, conceptual and practical principles underlying the assignment;
- use of relevant, appropriate and well researched supporting information, which is accurately presented;

- ability to develop a good structure and clear arguments which are appropriate to the task;
- originality in going beyond simple reliance on material provided in lectures/workshops/ or briefing sessions, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation;
- high standards of presentation, in terms of written expression, and/or graphic work, if required by the brief, and in the combination of the two.
- overall impression created by the submitted work.

These general criteria will be supplemented by more detailed and specific criteria, specific to each module and each piece of assessed work, which will be described in individual project briefs. **TABLES A and B** show how marks relate to the level of achievement against these general criteria, for design work and written work respectively. Marks may be returned on a 100-point scale: however, most markers will use fixed points on this range as a way of avoiding 'false accuracy', especially where the overall mark arises from an average of individual components.

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

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

60-62		Achieves a good standard against some of the criteria and a satisfactory standard against the majority of the others. No evidence of originality or creativity. Several significant weaknesses lower the overall standard of the work.
56-59	<p><b>Satisfactory/Acceptable Work</b></p> <p>Work in these categories achieves a satisfactory standard. It shows a reasonable understanding of the brief and has gone some way towards meeting the requirements. It is supported in part by relevant, reasonably well researched information which is quite well presented. Design solutions are reasonably appropriate, partially resolved and reasonably clearly articulated. The work, however, shows significant weaknesses in a number of areas. These may be in understanding of the theoretical, conceptual and practical principles underlying the project, in the accuracy of the supporting information, or in the structure and the development of ideas. The overall level of visual presentation does not reach the highest standards and the overall impression, while satisfactory, could have been much better.</p>	Achieves a satisfactory standard against the majority of the criteria but shows important weaknesses in a few areas. No evidence of originality or creativity. Satisfactory overall standard.
53-55		Achieves a satisfactory standard against most of the criteria but shows important weaknesses in some areas. No evidence of originality or creativity. Reasonably satisfactory overall standard.
50-52		Achieves a satisfactory standard against some of the criteria but shows important weaknesses in most other areas. No evidence of originality or creativity. Satisfactory overall standard, sufficient to pass, but with significant weaknesses.
<b>POSTGRADUATE PASS MARK IS 50</b>		
46-49	<p><b>Marginal Work</b></p> <p>Work in these categories does not achieve a satisfactory standard of scholarship for postgraduate level. However, it may demonstrate a basic capacity for professional competence and therefore be marginally acceptable at undergraduate level. There are significant weaknesses in a number of areas. The work may show limited understanding of the brief and go a modest way towards meeting the requirements. The supporting information may be of limited relevance or poorly researched, and may be weakly presented. Understanding of the theoretical, conceptual and practical principles underlying the project is weak, and there may be deficiencies in the structure and the development of ideas, and/or in the appropriateness, resolution or articulation of design solutions. The overall impression is unsatisfactory at postgraduate level.</p>	Achieves a satisfactory standard against some of the criteria but shows important weaknesses in some other areas. Marginal overall standard, insufficient to pass at postgraduate level.
43-45		Achieves a satisfactory standard against a few of the criteria but shows important weaknesses in most other areas. Marginal overall standard, insufficient to pass at postgraduate level.
40-42		Achieves a satisfactory standard against very few of the criteria and shows important weaknesses in all other areas. Highly marginal overall standard at undergraduate level, insufficient to pass at postgraduate level.
<b>MLA PASS MARK IS 40</b>		

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

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

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

56-59	<p><b>Satisfactory/Acceptable Work</b></p> <p>Work in these categories achieves a satisfactory standard. It shows a reasonable understanding of the brief and has gone some way towards meeting the requirements. It is supported in part by relevant, reasonably well researched information which is quite well presented. The work, however, shows significant weaknesses in a number of areas. These may be in understanding of the theoretical, conceptual and practical principles underlying the project, in the accuracy of the supporting information, in the structure and the development of arguments, in the written and graphic presentation or in some combination of these. The overall level of presentation, either written, or graphic, or both, does not reach the highest standards and the overall impression, while satisfactory, could have been much better.</p>	Achieves a satisfactory standard against the majority of the criteria but shows important weaknesses in a few areas. No evidence of originality or creativity. Satisfactory overall standard.
53-55		Achieves a satisfactory standard against most of the criteria but shows important weaknesses in some areas. No evidence of originality or creativity. Reasonably satisfactory overall standard.
50-52		Achieves a satisfactory standard against some of the criteria but shows important weaknesses in most other areas. No evidence of originality or creativity. Satisfactory overall standard, sufficient to pass, but with significant weaknesses.
<b>POSTGRADUATE PASS MARK IS 50</b>		
46-49	<p><b>Marginal Work</b></p> <p>Work in these categories does not achieve a satisfactory standard of scholarship for postgraduate level. However, it may demonstrate a basic capacity for professional competence and therefore be marginally acceptable at undergraduate level. There are significant weaknesses in a number of areas. The work may show limited understanding of the brief and go only a modest way towards meeting the requirements. The supporting information is not always relevant or well researched and may not be well presented. Understanding of the theoretical, conceptual and practical principles underlying the project is weak, and there may be deficiencies in the structure and the development of arguments, in the written and graphic presentation, or in some combination of these. The overall level of presentation, either written, or graphic, or both is generally poor and the overall impression is unsatisfactory at postgraduate level.</p>	Achieves a satisfactory standard against some of the criteria but shows important weaknesses in some other areas. Marginal overall standard, insufficient to pass at postgraduate level.
43-45		Achieves a satisfactory standard against a few of the criteria but shows important weaknesses in most other areas. Marginal overall standard, insufficient to pass at postgraduate level.
40-42		Achieves a satisfactory standard against very few of the criteria and shows important weaknesses in all other areas. Highly marginal overall standard at undergraduate level, insufficient to pass at postgraduate level.
<b>MLA PASS MARK IS 40</b>		

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

## Policy on anonymous marking of work

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

## Policy on Moderation of Marks

The Department of Landscape operates the following system for the moderation of assessment.

- i) For examinations, essays, reports and design work submissions (excluding the Special Project) a sample of the work will be moderated. This means that the work will first be marked by the module co-ordinator, if necessary with other staff involved in the module. A second marker will then select a sample of work to check/moderate, which will include any work receiving a first mark which is borderline pass/fail (including all work in the MLA 'marginal' category) or which is deemed to have failed. In addition at least one piece of work will be selected from the mid range of the other marking bands above the pass level.

ii) For the Special Project, work will be initially marked by an internal panel consisting of two members of staff, one of whom will be the student's supervising tutor, together with an external professional. An appropriate team of staff will then inspect all the work and moderate the marks across all the internal panels to ensure consistency, leading to the agreement of a consensus mark for each. Marks may be further moderated by the External Examiner to whom the student presents the project. Where the external examiner suggests further moderation, or in borderline pass/fail cases, the work will be further reviewed by both external examiners together with the module co-ordinator and the supervising tutor representing the original internal panel.

iii) Dissertations will be blind double marked. The first marker will be the student's supervisor. The second marker will be nominated by the taught course dissertation coordinator. If the markers are unable to agree, a third marker will be nominated and the mark confirmed at an examiners' meeting.

### **Award of Distinction or Merit**

For the degree of MA, the Examiners may agree to award a Distinction or Merit. The criteria are:

- a Distinction may be awarded where a student obtains a weighted mean grade of at least 69.5 and achieves a grade of 69.5 or better in at least 90 credits for the final year of the course, including the dissertation.
- a Merit may be awarded where a student obtains a weighted mean grade of at least 59.5 and a grade of 59.5 or better in at least 90 credits for the final year of the course, including the dissertation.

The Examiners will retain the discretion not to make these awards if appropriate, for example where low marks may have been achieved on key modules. The MLA may be awarded with Distinction (but Merit does not apply).

### **What happens if you fail a module**

If you fail a module at any level you will need to re-submit the project work or re-sit the examination, in order to meet both the University's progression requirements and additional ones required for professionally accredited courses. You are allowed to re-sit or resubmit work on one occasion only. **You should note that re-sits or re-submissions may require that you pay a re-examination fee to the University.** You should ask the Department office or Student Services about this. Re-submissions of work (or re-sits of examination) will normally take place in August or early September. If you have to re-sit an exam or re-submit project work you can only receive the bare pass mark of 50% for the MA/ Postgraduate Diploma or 40% for the MLA. If you find that you have failed any module it is very important that **you** take the initiative in contacting the module co-ordinator to make arrangements for re-submission, including the work to be done and the date for re-submission. Please note that there is no formal entitlement to tutorials or other academic support when you are resubmitting work outside the normal semester dates. Academic staff may agree to provide advice but this is entirely at their discretion and they may not always be available.

## **Feedback on assessed work**

The Department is committed to providing students with feedback on their assessed work at the earliest opportunity. Transcripts of marks are formally issued to students by the Student Services Department of the University who will post them to you once they have been approved at the end of each semester. MLA transcripts are normally issued quickly but, because of the delay in formal communication of transcripts to other postgraduates, we will normally issue marks and comment sheets informally to students after each assessment period at the end of each semester. If you need a copy of your results before they are issued generally, for example in order to confirm your progress to a sponsor, you will need to give the Department a week's notice to prepare the transcript. These marks are not confirmed until the Faculty Board formally approves them and they have been reviewed by the External Examiners at the end of the academic year. They should, however, give you a good indication of how your work is progressing. Because the Department often teaches in half modules you may regularly hand work in at the end of the first six weeks of each semester. Marking of this work is unlikely to be completed before the end of the assessment period in that semester, although whenever marks and comments are available earlier tutors will advise you accordingly. All marks and comment sheets issued by the Department normally come from the Departmental Office.

Unfortunately, it is rarely possible to give formal written feedback to students who pass the Special Project. The short and intense timescale for completing the marking procedure mean that writing summative feedback is impractical, and only students who need to re-submit the Special Project will normally receive formal guidance.

### **Types of feedback**

The nature of the feedback will vary. Sometimes it will be verbal, in the form of crits, in which case it is important that you make a record of the comments made. For various reasons, formal written feedback may be slow to reach you. It is therefore very important that you make the most of 'formative' feedback during the course of a module. In some cases, you will be required to maintain a notebook in which to record details of the tutorial advice and informal comment given on your work in progress.

Formal feedback will include a written comment sheet, which will be issued to you by the Departmental office. In many cases, the marker will also provide more extensive commentary about how your work was judged against the criteria set down for that module, and/or about the work submitted by the Year Group generally, indicating the characteristics distinguishing work in the top, middle and bottom ranges of the categorical marking scale. If you want further information on your mark you are advised to contact the module co-ordinator.

## Progression

### MA/Diploma in Landscape Architecture

#### Year One (Part One)

All Year One course units must be passed to proceed to the second year. The pass mark is 50% and if you do not achieve this mark you must re-submit the work and pass it, before proceeding to the second year. You may only re-submit work on one occasion for each failed unit.

#### Year Two (Part Two)

All year two course units must be passed before entering Part Three. The pass mark is 50% and if you do not achieve this mark you must re-submit the work and pass it, before proceeding to Part Three. You may only re-submit work on one occasion for each failed unit.

If you **pass** all the Part Two course units with a mark of 50 or above you will be awarded the **Postgraduate Diploma in Landscape Architecture** which entitles you, on application and payment of a membership fee, to Licentiate Membership of the Landscape Institute. This means that you can enter the profession and, after the required mentoring during the Pathway to Chartership, become a fully qualified Corporate Member of the Landscape Institute (CMLI).

#### MA Dissertation (Part Three)

In order to progress beyond the Diploma to complete the MA Dissertation you must have passed all course units making up Part Two of the course, as above. You should note that, if you fail again on resubmission (i.e. you do not pass on the first resubmission) in Part Two, you will not be permitted to proceed to Part Three. You may however be permitted to complete the requirements for the Diploma by resubmitting work on a further occasion.

In some cases students choose not to progress to the MA, preferring instead to leave with the Diploma and enter professional employment. It is important always to remember that the **Diploma** is the qualification you require to enter the profession, while the **MA** is an academic qualification.

If you proceed and submit a Dissertation and achieve a mark of 50% or above you will be awarded the MA in Landscape Architecture. If you fail you **cannot re-submit** and you will be awarded the Diploma.

The course is intended to be full time for two years. It is, however, becoming increasingly common for students to seek employment immediately they achieve the Diploma level. In this case we can offer the option of an extended period for submission of your MA dissertation, with submission in December for those who progress immediately and in early April for those who have to resubmit course units in Part Two. You must, however, apply in writing to request this option. Anyone submitting in April will have to pay an additional fee to cover the period from the end of January to the end of April, as this takes you beyond the formal time limit for

registration on this course. For details of the current fee, you are advised to check with the Department office or with Student Services.

### **Normal Timescale for Stages of Progression in MA/Diploma in Landscape Architecture**

Re-submissions for Part One Early September (Year One)

Completion of Part Two June/July

Re-submissions for Part Two Early September (Year Two)

Submission of Dissertation End of Summer Vacation

### **MA/ Postgraduate Diploma in Landscape Management**

This is a modularised postgraduate course. To gain the Diploma in Landscape Management students must gain 120 credits by passing all the modules, or half or quarter modules, listed in the course structure with a mark of 50% or above. If you do not achieve the pass mark you must re-submit the work and pass it. You may only re-submit work on one occasion for each failed unit. Students passing all modules either at the first attempt or at the first re-submission may then proceed to complete the dissertation and become candidates for the degree of MA. If you fail upon re-submission you may not proceed to complete the MA dissertation but may, with the approval of the Examiners, proceed to complete the requirements for the Diploma in Landscape Management.

If you proceed and submit a Dissertation and achieve a mark of 50% or above you will be awarded the MA in Landscape Architecture. If you fail you **cannot re-submit** and you will be awarded the Diploma.

If you **pass** all the Part Two course units with a mark of 50 or above you will be awarded the **Postgraduate Diploma in Landscape Architecture** which entitles you, on application and payment of a membership fee, to Licentiate Membership of the Landscape Institute. This means that you can enter the profession and, after the required mentoring during the Pathway to Chartership, become a fully qualified Corporate Member of the Landscape Institute (CMLI).

### **MA Landscape Studies**

This is a non-accredited modularised course, and you must pass course units, from those listed in the course structure, to the value of 120 credits before proceeding to complete the dissertation. If you do not complete the dissertation but are awarded 120 credits you will be eligible for the award of the Postgraduate Diploma in Landscape Studies. If you proceed and submit a Dissertation, and achieve the pass mark of 50 or above you will be awarded the MA Landscape Studies. If you fail you cannot re-submit and you will be awarded the Diploma. Successful completion of 60 credits entitles you to the Postgraduate Certificate.

### **Graduation for Dip/MA students**

The University now holds only one postgraduate degree ceremony each year in January. You should therefore note that, because of the time required for dissertation marks to be confirmed by the External Examiners and approved by the Faculty, you will not normally be invited to a formal ceremony until the following January (i.e. one year later), even if you submit your dissertation in October. Your degree results will nevertheless be confirmed in writing in the meantime. This has the advantage that students who wish to attend the ceremony have the opportunity to meet up with friends from the same year group.

### **Master of Landscape Architecture (MLA)**

The Master of Landscape Architecture (MLA) is a one year modularised courses. To gain the degree students must gain 120 credits by passing all the modules listed in the relevant course structure with a mark of 40% or above. If you do not achieve the pass mark you must re-submit the work and pass it. You may only re-submit work on one occasion for each failed unit.

The MLA qualifies students, on application and payment of a membership fee, to Licentiate Membership of the Landscape Institute. This means that you can enter the profession and, after the required mentoring during the Pathway to Chartership, become a fully qualified Corporate Member of the Landscape Institute (CMLI).

### **Graduation for MLA students**

MLA students who pass all the coursework and are not involved in re-submissions, are invited to attend the Faculty degree ceremony in July following completion of the course in June.