



The
University
Of
Sheffield.

**Department
Of
Information
Studies.**

**Postgraduate
Distance Learning
Students' Handbook
2009-2010**

Department of Information Studies

Address:

Department of Information Studies
Regent Court
211, Portobello Street
Sheffield S1 4DP
UK

Tel: (0114) 2222000 Ext. 22630 (via University Switchboard)

Tel: (0114) 2222630 (direct)

Fax: (0114) 2780300

Email: dis@sheffield.ac.uk

Departmental Main Website:

www.shef.ac.uk/is

University Student Services Information Desk (SSiD) Website:

www.shef.ac.uk/ssid

To all students

Welcome to the Department of Information Studies

This booklet contains basic information about the Department and the MSc Health Informatics programme offered within the Department. Student and teaching-related resources are also available via the Departmental Website at www.shef.ac.uk/is (select **Current students** from the left-hand menu). Further details and advice will be available throughout the year from individual tutors. In addition, if you feel that you need personal advice, information or assistance, please contact your personal tutor, your Programme Coordinator or any other staff member, who will be happy to help as much as possible. Matters of general interest or concern to all students may be passed to student representatives on each programme who will raise issues at the regular meetings of the Departmental Staff/Student Committee.

If you wish to see any member of staff, it is generally advisable to try and make an appointment since we all have commitments which do not appear on the timetable. Please, however, approach us at any time if you think your problem needs urgent attention.

Professor Sheila Corral
Head of Department

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Where to find resources for Information Studies students

General information

This handbook reproduces some of the information available in the “Current Students” section of the Departmental website. This is most of the general information that you will need as a student in the Department of Information Studies.

<http://www.shef.ac.uk/is/current>

Teaching materials

For the teaching materials related to specific modules, please access MOLE (My Online Learning Environment), which you can reach via MUSE, the University of Sheffield's web portal. To log in to MUSE, please use the link at the very top of any University of Sheffield web page. For advice on using MUSE, please refer to the CICS web pages:

<http://www.shef.ac.uk/cics/muse>

Further questions?

If you have any questions about the information in your Handbooks or on the Departmental web pages, please speak to your Teaching and Learning Manager:

John Bennett

Email address: j.bennett@sheffield.ac.uk

Tel: 0114 2226330(External) 26330 (Internal)

Fax: 0114 2780300

Room Location: Room 236, Second Floor, Regent Court

Departmental Staff

Academic staff

Name	Position (Room no.)	Email	Extension
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Professor Sheila Corral	Head of Department and Professor of Librarianship & Information Management (Room 230)	s.m.corral@sheffield.ac.uk	22632
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Research interests: Library, information and knowledge management strategies; information service structures; professional roles and competencies; strategic aspects of information literacy development.
Teaching activities: Academic, national and special libraries; information resources and information literacy; planning and management of library, information and IT services.

Mr Alastair Allan	Senior University Teacher (Room 306) / Senior Academic Liaison Librarian	A.Allan@sheffield.ac.uk	22638 / 22768
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Alastair Allan is the Academic Liaison Librarian and subject specialist for Information Studies, The Institute for Lifelong Learning, Journalism, Psychology, and Sociological Studies.

Alastair is also a Senior University Teacher in the Department of Information Studies, specialising in information literacy and government information.

Dr Peter Bath	Senior Lecturer (Room 309)	p.a.bath@sheffield.ac.uk	22636
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Research interests: Health Informatics including applications of artificial intelligence and data mining techniques to analysing health information, information needs and information behaviours of patients, families, carers and the public, analysing health information in relation to the health and well-being of older people, especially self-rated health, falls, mental health, mortality

Teaching activities: Programme Co-ordinator MSc Health Informatics

Module co-ordinator: Analysis of health information; Healthcare Information; Research Methods and Dissertation Preparation (Health Informatics).

Ms Briony Birdi	Lecturer (Room 304)	b.birdi@sheffield.ac.uk	22653
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Research interests: Social inclusion, the reading and promotion of minority genre fiction, public libraries, the role of libraries in education, and evaluation methodologies.

Teaching activities: Public libraries, libraries for children and young people, reader development, reading research, the promotion of literature and reading, libraries and social inclusion, the role of libraries in education.

Dr Paul Clough	Lecturer (Room 226)	p.d.clough@sheffield.ac.uk	22664
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Research interests: Information storage and retrieval, particularly multilingual searching of texts and images; geographic information retrieval; evaluation of retrieval systems; and natural language processing for enhanced information retrieval.

Teaching activities: Information storage and retrieval; information systems modelling; database design; electronic publishing; digital multimedia.

Dr Andrew Cox	Lecturer (Room 222)	a.m.cox@sheffield.ac.uk	26347
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Research interests: Internet studies; Communities and networks; Professionalisation and professionalism; Discourse and identity; The choice, implementation and appropriation of information/knowledge systems; Family history, the visual representation of local history and local studies librarianship.

Teaching areas: Information and knowledge management; online communities; Internet and cyberculture; Technology in academic libraries; Information portals.

Professor Nigel Ford	Professor of Information Science (Room 210)	n.ford@sheffield.ac.uk	22637
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Research interests: Educational informatics; information seeking; user modelling; creativity

Teaching activities: Educational informatics; information retrieval; information literacy; information resources

Dr Jonathan Foster Lecturer (Room 310) j.i.foster@sheffield.ac.uk 22665

Research interests: Computer-based collaborative group work and learning; information and knowledge management and strategy; digital economy.

Teaching activities: Information and knowledge management and strategy; information systems in organisations; digital economy.

Professor Val Gillet Professor of Chemoinformatics (Room 305) v.gillet@sheffield.ac.uk 22652

Research interests: Chemoinformatics in particular: data mining and machine learning methods; virtual screening; structure-activity relationships; de novo design; and evolutionary algorithms.

Teaching activities: Chemoinformatics: Programme Coordinator for the MSc (Res) in Chemoinformatics – formerly the EPSRC-funded MSc in Chemoinformatics; MChem/BSc Chemistry and Computational Drug Design.

Dr John Holliday Research Manager (Room 319, located within Room 323) j.d.holliday@sheffield.ac.uk 22685

Research interests: Chemical database diversity and compound selection; evolutionary programming methods; comparison of similarity coefficients and data fusion techniques.

Teaching activities: Web scripting and content management; Chemoinformatics software; Programme team member for MSc (Res) Chemoinformatics; Module coordinator for Content Management Systems.

Professor Philippa Levy Professor of Inquiry-based Learning and Teaching (Information Commons) p.levy@sheffield.ac.uk 25271

Research interests: Inquiry-based pedagogies in higher education; networked learning and learner support; educational informatics; educational roles of information specialists; educational development and change facilitation in universities; scholarship of teaching and learning.

Teaching activities: Inquiry in information management, educational informatics.

Dr Angela Lin Lecturer (Room 221) a.lin@sheffield.ac.uk 22634

Research interests: Principal research interests are in information systems implementation (broadly understood), and in particular in the areas of use of IT in business, evaluation of information systems, the study of systems in use, and users acceptance of systems. Besides information systems, ecommerce is another area of interest especially in the areas of online consumer behaviours, information systems and technologies that support ecommerce, and ecommerce business.

Teaching activities: Module coordinator for Information Society (from 2002-2007), Information Systems in Organisation, and Ebusiness and Ecommerce. Also contributing to other modules including Information Management in the Digital Economy, and Business Intelligence

Ms Pam McKinney Lecturer p.mckinney@sheffield.ac.uk tba

Dr Miguel Baptista Nunes Senior Lecturer (Room 211) j.m.nunes@sheffield.ac.uk 22645

Teaching interests: information systems modelling, design and development; database design and implementation; information systems project management; computer mediated communication (CMC) issues and technologies; organisational theory, new forms of organisations and work; computer supported collaborative work (CSCW).

Research interests: instructional systems design; web based learning environments for active and distance learning; computer-supported collaborative work environments (e-business, intranets and extranets); computer-mediated communication; networked learning; information systems analysis; information and data modelling.

Dr Alex Peng Lecturer alex.peng@sheffield.ac.uk tba

Dr Daniela Petrelli Lecturer (Room 325) d.petrelli@sheffield.ac.uk 22683

Research interests: Human Computer Interaction and interaction design. Intelligent systems for knowledge management. Multilingual and multimodal information retrieval. Intelligent User Interfaces. User interaction in cultural heritage.

Teaching activities: Designing Usable Websites, Electronic Publishing, Human Computer Interaction, Introduction to Information Management.

Dr Mark Sanderson Reader (Room 225) m.sanderson@sheffield.ac.uk 22648

Research interests: Information Retrieval, Search Engines and the Internet

Teaching activities: Information Retrieval, Search Engines, Multimedia, Internet Security

Ms Barbara Sen Lecturer (Room 234) b.a.sen@sheffield.ac.uk 22635

Research interests: Market orientation; library strategy; professional training and development; health information management.

Teaching activities: Academic and special libraries; public libraries; management of library services, health information management, business information.

Mr Peter Stordy University Teacher (Room 220) peter.stordy@sheffield.ac.uk 22668

Teaching Interests: Educational informatics; database design; dreamweaver; learning theory; database and web-based searching; HTML; XML; WebCT Vista.

Research Interests: Educational informatics, particularly as it relates to the Internet-related literacies and primary school education.

Dr Ana Cristina Vasconcelos Lecturer (Room 232) a.c.vasconcelos@sheffield.ac.uk 22643

Research interests: The interface between information systems development and the management of knowledge and information, with a focus on discourse and identity – the role of discursive practices in IS adaptation; organisational and political arenas; communities of practice and virtual communities; professional discourses and identity.

Teaching activities: Information and knowledge management; organisational theory, organisational behaviour and information systems development; qualitative research methods.

Ms Sheila Webber Senior Lecturer (Room 212) s.webber@sheffield.ac.uk 22641

Research interests: Information Literacy: conceptions; approaches to teaching; IL in context of formal and informal learning; IL research agenda; IL in a Web 2.0 context e.g. weblogs, Second Life. I have also undertaken research in the areas of business information and marketing.

Teaching activities: Information Literacy; Business Information; Marketing and Management; Educational Informatics; Information Management

Professor Peter Willett Professor of Information Science (Room 229) p.willett@sheffield.ac.uk 22633

Research Interests: Bibliometric methods for the evaluation of research productivity; chemoinformatics, in particular the use of clustering, graph theory, and machine learning methods for the processing of databases of chemical and biological structures.

Teaching activities: Chemoinformatics, information retrieval, information society, research methods.

Administrative and Secretarial staff

Name	Position (Room no.)	Email	Extension
<u>Mr. John Bennett</u>	Teaching and Learning Manager (Room 236)	j.bennett@sheffield.ac.uk	26330
<u>Miss Wendy Hardman</u>	Admissions Secretary (Room 217)	wendy.hardman@sheffield.ac.uk	22660
<u>Mr Matthew Jones</u>	Research and Resources Assistant (Room 217)	matthew.l.jones@sheffield.ac.uk	26346
<u>Mr Tim Nadin</u>	Research and Resources Manager (Room 235)	t.nadin@sheffield.ac.uk	22661

Mrs Julie Priestley	Examinations and Records Secretary (Room 217)	j.priestley@sheffield.ac.uk	22839
Mrs Christine Shaw	Clerical Officer	c.e.shaw@sheffield.ac.uk	22662

Technical staff

Name	Position (Room no.)	Email	Extension
Mr Paul Fenn	ICT Manager (Room 209)	p.fenn@sheffield.ac.uk	22695
Mr Peter Holdridge	Learning Technologist (Room 205a)	p.g.holdridge@sheffield.ac.uk	22698
Mr Andrew Stones	Computer Technician (Room 209)	a.d.stones@sheffield.ac.uk	22695

Visiting Staff

Name	Position
Ms Claire Beecroft	Invited Lecturer, SchHARR, University of Sheffield
Mr Andrew Booth	Invited Lecturer, Director of Information Resources and Reader in Evidence Based Information Practice, SchHARR, University of Sheffield,
Mr Chris Carroll	Distance Learning Tutor, Health Informatics Programme
Dr Geoff Downs	Honorary Research Fellow, Consultant, BCI Ltd
Mr Gerry Firkins	Distance Learning Tutor, Health Informatics Programme
Dr Louise Guillaume	Invited Lecturer, SchHARR, University of Sheffield
Mr Martin Molloy	Strategic Director of Cultural and Community Services, Derbyshire County Council
Dr Alan O'Rouke	Distance Learning Tutor, Health Informatics Programme
Ms Angie Rees	Invited Lecturer, SchHARR, University of Sheffield
Mr Martin White	Visiting Professor, Managing Director, Intranet Focus Ltd

External Examiners

Name	Position	Programme
Dr Keith Horton	Associate Dean (Academic Development), Faculty of Engineering, Computing & Creative Industries, Napier University, Edinburgh	Undergraduate Programmes
Dr Richard Jackson	Lecturer and Research Group Leader, University of Leeds	MSc(Res) Chemoinformatics
Prof Göran Petersson	University of Kalmar, Sweden	MSc Health Informatics
Prof Dorothy Williams	Associate Dean, Aberdeen Business School, Robert Gordon University	MA Information Literacy, MA Librarianship
Dr Christine Urquhart	Senior Lecturer, Department of Information Studies, Prifysgol Aberystwyth	MSc Information Management

Introduction to the Programmes of Study

The Department of Information Studies provides high quality teaching consistent with the University's mission "to maintain the highest standards of excellence as a research-led institution, whose staff work at the frontiers of academic enquiry and educate students in a research environment". The Department contributes to the development of librarianship and information management at a national and international level by educating students to a high academic standard, by providing opportunities for continuing professional development, and through the conduct of research.

Aims

The Department aims to:

1. deliver a curriculum for each degree programme that develops in students a broad understanding of the subject area together with a detailed and critical understanding of selected areas
2. provide students with the knowledge and skills required to work as effective information professionals, managers of information or research workers in their chosen field
3. enable those already working in the information field to update and expand their professional understanding and competencies
4. prepare students for professional practice by providing programmes which meet the accreditation requirements of professional bodies and that meet the needs of employers
5. deliver teaching informed and inspired by professional expertise and by the research and scholarship of staff
6. encourage students to become informed citizens and to understand the place of information in society

Objectives

To achieve these aims the Department offers a range of undergraduate and postgraduate programmes, which have different emphases defined by key areas of study (as shown in the individual programme descriptions given in the following pages). By the end of their chosen programme students will:

1. be able to demonstrate an understanding of the nature of information and its uses, the interface between information and its users, and the technology and systems which produce, analyse and communicate information
2. be able to apply theory and recognise best practice in their chosen field
3. have acquired an up-to-date subject knowledge, practical/professional and research skills relevant to the employment market
4. have gained an understanding of how theory is applied to practice in the workplace
5. have developed communication and interpersonal skills to complement their subject knowledge
6. have obtained learning skills of relevance to their studies and for lifelong learning

Registration Information

Modular Structure

The postgraduate distance learning programme is 3 years (Masters), 2 years (PG Diploma) or 1 year (PG Certificate) in length and students take modules totalling 180, 120 or 60 credits respectively over the whole period of their registration. Students must take all core modules specified, but may choose options from lists of approved modules.

- **Core modules** provide students with the fundamental concepts and theories in the main subject area of their degree programme and lay the foundations for future study
- **Approved module** choices allow students to select specialisms within the subject area of their particular degree programme

Module Registration

Students will be required to register for modules at the start of the academic year by completing their University Registration Form accordingly. Distance Learning students will be required to register for a the requisite number of credits each year, depending on the programme and the year of study.. These module choices will be recorded on your University Student Record.

Students are able to check which programme and modules they are registered for at any point during the academic year by checking their University Student Record via the Student Services information Desk (SSiD) web pages at www.shef.ac.uk/ssid/record/pers_inf.html

The regulations for the MSc in Health Informatics programme sets out the core and approved modules available and can be found later in this Handbook.

Adding and Dropping Module Choices

If at a later stage, you wish to change your approved module choices you can do this by filling in a Module Add / Drop Form. These forms are available from:

<http://www.shef.ac.uk/ssid/forms/adddrop.html>

The Add / Drop procedure is as follows:

1. For each module that you are Adding or Dropping, obtain the permission of the relevant module coordinator(s) via email, preferably within the **first week of Semester**
2. Then email your Module Add / Drop Form to [John Bennett](#), who will add a Departmental signature and pass the form to Student Services Information Desk
3. Under General University regulations, the closing date for module choice changes is **Friday of the third week of the relevant semester**

Leave of Absence

If, due to extenuating circumstances (medical, personal or financial), you are unable to proceed with your studies at any point during your normal period of registration (3 years for UG students, 1 year for full-time PG students, 2/3 years for part-time PG students) it may be appropriate to suspend your studies by taking a leave of absence for a period of time of up to one year in the first instance. Renewal for a second year is unusual but can sometimes be justified. You should normally speak with your personal tutor and/or the programme coordinator in the first instance if you think that you will need to apply for a leave of absence.

Where leave of absence is requested on medical grounds, a medical certificate must be obtained as background evidence for the initial request. Return to the University is subject to the provision of a medical certificate of fitness which must be provided by the University Health Service.

(Postgraduate students only) Where leave of absence is requested on employment grounds (e.g. a part-time student experiencing an extraordinary heavy workload at their normal place of employment) a letter from the line manager or equivalent confirming the situation should be provided.

If the Department supports your request for a leave of absence you will be asked to complete a Change of Status Form on which you should give additional information regarding the reasons for your request. This form will then be forwarded to the relevant Faculty for approval.

Extension to Time Limit

If, due to extenuating circumstances (medical or personal), you are unable to complete all the modules required for the degree you are registered for within the normal period of registration (1 year for full-time students, 3 years for part-time students), it may be possible for an extension to time limit to be granted. This extension is not automatic and must be approved both by the Department and by the relevant Faculty. You should normally speak with your personal tutor and/or the programme coordinator in the first instance if you think that you will need to apply for an extension to time limit.

Where an extension to time limit is requested on medical grounds, a medical certificate must be obtained as background evidence for the initial request.

Where an extension to time limit is requested on employment grounds (e.g. a part-time student experiencing an extraordinary heavy workload at their normal place of employment) a letter from the line manager or equivalent confirming the situation should be provided.

If the Department supports your request for an extension to time limit you will be asked to complete a Taught Postgraduate Change of Status Form on which you should give additional information regarding the reasons for your request.

Students should note that a continuation fee is payable pro-rata for any extension granted. Further information on continuation fees is available on the SSiD website:

<http://www.shef.ac.uk/ssid/fees/other.html>

Students should think carefully about whether it would be more appropriate to apply for a leave of absence at an earlier stage during their normal period of registration when it becomes apparent that problems are being experienced, rather than continuing on and then having to apply for an extension to time limit after the normal period of registration is completed.

Change of Status Form

There are a number of occasions on which changes in your circumstances or in your studies will necessitate you completing a Change of Status (COS) form to officially register the changes with the University. The following situations fall into this category:

- **TRANSFER** - Transferring/changing programmes of study, i.e. changing degree programmes within the Department of Information Studies or from/to degree programmes in other Departments, or changing from full-time to part-time attendance and vice versa
- **LEAVE OF ABSENCE** - Applying for a leave of absence to suspend your studies for a period of time, e.g. for reasons of ill health/personal circumstances, taking up a work placement

- **EXTENSION** - Applying for an Extension to the time limit of your normal period of registration
- **WITHDRAW** - Notifying a withdrawal altogether from a programme of study, i.e. withdrawing from the University altogether

In all cases above you will need to complete a Change of Status Form and get signatures from the relevant Programme Coordinator(s) in the Department(s) concerned to agree to the change in status. This means if you are changing degree programmes from one Department to another you will need to obtain signatures from both the releasing and accepting Departments.

The Change of Status form is available here:

<http://www.shef.ac.uk/ssid/record/status.html>

MSc in Health Informatics

Induction programmes

General Information on Induction programmes

The Induction programme forms an integral part of the programme and there will generally be one at the beginning of year 1 (general induction programme) with a subsequent induction programme (the Dissertation Induction programme) prior to the dissertation period (Year 3). Induction programmes are provided to introduce students to the programme/ dissertation. The format of the induction programme will provide a mixture of workshops on helpful topics and presentations, as well as opportunities for discussions with tutors. The induction programmes are essential to your learning experience and **must be attended**.

The objectives for the induction programmes are:

- To provide the opportunity to meet and work with staff from the University of Sheffield. The day schools provide an opportunity for clarification of issues where questions can be answered and uncertainties resolved.
- To introduce the teaching of those elements which, by their nature, cannot be delivered by distance learning, e.g. teamwork and leadership skills.
- To facilitate the development of learning networks and sharing of experiences where students are encouraged to see and use each other as resources and supports.

Excusal from the induction programme will only be granted for very serious reasons, or in emergencies. If excusal is required (e.g. if it coincides with a working period overseas or you are unable to obtain a visa) please let the programme co-ordinator know as early as possible. If you are unable to attend due to ill health please let the programme co-ordinator know as early as possible and follow the guidelines about "**Reporting Absences due to Illness**" section. Formal departmental policy regarding attendance at day schools is given below.

Departmental Policy on Attendance at the Induction programme and the dissertation induction programme

1. All students are required to attend the induction programme and the dissertation induction programme.
2. If exceptional circumstances arise and the student cannot attend either programme, the Department must be informed of the reasons for non-attendance and appropriate supporting evidence must be provided (employer's letter, GP's medical note etc.)
3. In such exceptional circumstances the student will be required to undertake work which is as close as is practicable to the content presented at the induction programme. If such work is not practicable or the student is unable to undertake such work because the exceptional circumstances continue, then it would normally be appropriate for the student to apply for a leave of absence from the programme of study for a period of time agreed between the student and the Department.
4. If a student misses an induction programme without good reason, then the student will normally be asked to withdraw completely from the programme of study.

Students' attention is drawn to the University General Regulation which states that "*Every student is required to (a) attend punctually and regularly lectures and classes; (b) to complete all written assignments, practical or other coursework; (c) to keep appointments to meet with the candidate's supervisor; and (d) to attend all examinations, as appropriate in each case to the relevant programme of study. A candidate who fails to comply with this Regulation may be failed in the examination for, and (in the case of modular programmes) be denied the credits assigned to, the relevant units [modules] or other parts of the programme of study or dealt with under the General Regulations as to the Progress of Students*".

MSc in Health Informatics (International) programme

This international version of the programme is delivered by distance learning, and is open to potential students from across the world.

Aims of the Programme

In addition to the overall aims given in the “Introduction to the Programmes of Study” section, the Health Informatics programme aims to develop students’ ability to re-evaluate professional practice within the healthcare sector in the context of current and emerging theory and research in information management and technology. Students will also acquire knowledge and skills in the use of information and communication technologies relating to information and informatics within the healthcare sector, and an understanding of the application of evidence-based approaches and analysis in problem-solving and decision making relevant to their professional experience and needs within the healthcare sector.

The Health Informatics programme is delivered by the Department of Information Studies in conjunction with the School of Health and Related Research (SchARR). Further details about the two schools are given later in this section.

Programme Regulations 2009-10

INFT126 HEALTH INFORMATICS (International) (MSc) (Distance Learning, International)

INFT127 (Postgraduate Diploma) (Distance Learning)

INFT128 (Postgraduate Certificate) (Distance Learning)

1. The programme of study shall be pursued for not less than three years part-time and not more than four years.
2. A candidate shall take
 - (a)

HAR654	F7	Placing Electronic Records at the Centre of Care	15
HAR656	F7	Evidence-based Practice and Healthcare Information	15
HAR658	F7	E-Health and the Web	15
INF6511	F7	Information and Knowledge Management in Health	15
INF6512	F7	Information Systems in Health	15
INF6514	F7	Introduction to Health Informatics	15
INF(tbc)	F7	Research Methods and Dissertation Preparation	15
 - (b) a unit to the value of *fifteen* credits from the following

HAR641	F7	Maximising Usefulness of Secondary Data Sources	15
HAR655	F7	Public Health Informatics	15
INF6513	F7	Leadership, Strategy and Change in Healthcare	15
INF6530	F7	Analysis of Health Information	15
 - (c) *one* of the following

HAR6350	F7	Dissertation (Health Informatics)	60
INF6500	F7	Dissertation (Health Informatics)	60
INF6550	F7	Dissertation (Health Informatics: Joint Supervision)	60
3. A candidate who has been awarded *one hundred and twenty* credits in respect of units listed at 2(a) and (b) above shall be eligible for the award of the Postgraduate Diploma in Health Informatics.
4. A candidate who has been awarded *sixty* credits in respect of units listed at 2 (a) and (b) above shall be eligible for the award of the Postgraduate Certificate in Health Informatics.

Duration of the Programme

MSc: 3 years; PG Diploma: 2 years; PG Certificate: 1 year

Programme Structure

The modules required for the MSc, the PG Dip or the PG Cert in Health informatics will be taken in order, as follows:

a). all modules listed below (MSc, PG Diploma and PG Certificate students in Year 1)

Autumn Semester

INF6514 Introduction to Health Informatics (15 credits)

HAR658 E-Health and the Web (15 credits)

Spring Semester

INF6512 Information Systems in Health (15 credits)

HAR654 Placing Electronic Records at the Centre of Care (15 credits)

b). all modules listed below (MSc and PG Diploma students in Year 2)

Autumn Semester

INF(tbc) Research Methods and Dissertation Preparation (15 credits)

INF6511 Information and Knowledge Management in Health (15 credits)

Spring Semester

HAR656 Evidence-based Practice and Healthcare Information (15 credits)

c). a module to the value of 15 credits from the following (MSc and PG Diploma students in Year 2)

Spring Semester

INF6513 Leadership, Strategy and Change in Healthcare (15 credits)

INF6513 Public Health Informatics (15 credits)

INF6530 Analysis of Health Information (15 credits)

HAR641 Maximising Usefulness of Secondary Data Sources (15 credits)

d). module to the value of 60 credits (MSc students in Year 3):

Autumn, Spring Semesters and summer

HAR6350 / INF6500 / INF6550 Dissertation (60 credits)

Assessment

The award of the PG Certificate or PG Diploma will be based on satisfactory completion of coursework. The award of the MSc will be based on satisfactory completion of coursework and the dissertation.

Details about the procedures for submission and presentation of both coursework and the dissertation are given in the section entitled *Presentation of Work*. Details about methods of assessment are given in the section entitled *Assessment of Work*.

Upgrading your Degree Registration

Subject to the approval of the Departmental Examination Board, students registered for a PG Certificate will be able to upgrade to PG Diploma level. This is dependent upon satisfactory completion of the modules at PG Certificate level (as detailed in section a) of the programme regulations above).

Subject to the approval of the Departmental Examination Board, students registered for the PG Diploma will be able to upgrade to the Masters degree. This is dependent upon satisfactory completion of the modules at the PG Certificate and PG Diploma levels (as detailed in sections a), b) and c) of the programme regulations above).

Those candidates who would normally be eligible for direct entry to our Masters programmes (those with a good degree) will be able to register immediately for the Masters Level.

Module Descriptions

Module descriptions can also be accessed online at
http://www-online.shef.ac.uk:3001/live/owa/web_cal.cal3_dept_form?p_year=09

Any modules which have pre-requisite modules shown mean that a student cannot take such modules unless the relevant pre-requisite module has already been taken.

HAR6350 Dissertation (Health Informatics)

60 Credits GRADUATE YEAR

Pre-requisites: INF6540

Aims/Description: The module will provide students with experience in undertaking research in Information Management and Technology/Health Informatics within their workplace in the healthcare domain. The students will undertake a literature review in connection with their research project and will write up the research as a dissertation. Students undertaking this module will be appointed a supervisor from the Department of Information Studies

Restrictions on availability: Only available to students on MSc Health Informatics

Staff Contact: Andrew Booth, SCHARR

Teaching Methods: Coursework

Assessment: Project/Dissertation

HAR641 Maximising Usefulness of Secondary Data Sources

15 Credits SPRING

Aims/Description: Those working within public health need to be familiar with secondary data sources that support research, management and practice. This module will consider the main types of secondary data - relating to demography, epidemiology, clinical effectiveness and cost-effectiveness. Strengths, uses, interpretation and limitations of secondary data sources will be examined, assessing these with regard to completeness, accuracy, relevance and timeliness. Students will explore these issues in connection with a case study for a specific country. Scenario planning, confidentiality and the use of computers are other key topics that are illustrated and explored within the module.

Staff Contact: Andrew Booth, SCHARR

Teaching Methods: Lectures, Seminars, Problem solving, Independent Study

Assessment: Course work

HAR654 Placing Electronic Records at the Centre of Care

15 Credits

SPRING

Aims/Description: This course will provide students with an introduction to current methods of using and developing electronic records to support the delivery of healthcare. It will begin with a brief review of the history of clinical record keeping and then explore current work in converting these to electronic forms. There will be a comparison of British electronic record systems with other selected overseas systems. The module will also discuss issues like patient involvement, the architecture of electronic record systems with other selected overseas systems. The module will also discuss issues like patient involvement, the architecture of electronic record systems, their use to support processes like research, clinical coding and clinical audit; and data integrity, security and confidentiality.

Staff Contact: Dr Alan O'Rourke, SchHARR

Teaching Methods: Lectures, Tutorials, Independent Study

Assessment: Course work

HAR655 Public Health Informatics

15 Credits

SPRING

Aims/Description: Public health informatics is 'the systematic application of information and computer science and technology to public health practice, research and learning'. This rapidly emerging field combines the use of public health information with use of information technology and the management of information systems. Particular emphasis will be placed on the phenomenon of global health issues (e.g. SARS, Avian Flu, AIDS etc) and the contribution that information technology can make to combating such global problems.

Staff Contact: Andrew Booth, SchHARR

Teaching Methods: Lectures, Tutorials, Problem solving, Independent Study

Assessment: Course work

HAR656 Evidence Based Practice and Healthcare Information

15 Credits

SPRING

Pre-requisites: Simple computer literacy, eg: internet, MS Office packages. Experience of searching electronic databases advantageous.

Aims/Description: The module introduces the background to Evidence Based Practice and details all stages of the systematic review process including defining a research question, literature searching, critical appraisal of literature, data extraction and data synthesis. Students will gain practical experience of applying the systematic review process to their own topic and also of responding to healthcare questions utilising the evidence base.

Staff Contact: Angie Rees, SchHARR

Teaching Methods: Lectures, Tutorials, Problem solving, Independent Study

Assessment: Course work, A paired exercise (1,000 word equivalent) preparing a Patient Consultation

HAR658 The Internet, Web and E-health

15 Credits

AUTUMN

Pre-requisites: Computer and internet literacy, basic numeracy.

Aims/Description: Recent years have witnessed a dramatic increase in the use of the Internet for health-related purposes and the number of websites providing access to health information and research has grown significantly. But what is the impact of this growth in information provision? Are clinicians embracing the opportunity to put research into practice? How do these searching systems actually work? Can people from a wide range of backgrounds locate relevant, accurate information? This module aims to provide a comprehensive overview of the impact that the web has already had on health and social care and will continue to have on the future of e-health.

Staff Contact: Angie Rees, SchARR (2009-10 only)

Teaching Methods: Lectures, Seminars, Problem solving, Independent Study

Assessment: Course work

INF(tbc) Research Methods and Dissertation Preparation

15 Credits

AUTUMN

Aims/Description: AIMS: to assist students in the identification of, and preparation of a dissertation proposal and to prepare the initial literature search for the chosen dissertation research topic. OBJECTIVES: Students will: become aware of ongoing research in the department; identify and prepare a dissertation proposal; carry out a preliminary literature search in the area of the dissertation research topic; be introduced to the use of social research methods and statistics for information management; start to collect data, compile questionnaires, etc. on the basis of discussions with their supervisor.

Staff Contact: Dr. Peter Bath

Teaching Methods: Lectures, Tutorials

Assessment: Coursework

INF6500 Dissertation (Health Informatics)

60 Credits

GRADUATE YEAR

Pre-requisites: INF6540

Aims/Description: The module will provide students with experience in undertaking research in Information Management and Technology/Health Informatics within their workplace in the healthcare domain. The students will undertake a literature review in connection with their research project and will write up the research as a dissertation. Students undertaking this module will be appointed a supervisor from the Department of Information Studies.

Restrictions on availability: Only available to students on INFT26

Staff Contact: Dr Peter Bath, Information Studies

Teaching Methods: Coursework

Assessment: Project/Dissertation, Presentation

INF6511 Information and Knowledge Management in Health

15 Credits

AUTUMN

Pre-requisites: Computer literacy: students have a sufficient level of competence in using ICT to access learning resources via MOLE.

Aims/Description: This module will examine principles and practices of information and knowledge management in the health sector. It will identify the different types of information and knowledge resources typically found in healthcare organisations and investigate methods used to generate, organise and exploit these assets. Real-world case studies will be used to illustrate and critique contemporary approaches to the design and implementation of information and knowledge audits, policies, strategies, products and services.

Restrictions on availability: No

Staff Contact: Dr Jonanthan Foster

Teaching Methods: Lectures, Problem solving, Independent Study

Assessment: Course work

INF6512 Information Systems in Health

15 Credits

SPRING

Aims/Description: This module aims to provide a broad understanding of Information Systems (IS) focused from a management perspective, within the healthcare environment. The module addresses the role of IS and technology in providing the necessary infrastructure needed to support organisations and workers in healthcare decision-making. The course is divided into three main areas: the business context, managing IS and implementing IS. Theoretical concepts introduced in the course include information systems theory, the organisation and environment, information systems modelling, planning and strategy, systems development, evaluation, technical foundations and data protection, standardisation and security.

Restrictions on availability: No

Staff Contact: Dr Paul Clough

Teaching Methods: Lectures, Seminars, Problem solving, Independent Study

Assessment: Course work

INF6513 Leadership, Strategy and Change in Healthcare

15 Credits

SPRING

Aims/Description: This module aims to support students in the development of a range of management skills. They will develop an understanding of different management theories and techniques, and be able to evaluate their usefulness within a healthcare context. Topics will include leadership, strategic management and change management.

Restrictions on availability: no

Staff Contact: Mrs Barbara Sen

Teaching Methods: Lectures, Seminars, Independent Study

Assessment: Course work

INF6514 Introduction to Health Informatics

15 Credits

AUTUMN

Aims/Description: This module aims to give students an introduction to health informatics concepts and theories within a global context. Students will develop an understanding of the scope of healthcare informatics, and the roles that health informatics professionals might have within healthcare organizations. Students will be able to discuss and assess the sociological impacts that health informatics has as a discipline. Topics will cover both technological and sociological aspects of the discipline to a foundation for further studies.

Restrictions on availability: no

Staff Contact: Mrs Barbara Sen

Teaching Methods: Lectures, Seminars, Independent Study

Assessment: Course work

INF6530 Analysis of Health Information

20 Credits

SPRING

Aims/Description: The Analysis of Health Information module will introduce students to the principles and practice of the quantitative analysis of health information. It will concentrate on the application of the principles of statistical analyses of health information including inferential statistics and epidemiology. The course will also examine the use of these techniques in medical and health research. The delivery will be by distance learning and students will be encouraged to use relevant software package to gain hands-on experience in analysing health information to solve practical problems.

Restrictions on availability: Only available to students on INFT26 and INFT27

Staff Contact: Dr Peter Bath

Teaching Methods: Lectures, Independent Study

Assessment: Project

INF6550 Dissertation (Health Informatics - Joint Supervision)

60 Credits

GRADUATE YEAR

Pre-requisites: INF6540

Aims/Description: The module will provide students with experience in undertaking research in Information Management and Technology/Health Informatics within their workplace in the healthcare domain. The students will undertake a literature review in connection with their research project and will write up the research as a dissertation. Students undertaking this module will be appointed joint supervisors from the Department of Information Studies, the School of Health and Related Research or the School of Nursing and Midwifery.

Restrictions on availability: Only available to students on INFT26

Staff Contact: Dr Peter Bath, Information Studies

Teaching Methods: Coursework

Assessment: Project/Dissertation, Presentation

Health Informatics Programme Staff

Programme Coordinator:

Dr. Peter Bath

External Examiner

Prof Göran Petersson

Co-ordinator of ScHARR modules

Andrew Booth

School of Health and Related Research (ScHARR)

One of the Schools in the Faculty of Medicine, Dentistry and Health at the University of Sheffield, ScHARR is a significant university-based concentration of health related resources in Trent and one of the most important in the UK. ScHARR brings together a wide range of health related skills including: health economics, operational research, management sciences, epidemiology, medical statistics, and information science. It includes the Sections of Public Health, Health Services Research, Health Economics and Decision Science together with Information Resources.

ScHARR is ideally placed to conduct applied and methodological health services research, consultancy and teaching programmes for health services staff, having its unique diversity of skills and experience and with its close contacts with the Department of Health and NHS health authorities and trusts. It is a natural partner of the NHS. Its staff have in-depth knowledge of the NHS and many NHS staff have honorary appointments with ScHARR.

The core of ScHARR's activity is research. Studies are undertaken in a wide range of disciplines and subject areas. Many projects are undertaken by multi-disciplinary teams, bringing to bear a variety of methodologies. ScHARR has research funding from the Department of Health, the Research Councils, the National Institute for Health Research (NIHR), the National Institute of Health and Clinical Excellence (NICE) and many other local, national and international sources in the public and private sectors.

ScHARR has particular methodological strengths in:

- the conduct of randomised controlled trials
- the development of outcome measurement tools
- systematic literature reviews
- the development and application of modelling techniques and economic evaluations.

ScHARR employs about 200 multidisciplinary staff and attracts in excess of £4 million per year in external support. It is mainly located on the Regent Court site, in close proximity to the Department of Information Studies, near to West Street in the centre of Sheffield. ScHARR houses the Sheffield Unit of the Trent Research and Development Support Unit (RDSU) which is linked to units at the Universities of Leicester and Nottingham and is now at the hub of the Yorkshire and Humber Research Design Service (RDS). ScHARR supports statutory health bodies overseas and has partnership arrangements with the Far East, and with other leading universities and institutions in Europe.

ScHARR Academic Staff involved in delivering Health Informatics

CLAIRE BEECROFT, BA (Hons) (Loughborough), DPS (Loughborough) MA (Sheffield)

Email address: c.beecroft@sheffield.ac.uk Room Location: 1st Floor, Regent Court, ScHARR.

Teaching interests: evidence based medicine, literature searching, critical appraisal, research funding.

Research interests: user needs assessment, collaborative collections, virtual learning environments, information literacy.

ANDREW BOOTH, BA (Hons) (Reading), MSc (Aberystwyth), Dip Lib (Aberystwyth), MCLIP
Email address: a.booth@sheffield.ac.uk Room location: Room 1022, 1st Floor, Regent Court, SchARR.

Teaching interests: evidence based medicine, systematic reviews, critical appraisal.

Research interests: question formulation and categorisation, structured abstracts, qualitative evidence synthesis, evaluation of information retrieval effectiveness, information audit.

LOUISE GUILLAUME, BA (Hons) (), MSc (), PhD (Sheffield).

Email address: l.r.guillaume@sheffield.ac.uk Room Location: 1st Floor, Regent Court, SchARR.

Teaching interests: public health informatics

Research Interests: Information needs of parents, health scares, health services research with a particular interest in new roles and information, survey research

ANGIE REES, BA (Hons) (Loughborough), DPS (Loughborough) MA (Sheffield)

Email address: a.rees@sheffield.ac.uk Room Location: 1st Floor, Regent Court, SchARR.

Teaching interests: systematic reviews, literature searching especially for qualitative evidence

Research interests: Systematic Review Methodologies, teaching health services research, bibliographic searching methods

ALAN O'ROURKE, MB ChB (Sheffield), MSc (Sheffield)

Email address: a.j.orourke@sheffield.ac.uk Room location: 3rd Floor, Regent Court, SchARR.

Teaching interests: evidence based practice, primary care (PCGs/PCTs), clinical governance, critical appraisal.

Research interests: clinical governance, primary care groups, healthcare informatics, networked learning.

Studying via distance learning

The distance learning programmes are made up of different elements: the modules, the induction programmes, the assessments, the web-based learning environment (MOLE), the online lectures (delivered via Wimba), and the tutor/student and student/student interactions. These elements can be viewed as parts of a self-reinforcing whole, with common learning objectives and potential for learning and development.

The Modules

Each Module that you study will have a brief introduction which will describe the various learning materials that make up a Module, the assessment and further reading lists and supplementary materials, where necessary.

Study Time

You should, probably, aim to study for up to 12 hours a week, although, as people differ in the time they need to assimilate information, this is an approximation. This study time includes viewing the online lectures and supplementary materials, making any notes, and working and reading beyond the prepared material with personal research to support your learning, working towards your assessment.

Additional Reading

We do not expect students to read through the whole list of any one module, but additional reading is expected on a Masters Programme.

Other Resources

Other learning resources, such as multimedia study material, may be included as and when it is appropriate to the particular module in question.

Presentation of Work

1. Coursework should always include:

- full title of work;
- student's registration number*;
- student's programme of study;
- the module code/title for which the work is being submitted;
- pagination;
- word count. Marks will be deducted if no word count is given, as is described in more detail in the "Departmental Penalty Scheme for Over/Under Length Assessed Work" section in the "Assessment of Work" chapter. Normally this word count includes foot-notes, but excludes title, abstract, bibliography and appendices. Please read each assignment briefing carefully to see what should be included in the word count for that particular assignment.

*In line with University regulations, the Department employs a policy of anonymous marking where appropriate, for all pieces of assessed work. Therefore, students should ensure they only include their Registration number, and not their name, on any piece of assessed work. Further information is given under the "Anonymous Marking" heading of the "Assessment of Work" section.

2. References.

- All referenced works must be listed alphabetically by author at the end of the text ("author" means whichever person, organisation or journal is being cited in the "author" position – see citation guidelines that follow). Normally all types of work (e.g. book, website, journal article) are listed in one alphabetic list.
- References need to be accurate and contain sufficient information for someone to trace the document quickly and easily. Students must follow the Departmental guidelines for citation available via the Information Skills Resources in MOLE (see the "Method of Citation" section later in this Handbook for more information).

3. Notes. If notes, other than bibliographic references, are thought useful they should be numbered and given as footnotes to a page.

4. Quotations. Word-for-word quotations should be enclosed by quotation marks and should include the page number where appropriate, in addition to the authors' name(s) and year of publication. If a quotation is lengthy (e.g. more than two lines), indent the quoted text.

5. All coursework must be word-processed (except with the explicit agreement of the member of staff setting the coursework). However, use of a word-processor may enhance or detract from the presentation of work. Careless proof-reading and editing may result in a document making less impression than its contents warrant. The following guidelines should be observed:-

- A4 paper must be used.
- The work should be printed on one side of the paper only, not printed double-sided.
- A margin of not less than 2.5cm or 1 inch must be allowed on the left side of each sheet.
- Do not right justify the lines unless the system can produce equal spacing between the words.
- When you have edited and reformatted a document check it carefully for lost spaces or hyphens stranded in spaces.
- Put a blank line between paragraphs, or adjust line spacing so that there is sufficient space between each paragraph.
- Use double or one and a half line spacing as single spacing produces too dense an effect on the page.
- Do not leave a space in front of any punctuation mark, such as a comma, full-stop, colon, or question mark.

- Do not have the first line of a new paragraph or just a heading at the bottom of a page - a minimum of three lines looks better.
 - Do use a spell checker, if one is available with the word-processing software you are using, to help identify potential spelling errors and typos.
 - Read through your work carefully before submitting it. Spell checkers miss many typos e.g. where/were.
6. Guidance on use of English, grammar, punctuation etc. can be found in the following:
- Grimond, J. (2001?). *Research Tools: Style Guide* [Online]. London: Economist. <http://www.economist.com/research/StyleGuide/> [Accessed August 2008]
 - Gowers, E. (1987). *The Complete Plain Words*. 3rd ed. Harmondsworth: Penguin.
 - Kramer, M.G., Leggett, G. & Mead, C.D. (1995). *Prentice Hall Handbook for Writers*. 12th ed. New Jersey: Prentice Hall.
 - Trask, R.L. (1997). *The Penguin Guide to Punctuation*. London: Penguin.
 - Trask, R.L. (2002). *Mind the gaffe: The Penguin Guide to Common Errors in English*. London: Penguin. [is also relevant but not currently in the library]
7. Guidance on writing essays, reports and dissertations can be found in the following:
- Clanchy, J. & Ballard, B. (1998). *How to Write Essays: A Practical Guide for Students*. 3rd ed. South Melbourne: Longman.
 - Cottrell, S. (1999) *The Study Skills Handbook*. Basingstoke: Macmillan.
 - Creme, P. & Lea, M.R. (2003). *Writing at University: A Guide for Students*. 2nd ed. Maidenhead: Open University Press.
 - Fairbairn, G.J. & Winch, C. (1996). *Reading, Writing and Reasoning: A Guide for Students*. 2nd ed. Buckingham: Open University Press.
 - Hall, G.M. (ed.) (2003). *How to Write a Paper*. 3rd ed. London: BMJ Publishing Group. (This has a lot of medical related examples but the general principles are still useful. Available as an electronic book via <http://www.shef.ac.uk/library/ebooks/htohz.html>).
 - Hart, C. (1998). *Doing a Literature Review*. London: Sage.
 - Lindsay, D. (1995). *A Guide to Scientific Writing*. 2nd ed. Melbourne: Longman. (Includes advice about giving oral presentations).

Method of Citation

It is vital to cite published works correctly; students often lose marks, or, even worse, commit plagiarism, through incorrect citation. And yet correct citation is very easy to achieve, as simple, step-by-step instructions are readily available, as explained in this section. You are strongly advised to have these instructions close to hand every time you are required to cite published works.

Harvard System

The Department of Information Studies uses the Harvard method of citation, and this is the method you are required to use when citing published works. Please do NOT use any other method of citation unless explicitly asked to.

A full explanation of the Department of Information Studies' standard Harvard System can be found in the "Library – Information Skills" resource, available via "Sheffield Courses Online (WebCT Vista)". You can access this resource through your MUSE account from any Internet-connected computer:

- log in to **MUSE**
- click "**Sheffield Courses Online (WebCT Vista)**"
- from the list of courses presented, select "**Library - Information Skills**"
- click on "**Information Skills Tutorials**"
- click on "**Subject-specific Information Skills Tutorials**"
- click on "**Information Studies**"
- click on "**Harvard Referencing for the Department of Information Studies**"

You are advised to familiarise yourself with this resource, and to access it every time you cite published works. For quick reference, some of the more common Harvard referencing formats detailed in the resource are reproduced below.

Harvard Method of Citation in the text

In the body of the assignment, you must cite the author of the original work and the date of publication. The page number must be included for a direct quote. The citation should be given wherever it is most convenient to make sense of the text. Examples:

Single author: In a study by Bruce (1997) the significance of the emergence of information literacy was investigated...

Single author: The emergence of information literacy was investigated... (Bruce, 1997).

Two authors: In the book by Kinnell and Sturges (1996)...

More than two authors: Turban et al. (2001) conclude that

If you are citing an article without a personal author, use the journal name (see example of "News item with no by-line", below) or corporate author and the year of publication e.g.

Economist (2003)

British Broadcasting Corporation (2004)

Quoting

A quotation is where you use the exact phrase or words of the original author. Indicate quotations by typing quotation marks around the exact words, phrase or sentence followed by the author's name, year of publication and the page number of the quote in brackets.

Bradley (2004 : 188)

Short quotations, up to 2 lines in length, can be included in the body of the text. Longer quotations should be indented in a separate paragraph.

How to Cite Authors in the Bibliography

In the bibliography, the references are arranged in alphabetical order of author's surname and within this in chronological order. The year follows the author's or authors' names. Some examples of standard reference formats for published material that should be used in bibliographies are given below.

Book by a single author:

Corrall, S. (2000). *Strategic Management of Information Services: a Planning Handbook*. London: Aslib/IMI.

Book by two authors:

Webb, J. & Powis, C. (2004). *Teaching Information Skills : Theory and Practice*. London: Facet.

Book by more than two authors:

Turban, E. et al. (2001). *Introduction to Information Technology*. New York: Wiley.

Book by a corporate author:

Museums, Libraries and Archives Council. (2004). *Listening to the Past, Speaking to the Future : Report of the Archives Task Force*. London: Museums, Libraries and Archives Council.

Chapter in a Book

Usherwood, B. et al. (1998). "Quality management and public library services: the right approach". In: Brockman, J. (ed.), *Quality Management and Benchmarking in the Information Sector: Results of Recent Research*, pp. 121-262. London: Bowker Saur.

Edited work:

Hobohm, H. (ed.) (2004). *Knowledge Management : Libraries and Librarians Taking Up the Challenge*. München: K.G. Saur.

Journal article

Pedley, P. (2003). "Implementing an intranet in a global organization". *Business Information Review*, 20 (3), 136-143.

Printed News Item with Author ('by-line') given

Perkin, J. (2000). "Switched on PCs will mind your manners". *Financial Times, Information Technology Survey*, 6 September, i, iii.

Printed News Item with no Author ('by-line') given

The Herald. (2000). "Nuclear submarines recalled due to fault". *The Herald*, 21 October, 3.

Conference Papers

Loughridge, B. (1999). "Knowledge management and the information professional: relevance and implications". In: Klasson, M., Loughridge, B. & Lööf, S. (eds.) *New Fields for Research in the 21st Century. Proceedings of the 3rd British-Nordic Conference on Library and Information Studies. 12-14 April, 1999, Borås, Sweden*. pp. 56-69. Borås: The Swedish School of Library and Information Studies, University College of Borås.

Reports

Proctor, R., et al (1998). *Access to Public Libraries: The Impact of Opening Hours, Reductions and Closures 1986-1996/97*. The University of Sheffield: Centre for the Public Library in the Information Society. (British Library Innovation and Research Centre Report No. 89).

AOL Time Warner (2001). *2000 Annual Report*. New York: AOL Time Warner.

Theses

Noah, S.A. (1998). *An Evaluation of the Contribution of Domain Knowledge to the Activities of Knowledge-Based Design Tools*. PhD, University of Sheffield.

Dissertations

Alberair, A. (2000). *Statistical Analysis for Investigation of Retrieval Systems Evaluation Measures - Their Accuracy and Stability*. MSc, University of Sheffield.

Referencing Electronic Sources

Full and correct citation is as important for electronic sources as it is for print sources. Simply citing a web address is never sufficient for an Internet resource, because the web address may change. Citing full bibliographic details may enable someone to locate a resource from your bibliography even if the web address changes.

For web sites, note the following. The full details of a web page may not always be obvious at first glance. In order to establish the author, publisher, date and place of publication you may need to check, for example:

- the foot of the web page;
- the home page of the site;
- the "About" pages;
- pages giving copyright statements or contact information for the site.

Bibliographic information may found, in some cases, in the metadata area of the **source code**. The author and publisher may be the same person or organisation (an 'author' is the person or organisation with intellectual responsibility for the site).The publisher is the person or organisation publishing or hosting the site. The date of publication is the date on which the resource was last revised. If you investigate the website thoroughly and still cannot identify a date, put **(Undated)** or (if it seems likely that it was published in a particular year, but it is not completely clear) **(year?)** e.g. **(2005?)**

Citing Electronic Resources using the Harvard System

The author's name and the year of publication should be given in the text following the same guidelines as are used for printed sources (see above). An author may be a corporate author (e.g. an organisation or committee) or a personal author. Some examples of standard reference formats for electronic resources are given below. More detailed guidelines on applying the Harvard System to different types of electronic resource (e.g. emails, CD-ROM, videos) are given on the University Library's website (see reference University of Sheffield (2006a) below under Further Information). The basic format is the same as for printed works, with the addition of information about the medium and the date on which you last checked that the resource was available.

Individual web page, by a personal author:

Bradley, P. (2005). *Internet tools for the advanced searcher* [Online]. Phil Bradley. <http://www.philb.com/adint.htm> [Accessed 23 June 2007].

Individual web page, by a corporate author:

The University of Sheffield Library. (2005). *Information Studies in the Library and on the Internet* [Online]. Sheffield: The University of Sheffield. <http://www.shef.ac.uk/library/subjects/subinfo.html> [Accessed 22 June 2007].

Web site, by a corporate author:

Chartered Institute of Library and Information Professionals. (2005). *CILIP: Chartered Institute of Library and Information Professionals* [Online]. London: CILIP. <http://www.cilip.org.uk/> [Accessed 24 June 2007].

Article in an electronic journal via the internet:

Webber, S. & Johnston, B. (2000). "Conceptions of information literacy: new perspectives and implications". *Journal of Information Science* [Online], 26 (6), 381-397. <http://www.swetswise.com/eAccess/viewFulltext.do?articleID=17957637> [Accessed 23 June 2007]

Article from a news web site:

BBC News. (2005). "Architectural award for library". *BBC News* [Online], 18 June. http://news.bbc.co.uk/1/hi/england/southern_counties/4105550.stm [Accessed 24 June 2007].

Journal articles or news stories on an online service that aggregates articles or stories

Brisler, K. (2000). "America Online, Time Warner deal may shape broadband internet access policy". *Knight-Ridder Tribune business news* [Online], 15 November. Dialog Information Service, File 20 World Reporter. [Accessed 15 November 2006].

Conference Papers

Feria, L. (2000). "ICT and marketing challenges in Latin American Libraries". In: *IFLA 2000 Jerusalem Proceedings of the 66th IFLA Council and General Conference. 13-18 August 2000, Jerusalem, Israel* [Online]. The Hague: International Federation of Library Associations and Institutions. <http://www.ifla.org/IV/ifla66/papers/038-110e.htm> [Accessed 21 August 2006].

Submission of Work

Coursework Submission

You are required to observe the conditions laid down by the Department (or individual lecturer) in respect of the submission of material for assessment purposes. Where there are special conditions for the submission of an assessed work, these conditions will be stated in the Module Outline, available via MOLE.

Unless instructed otherwise, you must submit your coursework via the **turnitin** facility, available through MOLE, before the required deadline. Full instructions for the use of **turnitin** are displayed in MOLE at the point of submission.

Please note that, in order to ensure all work is anonymous, you must enter **your Registration Number only** into the field marked "submission title" within **turnitin**.

A Coursework Report Form will be returned to you after marking.

Late Submission of Work and Coursework Extensions

You will receive a schedule of coursework submission deadlines at the beginning of Semesters 1 and 2. **Work must be completed and submitted by the required submission date and time** (see section on Penalties for Late Submission section). You should use the coursework schedule to plan your own work programme and you should regard coursework submission deadlines as being almost immovable.

However, it is noted that occasionally genuine medical or mitigating personal circumstances mean that submission by the due deadline becomes a problem. In such circumstances, if you wish to request formal agreement for an extension to a coursework deadline then you must complete a Departmental *Coursework/Dissertation Extension to Deadline Form*, available from:

<http://www.shef.ac.uk/is/current/forms.html>

Please submit this to the PG Examinations Officer. If you are requesting extensions to deadlines for work on more than one module, you should complete a separate form for each module. As far as possible, you should submit any written documentary evidence to back up your request (e.g. medical notes) with the *Coursework/Dissertation Extension to Deadline Form*. You should submit the completed form and any accompanying documentary evidence directly to the PG Examinations Officer (or post it to the Departmental Office where it will be forwarded to the PG Examinations Officer). You should do this as early as possible **before** the required submission date.

You should note that formal extensions to coursework deadlines are not automatically agreed as a matter of course. The PG Examinations Officer will give careful consideration to the medical and/or personal mitigating circumstances surrounding the request, and an extension will not be agreed where there are no compelling reasons, since this would disadvantage other students who have worked hard to submit work by the due deadline. The PG Examinations Officer may also consult with your Personal Tutor, the Module Coordinator or the member of staff who set the work, as appropriate.

You should note that if medical reasons are given as mitigating circumstances for non-submission by the required deadline, then you must submit a written medical certificate from your doctor. Students registered with the University Health Service should complete a *Special Circumstances Form* available from:

<http://www.shef.ac.uk/is/current/forms.html>

If reasons of an abnormally heavy workload at your normal place of employment are given as mitigating circumstances for non-submission by the required deadline, then you must submit a letter of explanation from your line manager.

If a formal extension is agreed then you will be informed by the PG Examinations Officer what the new extended deadline for submission is and the coursework will be assessed and assigned a mark in the normal way if it is submitted within the formally agreed extended deadline.

Coursework which is received late without a formal extension having been agreed will be penalised.

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.

Departmental Advice

Plagiarism and Acknowledgement of Sources

You are required to submit your own original work. Where other material is used, you must state the sources from which the information is derived and the extent to which you have availed yourself of the work of others. Failure to acknowledge the sources used may be interpreted as plagiarism.

Any piece of work in which plagiarism is clearly identifiable will be given a fail grade. Additionally, any student who appears to have used unfair means may be reported to the Registrar and Secretary of the University and disciplinary action may ensue; this could lead to failure of the Programme as a whole.

It is very important that you identify and acknowledge any sources on which you base your coursework and dissertation. When you use information which you have found in another source, or quote from articles, books, dissertations, theses or other printed or electronic sources which are not your own work, or summarise passages from such sources, it is very important that you should state the sources from which you obtained the information or quotation. Even if you do not quote directly from another source but only summarise it or refer to it in passing you should always make sure that you identify it clearly. This requirement applies equally to the verbatim or near-verbatim use of lecture handouts and lecture notes or transcripts whether they are distributed in hard copy or are available on lecturers' or Departmental web-pages, but ideas or arguments put forward in lectures may legitimately be used without citation.

Essentially, this means that you have to give accurately the name of the author (if known), the title of the article, book, report or other publication, volume number and issue number (when appropriate), date of publication, pagination or page number (as appropriate) and publisher/place of publication (as appropriate) in a form that will allow any reader of your work to identify the source unambiguously and to trace and find it if considered necessary. It is important to be consistent and to check the accuracy of the bibliographical details you give.

The preferred method of providing such details (citation method) about printed sources, the Harvard system, is detailed in the Information Skills Resource available via MOLE, and outlined in the "Method of Citation" chapter earlier in this Handbook. However, simply including details of the

source or sources in your bibliography or list of references will not be regarded as adequate acknowledgement; they must also be identified and acknowledged at those points in your text where you quote from, summarise or otherwise allude to them. Acknowledging your sources in this way will not in any way weaken either your coursework or dissertation. On the contrary, proper acknowledgement of the sources you have consulted will ensure that those assessing your work will be fully aware of the extent of the work you have done for your coursework or dissertation and that they will, therefore, be in a better position to assess your work. Remember also, that where you quote verbatim, i.e. use exactly the same words, from sources you have consulted you should put the quote within inverted commas in your coursework or dissertation, to indicate that these are not your own words.

On the other hand, however, too great a reliance on quotations from other people's work could weaken your work. You must think carefully not only about what you quote, but why you are quoting it and how much you quote; you should also think about when it might be better to summarise than to quote and *vice versa*. The important thing to remember is that the quotations and references you include should be used as a contribution to the work you are writing, for example, to substantiate an argument or prove a point, not as the substance or main part of the work itself. Assessors must have evidence not only that you have used your own judgement in selecting sources and evaluating them, and using relevant quotations constructively but also, where appropriate, that your work is based on your own experience or knowledge or ideas.

Simply bringing together a number of quotations, with little or no comment, critical evaluation or other material which is unmistakably your own work, would not normally satisfy the requirement set out clearly above that, "Students are required to submit their own original work".

If you do not clearly identify the sources from which you have quoted or taken information of any kind you could possibly lay yourself open to the suspicion of plagiarism, i.e. that you have simply copied from someone else's work but presented it as your own. If the person assessing your work were able to identify parts of it, however brief, which were unmistakably copied from or based directly on other sources without appropriate acknowledgement then this would be considered a very serious matter by both the Department and the University. **Any piece of work in which plagiarism is clearly identifiable will be given a fail grade.** Additionally, any student who appears to be using, or to have used unfair means, may be reported to the Registrar and Secretary of the University and disciplinary action may ensue; this could lead to failure of the Programme as a whole.

Sanctions against plagiarism also apply to material from the Internet. It is not acceptable to copy any material, however brief, from a website, or an email or chat message, into your written work without an acknowledgement of the source and quotation marks if necessary. If you are asked to produce a website as part of your coursework, you should also be careful to avoid passing off anyone else's work as your own. Linking to another site is acceptable, but downloading or copying elements and passing them off as your own is plagiarism. This applies not only to text, but to images, movies and audio files. As with printed works, all sources must be acknowledged. If you want to link to an external commercial site it is good practice to email the webmaster to ask if you may make a link. You should also be careful not to create the impression that content is your own by framing external content in your own page. This may give the impression that it is your work; this is not only plagiarism, but a breach of copyright. You can avoid doing this by using tables, or by making the provenance of the external material clear in your own frame, e.g. by calling it 'external links'. Advice on citing electronic resources detailed in the Information Skills Resource available via MOLE, and outlined in the "Method of Citation" chapter earlier in this Handbook.

If you are in any doubt at all about whether to identify the source(s) on which you have based your work or from which you have quoted or which you have summarised in your work you should identify them.

Submission of the Same or Similar Work for more than one Coursework Assignment

It is not permissible to submit, in response to a particular coursework assignment, an essay, report or other piece of work the text of which is closely similar to the text of a piece of coursework submitted in response to another coursework assignment (whether for the same or a different module). This prohibition applies even if the wording of the two essay, report or other coursework assignments would seem to make essentially the same text a reasonable answer to both.

Collusion

An example of collusion is when two or more people cooperate to produce work, part or all of which is then presented by each or any of them as his or her own individual effort. Collusion in this sense is considered unfair practice and may incur disciplinary action, as mentioned above. While discussing your ideas and your work with others is, of course, an important aspect of university life and is encouraged, **it is essential that the work you submit for assessment in your own name is all your own.** However, there are circumstances in which collusion may be required or unavoidable, e.g. when you are a member of a team making a presentation summarising the work of the team, or when you are involved in group coursework as described below.

University Advice

It is vital that every student reads and understands University's guidance on the use of unfair means, below, which explains these matters in full.

Where unfair means is found to have been used, the University may impose penalties ranging from awarding a grade of zero for the assignment through to expulsion from the University.

USE OF UNFAIR MEANS IN THE ASSESSMENT PROCESS (non invigilated exams): ADVICE TO STUDENTS

The University expects its graduates to meet certain criteria relating to good academic practice. (See the [University's Learning, Teaching and Assessment Strategy](#) for a complete list of the characteristics of the Sheffield Graduate) These include:

- being able to carry out independent enquiry and engaging critically with a wide range of evidence;
- demonstrating that you can use and handle information in a professional and ethical way;
- demonstrating that you are fit to practice in your chosen professional field, meeting the requirements of relevant statutory bodies;
- being able to work as a constructive member of a team;
- being able to communicate effectively both orally and in writing.

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

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 the stealing of ideas or work of another person (including experts and fellow or former students) and 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 assignment or part of it and implies a clear intention to deceive the examiners. . The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assignments to other students.
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 assignment 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 attach a **declaration form** to all submitted work (including work submitted online), stating that the work submitted is entirely your own work.

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 or a member of staff involved with that unit of study.

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 a grade of zero for the assignment 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 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

www.shef.ac.uk/ssid/procedures/grid.html#discipline

Group Coursework

Some coursework may be set which the lecturer specifies should be done by two or more students working as a team; this is group coursework. Only in this circumstance can coursework be accepted which is not entirely the work of an individual student. The following additional rules apply to group coursework:-

1. The composition of the "teams" must be approved by the lecturer concerned.
2. All team members will be expected to make an equal contribution to the work and must complete and sign the *Statement of Contribution to Group Coursework* section on the Coursework cover sheet. Individual contributions should also be indicated on the coursework itself using student registration numbers to retain anonymity. Any problems regarding the equality of contributions from individual team members should be raised with the lecturer who is supervising your groupwork at the earliest opportunity.
3. The *Statement of Contribution to Group Coursework* comprises the following wording: "This is to confirm that all members of the team contributing to this piece of coursework agree that all members of the team contributed equally to the work involved in the coursework and to the preparation of the final piece of work submitted for assessment". Each team member's registration number, name and signature should be added to the coursework cover sheet.
4. Normally, one grade will be awarded for the work. This grade will apply to all the team members. In the event of the lecturer's not being satisfied that the work submitted represents fair and equal contributions by all members of the team the lecturer may, depending on the circumstances:-
 - a) award individual grades based on the contribution made by each student, as assessed by the lecturer

or

b) require the work to be re-submitted.

If you are not clear about any of the points made above please discuss them in the first instance with the person who will be assessing your coursework or with your dissertation supervisor, as appropriate. If, after this, the matter can still not be resolved satisfactorily then it may be necessary to consult the Departmental Postgraduate Examinations Officer.

Assessment of Work

Anonymous Marking

The University of Sheffield has introduced a system of anonymous marking, where appropriate, for all pieces of assessed work. It is recognised that anonymous marking cannot take place under certain circumstances, for example, where the nature of the work involves contact between the student and the examiner as part of the assessment or when an examiner's familiarity with the content of the work (usually a specific topic identified by an individual student or group) makes anonymity difficult. Consequently, a policy of anonymous marking will be employed for the assessment of all pieces of work, with the exception of dissertations, presentations, projects and portfolios. **Students should therefore ensure that they only put their registration number and not their name on the coursework itself.**

Method of Assessment

1. In assessing work members of staff will assign marks on a 100-point scale in line with the University policy on a unified marking scheme, where 100 is the highest grade awarded and 0 is the lowest grade awarded. For postgraduate level modules the minimum pass grade is 50.

GRADE	STANDARD	NOTES
50-100	Work of a pass standard	Students who obtain an overall module grade of between 50 and 100 will be awarded the credits associated with that module.
0-49	Work in respect of which candidate fails	Students who obtain an overall module grade of between 0 and 49 will NOT be awarded the credits associated with that module.

2. One mark will be awarded for a piece of coursework on a module and this will be recorded as the *overall module mark*, unless the coursework comprises two or more pieces of work which have each been awarded a separate mark, then the *overall module mark* is calculated as the weighted average of the individual marks and rounded to the nearest whole number on the numerical 100-point scale.

3. An ***overall module mark of 50 is the minimum mark required to pass a module*** and be awarded the credits associated with that module.

4. For any module students are required to obtain a pass mark for **each** piece of coursework in order to pass the module as a whole, i.e. a minimum mark of 50 must be obtained for **each** element of assessed coursework within a module for a pass mark to be awarded in the module overall (any exception to this requirement will be indicated in specific module documentation provided to students at the start of each semester).

Penalties for Late Submission of Work

You will receive a schedule of coursework submission deadlines at the beginning of Semesters 1 and 2. Work must be completed and submitted by the required submission date and time. You should use the coursework schedule to plan your own work programme and you should regard coursework submission deadlines as being immovable.

However, it is noted that occasionally genuine medical or mitigating personal circumstances mean that submission by the due deadline becomes a problem. In such circumstances, if you wish to

request formal agreement for an extension to a coursework deadline then you **must** complete a Departmental Coursework/Dissertation Extension to Deadline Form (available from the Departmental website) and submit this to the relevant Examinations Officer.

Examinations Officer (Postgraduate): Semester 1 Prof. Peter Willett / Semester 2 Ms. Briony Birdi
Examinations Officer (Undergraduate): Prof. Peter Willett

If you are requesting extensions to deadlines for work on more than one module, you should complete a separate form for each module. As far as possible, you should submit any written documentary evidence to back up your request (e.g. medical notes) with the Coursework/Dissertation Extension to Deadline Form. You should submit the completed form and any accompanying documentary evidence directly to the Examinations Officer (or hand it in to the Departmental Office where it will be forwarded to the Examinations Officer). You should submit your extension request as soon as the problem arises, and not leave it until just before the deadline. Submitting your extension request just before the deadline, when the problem occurred some time ago, may affect the Department's decision to grant the extension.

You should note that formal extensions to coursework deadlines are not automatically agreed as a matter of course. The Examinations Officer will give careful consideration to the medical and/or personal mitigating circumstances surrounding the request, and an extension will not be agreed where there are no compelling reasons, since this would disadvantage other students who have worked hard to submit work by the due deadline. The Examinations Officer may also consult with your Personal Tutor, the Module Coordinator or the member of staff who set the work, as appropriate.

You should note that if medical reasons are given as mitigating circumstances for non-submission by the required deadline, then you **must** submit a written medical certificate from your doctor. Students registered with the University Health Service should complete a Special Circumstances Form and ensure that it has been countersigned by a medical/health professional at the University Health Service.

Special Circumstances Form available from SSiD: Medical Certificates
<http://www.shef.ac.uk/ssid/forms/medical.html>

For more information about reporting absences due to illness, please see the "Academic and Pastoral Advice" section.

If a formal extension is agreed then you will be informed by the Examinations Officer what the new extended deadline for submission is and the coursework will be assessed and assigned a mark in the normal way if it is submitted within the formally agreed extended deadline.

Coursework which is received late without a formal extension having been agreed will be penalised. 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

(a) 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 a zero.

(b) This penalty system applies to all assignments submitted for assessment on all undergraduate units and all postgraduate programmes including the dissertation component. It also applies to non-modular course units where these still operate.

Penalties for Over/Under Length Assessed Work

Penalties applied to assessed coursework, as described in the tables below, will not reduce a grade below a Pass mark (50 for postgraduate programmes).

Coursework

For each piece of assessed coursework, the relevant Module Outline will provide a target word count. You are required to complete your work in less than 5% above or below this target word count. You must include the word count at the end of your submitted work. Penalties for non-compliance will be applied as in the table below.

Your word count	Penalty
less than 5% above or below the target word count	None
5% - 10% above or below the target word count	3 marks
10% or more above or below the target word count	6 marks
failure to state word count	6 marks

Postgraduate Dissertation

In completing your postgraduate dissertation you are required to remain within a word range of 15,000 - 25,000 words. You must include the word count at the end of your submitted work. Penalties for non-compliance will be applied as in the table below.

Your word count	Penalty
less than 1,000 words above or below the stated range	3 marks
1,000 or more words above or below the stated range	6 marks
failure to state word count	6 marks

Departmental Criteria for Assessing Coursework

Staff marking assessed work for modules will use the Departmental Assessment Criteria table when looking at the content, presentation and style of a piece of work to help gauge the mark to award. Students should note that content will be regarded as more important than presentation and style in considering the overall mark to be awarded for a piece of work. Note that a grade of 0 will be awarded where the piece of work is considered unworthy of assessment.

	100-80, outstanding	79-70, 1 st class piece of work	69-60, good but with faults	59-50, an adequate pass	49-40, a fail	39-0, a bad fail, a poor attempt
Interpretation and scope	Outstanding. Scope appropriate. All significant points covered	Excellent. Scope appropriate. Almost all significant points covered.	Good attempt to reflect scope of assignment. Most key points covered.	Attempt to cover scope: a) some omissions b) some misunderstandings c) some irrelevant material.	Inadequate attempt to define scope of the essay/topic: a) many omissions b) many misunderstandings	No attempt to define scope of topic.
Understanding of topic	a) Excellent understanding & exposition of relevant issues. b) Insightful & well informed c) Excellent awareness of nuances & complexities	a) Good understanding and exposition of relevant issues. b) Insightful and informed c) Good awareness of nuances & complexities.	a) Clear awareness and exposition of relevant issues. b) Some awareness of nuances & complexities.	a) Basic awareness of the issues but at a general level. b) Awareness of some of the issues.	a) Understanding of topic is superficial and/or confused. b) Contains some irrelevant material.	a) Little or no understanding of the issues raised by the topic or topic misunderstood. b) Content largely irrelevant
Use of literature	a) Outstanding use of evidence to support arguments/points. b) Substantial evidence of independent research.	a) Excellent use of evidence to support arguments/points. b) Significant independent research.	a) Good use of evidence to support arguments. b) Some independent research.	a) Weak/inconsistent use of evidence to support arguments. b) Insufficient evidence of independent research.	No evidence of independent research relies on a superficial and/or poor understanding of class notes	No references to literature or even class notes.
Evaluation & synthesis of evidence	Substantial evaluation and synthesis of source material.	Significant evaluation and synthesis of source material.	Some evaluation and synthesis of source material.	a) Content over descriptive b) Insufficient evaluation of source material	Evidence presented with little attempt at evaluation & synthesis.	Evidence presented with no attempt at evaluation or synthesis.
Critical analysis	a) Outstanding standard of critical analysis. b) Questioning & unbiased in approach. Clear evidence of independent thought	a) Excellent standard of critical analysis. b) Questioning and unbiased in approach.	a) Good standard of critical analysis. b) Some questioning of sources	a) Attempts analysis but some omissions and/or errors. b) No questioning of sources	a) Weak understanding of conceptual frameworks b) Too descriptive c) Analysis too superficial: omissions and/or errors d) Over reliance on undigested sources.	a) No understanding of conceptual framework b) Essay almost wholly descriptive. c) No grasp of analysis: many errors and/or omissions
Structure, logical development	Convincing case made. Aims, arguments and conclusions fully compatible.	Credible case made. Aims, arguments and conclusions compatible.	a) Arguments clearly structured b) Arguments logically developed.	a) Arguments not always clear. b) Arguments not developed. c) Structure flawed.	Arguments often unclear and undeveloped.	No logical structure.
Abstract	Clearly defines subject. Includes aims, approach and conclusions	Clearly defines subject. Includes aims, approach and conclusions	Defines subject but summary of aims, approach & conclusions incomplete	Does not summarise work effectively.	Abstract does not summarise work.	Abstract missing.
Conclusion	Excellent: accurately identifies and summarises key points/issues/outcomes.	Good. Summarises key points/issues/outcomes.	Summarises most key points/issues/outcomes.	Conclusion doesn't do justice to essay. Inadequate summary of key points/issues/outcomes	Conclusion perfunctory.	No recognisable conclusion.

	100-80, <i>outstanding</i>	79-70, <i>1st class</i> <i>piece of work</i>	69-60, <i>good but</i> <i>with faults</i>	59-50, <i>an adequate</i> <i>pass</i>	49-40, <i>a fail</i>	39-0, <i>a bad fail, a</i> <i>poor attempt</i>
Spelling, grammar & syntax	Exemplary, one or two errors in whole work	High standard. Negligible errors.	Acceptable standard. Occasional errors and/or typos.	Some errors – punctuation, misuse of words, spelling, sentence construction.	Errors – punctuation, misuse of words, spelling, sentence construction makes meaning unclear	Frequent errors: punctuation, misuse of words, spelling, sentence construction make the work largely incomprehensible
Style	Very effective use of English. Clear and easy to read.	Very effective use of English. Clear and easy to read.	Effective use of English. Clear and easy to read.	Style acceptable.	a) Style sometimes makes work difficult to understand. b) Style is too colloquial	Style makes work largely incomprehensible
Presentation of data and references	a) Excellent use of relevant data, examples, figures, and models. b) References accurately cited and listed.	a) Excellent use of relevant data, examples, figures, and models. b) References accurately cited and listed.	a) Good use of relevant data, examples, figures, and models. b) References accurately cited and listed.	a) Some good use of relevant data, examples, figures, models. b) Missing or incorrect citations and/or bibliography entries.	a) Little use of figures, models relevant data or examples. b) Many errors in citation or bibliography entries; e.g. missing or incorrect. c) Little apparent understanding of referencing. References used rarely.	a) No appropriate references to data, examples or class notes. b) No referencing and/or bibliography.
Overall presentation	Outstanding presentation. Well organised & presented. Students' Handbook followed.	Excellent presentation. Well organised and presented. Students' Handbook followed.	Well organised and well presented. Students' Handbook followed.	Presentation generally satisfactory. Some elements not as per Students' Handbook.	Unacceptable presentation. Pagination, title, margins, & paragraphs need attention.	Unacceptable presentation. Pagination, title, margins, & paragraphs need attention.

Assessment Feedback

After your work has been marked a Coursework Report Form will be returned to you. This details the unconfirmed mark awarded for the coursework, together with informative narrative feedback on both content, presentation and style. This is designed to help you to improve your performance in subsequent assignments. Should you wish to receive further feedback, you should request a personal tutorial with the lecturer who assessed the coursework.

The Department has defined a turnaround time for the assessment and processing of work as six weeks from the coursework submission deadline. Coursework reports are distributed to students as soon as possible after this time period.

The mark on the Coursework Report Form is classed as "unconfirmed" as it has subsequently to be approved by both the Departmental Internal and External examination boards and then by the relevant Faculty board.

If you have been awarded a fail grade you **must** see the lecturer concerned as soon as possible to discuss your work. Please also see the "Resubmission and Re-examination" section below for details about re-submission/re-examination of coursework.

Taught Postgraduate Degree Examination Conventions

Degree Examination Conventions are given in detail on the Student Services Information Desk website, along with other useful information about examinations:

<http://www.shef.ac.uk/ssid/exams/pgexconv>

Students should make themselves fully aware of the Examination Conventions. Students who are in any doubt about the examination conventions and require further clarification should contact the Undergraduate / Postgraduate Examinations Officer as appropriate.

Award of Degree

The following extracts are taken from the University's General Regulations for Higher Degrees, Postgraduate Diplomas and Postgraduate Certificates. These General Regulations, and associated information, can be seen in greater detail on the University's Governance webpages:

<http://www.shef.ac.uk/govern/calendar/highregs/highcourse.html>

Award of Degree

1. A candidate who is awarded 180 credits shall thereby pass the Examination for a Master's Degree. Where the regulations for a Master's degree make provision for a related Postgraduate Diploma or Postgraduate Certificate, a candidate who is awarded 120 credits shall be eligible for the award of the Postgraduate Diploma, and a candidate who is awarded 60 credits shall be eligible for the award of the Postgraduate Certificate.

2. The Examiners may in their discretion recommend that a candidate who is awarded not fewer than 150 credits be deemed to have passed the Examination for a Master's degree, providing that the candidate has obtained an average grade of not less than 50 and a grade or grades of not less than 40 in the elements of the programme of study in respect of which the credits are not awarded, this calculation to include all units [modules].

3. The Examiners may in their discretion recommend that a candidate who is awarded not fewer than 100 credits be deemed to have passed the Examination for a Postgraduate Diploma, providing that the candidate has obtained an average grade of not less than 50 and a grade or grades of not less than 40 in the elements of the programme of study in respect of which the credits are not awarded. In the case of a candidate for the Master's degree who is being considered for the award of a Postgraduate Diploma, calculation of the average grade shall exclude the dissertation grade.

4. A candidate who fails to satisfy the Examiners in respect of any unit [module] or other part of the programme of study (including the dissertation if any) and who has not been recommended for the award of a Master's degree or a Postgraduate Diploma may (subject to the Regulations for the particular programme of study and to the General Regulations as to the Progress of Students) enter for a subsequent examination in respect of the unit or submit a revised dissertation on one occasion only. A candidate satisfying the Examiners in a subsequent examination or in respect of a revised dissertation will be awarded a bare pass grade in respect of that unit. In the event that the grade achieved following the subsequent examination is lower than that achieved on the first occasion, the higher grade shall be awarded. The Board may prescribe conditions to be satisfied by the candidate, and in the absence of any other provision, the re-examination or re-submission shall be within one year of the notification of the first result.

DISTINCTIONS AND MERITS

21. The Examiners may in their discretion recommend the award of a mark of distinction or merit to a candidate registered for a Master's degree, such that

(a) a candidate who obtains a weighted mean grade of not less than 69.5 in the Examination as a whole and a grade of not less than 70 in units to the value of not less than 90 credits, may be recommended for the award of the Degree with distinction; *and*

(b) a candidate who obtains a weighted mean grade of not less than 59.5 in the Examination as a whole and a grade of not less than 60 in units to the value of not less than 90 credits, may be recommended for the award of the Degree with merit.

22. The Examiners may in their discretion recommend the award of a mark of distinction or merit to a candidate registered for a Postgraduate Diploma, such that

(a) a candidate who obtains a weighted mean grade of not less than 69.5 in the Examination as a whole and a grade of not less than 70 in units to the value of not less than 60 credits may be recommended for the award of the Postgraduate Diploma with distinction; *and*

(b) a candidate who obtains a weighted mean grade of not less than 59.5 in the Examination as a whole and a grade of not less than 60 in units to the value of not less than 60 credits may be recommended for the award of the Postgraduate Diploma with merit.

23. The Examiners may in their discretion recommend the award which, having regard to all the evidence before them, best reflects the overall performance of the candidate notwithstanding Regulations 21 and 22 above.

Re-submission and Re-examination

If a student has failed to attain the overall pass mark for a module then, as described in paragraph 3 in the section 'Award of Degree' above, "A candidate...may...be permitted by the Board on the recommendation of the Examiners to enter for a subsequent examination or submit a revised dissertation on one occasion only".

If a student has been awarded an overall module mark of between 0 and 39 for a module then

- i). the Departmental Examinations Board will require the student to re-submit the failed work; or
- ii). the Departmental Examinations Board, in consultation with the External Examiner, will require the student to undertake some other form of re-examination.

If for any module or modules the overall module mark or marks are fails of between 0 and 39, then there is NO possibility of the student being considered for a Pass overall on the programme of study and they will Fail the programme. If such a fail mark or marks have been awarded for the first attempt at the module or modules, then the student must resubmit work or be re-examined if they wish to attempt to redeem the failed module or modules. In order for the student to be considered for a Pass overall on the programme of study, the resubmission or re-examination must result in an overall module mark of 40 or above being awarded for the module or modules.

If a student has been awarded an overall module mark of between 40 and 49 for a module then

- i). the Departmental Examinations Board may require the student to re-submit the failed work; or
- ii). the Departmental Examinations Board, in consultation with the External Examiner, may require the student to undertake some other form of re-examination.

If for any module or modules the overall module mark or marks are fails of between 40 and 49, then as long as no more than thirty credits (Masters) or twenty credits (PGDiploma) worth of modules have been failed with such fail marks and taking into account the regulations for the degree, then the Examiners may in their discretion still consider the student for a Pass overall on the programme of study.

Decisions regarding the exercise of discretion in recommending the award of a degree are made by the Examiners at the External Examination Boards, which are held after the end of the academic session (usually in late October/early November). Whilst it is up to a student who has failed any modules to review their situation and decide which, if any, failed modules they will register to resubmit/be re-examined in, the Department advises students to register and resubmit/be re-examined in all modules that they have failed.

Procedures relating to Re-submission and Re-examination

1. After the Semester 2 Internal Examination Board (usually in mid-July) the Examinations and Records Secretary will send to any student who has failed one or more modules, a letter confirming this, together with instructions about how to apply online on the University Examinations Office website to officially register to resit modules.

2. The letter will include a deadline, some time in mid August, by which students must register online at the University Examinations Office website to resit modules (students should note that re-examination fees are payable in all cases of re-submission or re-examination). This deadline is set after the end of semester two so that students should know the results of all their taught modules and thus know how many credits in total they have been awarded up to that point.

3. The deadline for submission of all re-submitted or re-examined work (not including the dissertation or the assessed coursework for INF(tbc)) will be in mid-September, and again the exact date will be given in the letter.

Students are advised to contact their tutor for the failed module well in advance of this deadline to discuss the form of re-submission or re-examination. It is expected that students will normally complete the work for re-submission or re-examination after September and before the deadline stated here, but students wishing to re-submit work earlier in the academic year may do so. Procedures for handing in resubmitted work are those given in the "Resubmission and Re-Examination" section above. Whether work is re-submitted earlier in the year or by the deadline stated here, the Postgraduate Re-Assessment Form must be completed and a re-examination fee paid.

4. Where a fail mark is awarded for the assessed coursework required for the Research Methods and Dissertation Preparation modules (INF(tbc)), any re-submitted or re-examined work must be submitted prior to the submission of the dissertation. Therefore the deadline for re-submission of all assessed work for INF(tbc) will normally be during August. Students should contact their dissertation supervisor at the earliest opportunity to discuss the deadline date.

5. Where the dissertation is awarded a fail mark, the student will be asked to re-submit the dissertation by the start of September. In such cases, an exact date and instructions about online application to officially to register to resit the dissertation module will be forwarded to the student after the Departmental External Examination Board has taken place, in late November.

6. Where re-submission or re-examination takes place, the overall module mark awarded cannot result in a mark any higher than 50, i.e. a bare pass.

7. Students taking COM modules should also note the following Department of Computer Science policy on MSc resits: "A candidate who fails an Examination for a module may be allowed to resit that Examination on the next occasion that the module is taught (this is usually one year later). Candidates may resit the Examination for a module only once, and a resit fee will be charged by the University. Overseas candidates who are unable to attend resit Examinations in Sheffield may take the Examination at their nearest British Council office. The candidate is responsible for making the necessary arrangements with the British Council Office and University Examinations Office, and is liable for the costs incurred".

General Information about Degree Qualifications

The qualification that you will receive as a part-time distance learning student, will be identical to that gained by students studying full time or part-time on-campus at Sheffield. There will be no additional specification on your award certificate to distinguish it from other Masters, PG Diploma or PG Certificate qualifications gained at this University. On successful completion of the PG Diploma or Masters programme, you will be invited to attend a Degree Congregation ceremony in Sheffield.

Students should note that only one award can be obtained for completing a postgraduate programme of study. For instance, a student registered initially say for the Postgraduate Diploma who successfully completed 120 credits, and was awarded the Postgraduate Diploma, could not then ask to be considered for an upgrade to Masters level and be awarded a Masters degree as well, simply by completing the dissertation module. Any student who found themselves in this position would have to agree to have the Postgraduate Diploma revoked and hand the award certificate back, before being awarded the Masters degree. The reasoning behind this is that it should not be possible for someone to gain two separate qualifications for what is essentially the same work. Any student contemplating aiming for a higher level qualification than the one they are actually registered for, should make a request to the Programme Coordinator to be considered for an upgrade.

Department of Information Studies Policy on Moderation of Assessed Work

1. Internal Moderation:

1. The quality and consistency of marking by all internal markers on a module is moderated by the Module Coordinator or the appropriate Departmental Examinations Officer.
2. All dissertations are second marked.
3. If a student feels that a mark is markedly out of line with his/her expectations, they should arrange a personal tutorial with the original marker to discuss this. A student may only request that a piece of assessed work be remarked if a procedural error has occurred at any stage in the assessment process, for example:
 - if the mark is perceived not to be compatible with the Report/narrative comments
 - if the marker is perceived to have missed significant mark-winning material in the work, which may if noticed, have changed the mark for the work
 - if a mark has been inaccurately recorded in Departmental or University student records

If the marker acknowledges there may have been a procedural error, the marker consults the appropriate Departmental Examinations Officer. Depending upon the nature of the procedural error, the Examinations Officer may recommend that the work is blind second marked by another member of staff. The mark will either remain the same or be altered in the light of the second

marker's assessment. The Departmental Examinations Officer will notify the student that second marking has taken place.

2. External Moderation:

1. The External Examiner looks at a sample of student work on a programme taken from the bottom, middle and top range of marks, i.e. to assess whether the marking range has been fairly implemented.
2. The External Examiner also looks specifically at the quality of marking by individual internal markers to assess whether there is comparability across the board.
3. The External Examiner will also look at all dissertations of 'distinction' standard.

Departmental Policy on Assessment of the Use of English Language

1. Importance is attached to the literate presentation of work and examiners should take the quality of English into account when marking individual work.

2. Examiners may recommend that a pass is not awarded when the level of literacy in the examination as a whole falls short of an acceptable standard.

3. In cases where English is not the first language, minor linguistic errors and stylistic limitations will not detrimentally affect marks if the communication of ideas is deemed acceptable.

Dissertation

Introduction

Where a dissertation is required to fulfil the requirements of a degree programme, a student should complete a dissertation of 15,000-25,000 words. This is intended to be based upon a small scale research exercise capable of completion within Year 3 of the programme. The topic is selected by the student in consultation with appropriate members of the teaching staff. The area of study selected by the student must, however, be approved by the Departmental Research Committee. Following such approval, students are allocated a supervisor who is available for consultation and guidance. Students undertaking research involving human participants or their data may be required to seek research ethics approval before commencing their research, depending on whether their research is classified as no risk, low risk or potentially high risk.

Completion of a dissertation provides students with a useful introduction to the problems and rewards of research, as well as increasing their knowledge of the library, information and communications world. Some dissertations have been published by the Department while others have formed the bases for contributions to the professional press but publication is not a primary object. Students should acquaint themselves with the expected level of performance by examining several dissertations in their chosen subject field.

Access to Completed Departmental Dissertations

A listing of dissertations completed by students on the Department's programmes in previous years can be obtained by searching the Departmental Publications Database:

<http://dis.shef.ac.uk/dispub/>

Hard-copy lists of previous Departmental dissertations are also available in ring binders in the reception area of the Departmental Office. Copies of the actual dissertations themselves are held by the University Library for reference purposes. The Department also holds copies of the more recent dissertations, and it is possible to borrow them from the Departmental Office for normal loan periods of 48 hours (extendable if no other student has requested to borrow the dissertation in question).

Assessment

A pass grade must be achieved in the dissertation to fulfil the requirements for completing a Masters programme. Dissertations will be graded in the same manner as coursework. A candidate who fails to satisfy the examiners in the dissertation may re-submit within one year following the original submission in order to complete the examination.

Dissertations which are submitted late without a formal agreed extension having been granted will be penalised according to the Late Submission of Work policy described in the Assessment of Work section.

Word Count

The word limit for dissertations is 15,000 - 25,000 words. You must include a note of word count at the end of the dissertation, i.e., following the final chapter and before the Reference List/Bibliography. The Word count should exclude the Title page, Abstract, Table of Contents, bibliography and appendices, but include all the contents of all of the Chapters of your dissertation, including any foot-notes. (In MS Word: Select text to be included, then click Tools - Word Count).

You are expected to keep within the word range specified above. Over-length and under-length work will be penalised according to the Over/Under Length Assessed Work policy described in the Assessment of Work section.

Academic and Pastoral Advice

Personal Tutors

Each student is allocated a personal tutor who is available for advice, information or assistance throughout the year via email or Wimba. Your personal tutor will arrange to meet you during the general induction programme and one-on-one communication can be arranged from time to time during the year to talk about general progress and anything which may be worrying you, e.g. module choices, dissertation topics and assessed work.

If you have a personal problem which could affect your performance on the course, e.g. health, family, relationship, you should make sure your personal tutor knows about it, e.g., via email.

If you are unsure about who to approach, in the first instance try to see or e-mail your personal tutor, or if they are not available, the Programme Coordinator, but you may talk to any member of staff you think may be able to help. Matters of general interest or concern may be taken up with the Departmental Staff/Student Committee student representatives or staff representatives.

All staff are contactable via e-mail for quick enquiries and information (please note however, that e-mail should NOT be used to submit coursework or dissertations).

In exceptional circumstances, students may change their personal tutor during the academic year. If you feel that there is valid reason to change personal tutor, please discuss the issue with the relevant Programme Coordinator or the Academic Support Officer.

Managing your time

Particularly when you are new to a course, managing your time can be challenging. You will want to do the best you can on your chosen course of study. As we give out information about assignments and schedules at the start of each semester, we help you to plan in this area. However we realise that there may also be other pressures on you, and that everyone also needs some time for recreation.

It is a good idea to take time out at the start of each semester to block out commitments week by week (including the weekends). Obvious things to go in are online lectures, groupwork meetings etc., and also amounts of time for working at assignments through the semester. Remember that the University officially allocates a figure of 150 hours study for each 15 credit module. Only a minority of this time is taken up by formal tuition: the rest is time you should be studying on your own. Actually blocking out time in your diary for reading, research etc. may help you avoid trying to cram all your study into a later part of the semester. You should be prioritising your studies, and so put these items into your schedule first. Then be realistic about how you schedule in other commitments: it is risky to plan out a tightly packed schedule that depends on boundless energy, full health, and no problems in any area of your life for the whole of the semester.

If you block in time and repeatedly do not get down to study, or if you feel pressure in meeting all your commitments, take time out to reflect on why this is and what you want to do about it. It might be that you need to schedule the time in a different way, at different times etc. Your personal tutor or module coordinator will be happy to help you talk through different ways of approaching study time: your friends may also have their own tips. We also refer elsewhere in this section to the advice and welfare services available in the University.

'REAL' (Reflection, Employment And Learning)

REAL is the Department's personal development planning (PDP) framework to enhance your future employability and learning. Employers expect to see evidence of transferable skills and during our

course there will be many opportunities to acquire and develop these. REAL is designed to help you to regularly review and plan your studies through regular meetings with your tutor and other Departmental activities. It will also help you to record and monitor your skills and plan your personal development.

REAL can help you to:

- provide a structured resource so you can regularly review your progress during meetings with your tutor
- produce an effective CV and portfolio of achievements
- record the skills you develop as a result of your course which will demonstrate that something extra that employers value
- provide a record of your academic and work-related achievements
- introduce you to the concept of lifelong learning
- provide tutors with information so they know something about you for the purpose of providing a reference

Please take the time to look at the REAL materials available to you via MOLE and attend the many supporting Departmental activities that will be available throughout the year.

Reporting Absences due to Illness

If students are ill for periods lasting up to 7 days, they should complete a Special Circumstances Form and return it to the Departmental Office.

Blank Special Circumstances Forms are available from the Student Services Information Desk (SSiD) or from the Departmental Website via the [Forms](#) section.

The Special Circumstances Form can be used to report:

- Short-term absences due to illness of up to 7 days
- Absences due to illness involving a period of more than 7 days
- Absences due to illness which have affected examination/assessment

Religious Holidays and Examinations

Any student who is not able, for religious reasons, to take examinations on any day on which examinations may be set during the year (including Saturdays but not Sundays) is asked to complete a 'Request for Examination Arrangements to accommodate Religious Days of Observance' Form. These forms are available from [SSiD](#) or from the Departmental Website via the [Forms](#) section.

If forms are not submitted by the end of week 3 of the Semester in which the examination(s) is to take place, there is no guarantee that your request will be able to be accommodated.

Secretarial and Administrative Support

If you have any administrative questions, e.g. regarding registration, finance or procedures for handing in your work, then contact the Department of Information Studies Learning and Teaching Manager, John Bennett, or the Examinations Secretary, Julie Priestley, who will be pleased to help.

Staff Academic and Pastoral Responsibilities

Certain members of staff in the Department have been allocated particular academic and pastoral roles. Any student who requires advice or guidance in areas that are met by the following roles is encouraged to approach the named member of staff:

Careers Liaison Officer: Semester 1 Dr. Andrew Cox / Semester 2 Ms. Pam McKinney

Provides advice and guidance relating to careers and jobs in the library and information sector. See also the section entitled Careers Information on page 76.

Director of Research: Prof. Nigel Ford, Deputy Prof. Val Gillet

Director of Learning and Teaching: Ms. Sheila Webber, Deputy Dr Andrew Cox

Disability Liaison Officer: Dr John Holliday

Provides advice and guidance of a general nature to students with particular support needs.

Examinations Officer (Postgraduate): Semester 1 Prof. Peter Willett / Semester 2 Ms. Briony Birdi

Provides advice and guidance relating to all aspects of postgraduate assessment and examinations.

Examinations Officer (Undergraduate): Prof. Peter Willet

Provides advice and guidance relating to all aspects of undergraduate assessment and examinations.

Harassment Network Officer: Prof. Phil Levy

Provides advice and guidance relating to issues/incidents regarding harassment.

Health and Safety Officer: Dr. John Holliday

Provides advice and guidance relating to all aspects of health and safety within the Department.

International Student Advisor: Prof. Nigel Ford

Provides advice and guidance of a general nature to overseas and EU students.

Part-Time Student Advisor: Dr Daniela Petrelli

Provides specialist advice and guidance to part-time students.

Central Support and Welfare

The University Student Services Department has a Central Support and Welfare Section which provides information and support for a wide range of needs. More detail about this can be found on the University's Central Support and Welfare website at www.shef.ac.uk/ssid/welfare. The services and information available include:

University Health Service

Tel.: 2222100 Website: www.shef.ac.uk/health

University Counselling Service

Tel.: 2224134 Website: www.shef.ac.uk/counselling

Disabled and Dyslexic Students

Tel.: 2221303 Website: www.shef.ac.uk/ssid/disabilities

The website gives information about services available within the University for visually impaired students, deaf and hard of hearing students, students with physical difficulties and students with specific learning difficulties including dyslexia. The website also provides detailed information regarding sources of financial help. If you require any further advice, or any information related to Departmental support, please contact the Department's Disability Liaison Officer, Dr. Angela Lin (Email: a.lin@sheffield.ac.uk).

Nursery and Childcare

Website: www.shef.ac.uk/ssid/welfare/child.html

University Nursery Tel.: 2739361 Website: www.shef.ac.uk/nursery

Mature Students

Website: www.shef.ac.uk/ssid/welfare/mature

International Students

Website: www.shef.ac.uk/ssid/international

Financial Help Available

Website: www.shef.ac.uk/ssid/finance/finhlp.html

The website gives information about various sources of financial help including; Access Funds, University Bursaries, Short-Term University Loans, Career Development Loans, and Educational Trust Funds and Charities.

Further information about Higher Education Student Support provided by the government can be found at the following website www.dfes.gov.uk/studentssupport

Faith Representatives and Chaplains

Tel.: 2228923 Website: www.shef.ac.uk/ssd/chaplains

Harassment

Website: <http://www.shef.ac.uk/hr/info/policy/harassment.html>

Drugs Information

Website: www.shef.ac.uk/drugs

Nightline

Listening Tel: 2228787 Information Tel: 2228788 Website: www.shef.ac.uk/nightline

Nightline is the University of Sheffield's telephone listening and information service and provides a confidential and anonymous service which is open to all students. It is run by trained student volunteers and operates from 8pm until 8am every night during term time.

English Language Teaching Centre

Tel: 2221780 Website: www.shef.ac.uk/eltc

The services of the English Language Teaching (ELT) Centre are provided free of charge (with the exception of two pre-registration courses) to all students registered at the University. International students are invited to make maximum use of the Centre's services and facilities. The ELT Centre offers: a writing advisory service; part-time classes in academic writing, thesis writing and oral skills; advice on English language tests and qualifications. Students should also note that English Language Skills classes run by an ELT Centre staff member will be held on a weekly basis during semester 1 for the sole benefit of students on Information Studies programmes of study.

Student Course Evaluations

Once you have completed a module, you will also be asked to complete a module Evaluation Questionnaire designed to assess your opinion of the module and the programme as a whole. The module questionnaires will be distributed to you via email.

Please note that all questionnaires are processed and analysed anonymously and all evaluation forms are treated as strictly confidential.

The Department of Information Studies relies upon the feedback from students in order to monitor and improve the content and teaching of our programmes. Once collated, the results of the student questionnaires are circulated to each module and programme co-ordinator for review and comment. The student comments and coordinator responses are then reviewed by Teaching Committee, and amendments to modules/programmes actioned accordingly.

Staff/Student Committee

The Department has a Staff/Student Committee on which students from all programmes (and level) of study offered by the Department are represented.

Terms of Reference:

1. To act as a bridge of communication between staff and students (via elected student representatives) within the Department of Information Studies.
2. To consider and debate possible improvements and problems which affect the general learning environment within the Department as a whole. (Matters raised concerning teaching quality or specific programmes/modules may be passed for action to the Departmental Teaching Committee where necessary).
3. To discuss fully, within a flexible and beneficial atmosphere suitable to both staff and students, the possible implications of matters brought to the attention of the Committee, reporting back to all affected parties the recommendations of the Committee.
4. To action groups and individuals to seek further information and implement its recommendations. Those actioned should report to the Committee any matters for further discussion.

Membership:

The Staff/Student Committee comprises student and staff representatives from all of the Department's programmes (and levels) of study, plus staff representatives for Departmental management, other Committees and technical and administrative sections. Minutes of all meetings are taken and distributed to all staff and students via MOLE, within the "INF - Department of Information Studies" space.

Chair

Staff Chair: [Dr Daniela Petrelli](#)

Student Reps will have the opportunity to volunteer to chair individual meetings. Chair of the meetings will alternate between the Staff Chair and volunteer Student Chairs.

Frequency of Meetings:

The Departmental Staff/Student Committee meets on a regular basis approximately 2-3 times a semester. The meetings are generally held during the lunchtime period starting at 1pm and usually last for up to an hour.

Discussion Forum

All students and staff will have access to the Staff / Student Committee discussion forum, located within the "INF – Department of Information Studies" section of MOLE. Students are invited to use this forum to raise and discuss points that may be taken to meetings of the Committee. Student Reps should check this forum regularly, especially prior to meetings, for points raised by colleagues.

Role of Student Representatives:

It is up to student representatives to alert their fellow students in good time of any forthcoming Staff/Student Committee meetings that they will be attending, so that students may forward any items for the agenda to their student representative. The student representative should forward all agenda items they have collected to the Staff Chair before the meeting. Student representatives should be prepared to discuss in more detail, at the meeting, any agenda items that they have been asked to be raised.

Distance Learning Student Representatives who are unable to attend meetings should communicate with their fellow students prior to the meeting, via email or via the Staff / Student Committee discussion forum in MOLE, collate any points that need to be raised, and pass these to their Programme Coordinator or the Academic Support Officer to be raised in the meeting.

Representative Election Procedure

If you would like to become a student representative for your programme of study, please contact John Bennett via email by the Friday of Week 1 Semester 1. If there is more than one candidate for each representative position, an election will be arranged by the relevant Programme Coordinator to take place during Week 2. Student Representatives will be confirmed by the beginning of Week 3.

Students' Union Link

Each Department has one Students' Union representative whose role is to:

- improve communication between the Union and students in Departments
- develop a knowledge of students issues of concern within the Department
- raise awareness about Union issues and campaigns
- help support the system of course Representatives
- act as a point of contact for students who don't know where to turn with a problem

The position of Union Link provides an opportunity for students to develop many useful skills and practises, and as the duties of the Union Link can be planned in advance, the role can be managed in conjunction with students' studies. Union Links will also receive a payment from the Union for the work they carry out.

If you're interested in receiving further information about the position, or would like an application form, please contact Amelia Moore, Student Representation Co-ordinator for the Union, on: 0114 22 28589, or email: ameilia.moore@shef.ac.uk

Personal Tutors

Each student will be allocated a personal tutor who is available for advice, information or assistance throughout the year, mainly by email or telephone. If you have a personal or general problem that could affect your performance on the course, e.g. health, family, relationship, you should make sure your personal tutor knows about it. You can also contact this person if you want to discuss any issues relating to the course. If necessary, students may request face-to-face meetings with their personal tutor at Day Schools in advance, as long as the tutor is available to attend. You should maintain contact with your personal tutor during the year to talk about general progress and anything that may be worrying you, e.g. module choices, dissertation topics and assessed work. In exceptional circumstances, students may change their personal tutor during the academic year. If you feel that there is valid reason to change personal tutor, please discuss the issue with the Programme Coordinator or the Departmental Administrator.

Procedures for Consulting the Programme Management Team

If you have any problems relating to your coursework or participation in the programme, you should first contact your Module or Personal Tutor. If you cannot resolve your problem with help from your Module or Personal Tutor, you should contact the appropriate Module Coordinator. If the Module Coordinator is unavailable, contact the Programme Coordinator. If the Programme Coordinator is unable to suggest a solution, please feel free to refer the matter to the Head of the Department of Information Studies.

Reporting Absences due to Illness

If you are ill for periods lasting up to 7 days and this is likely to affect general progress with your studies, you should complete a *Student Medical Self Certificate*. Blank certificates are available from the Distance Learning Programme Secretary or from Student Services Information Desk (SSiD) in the Students' Union, and when completed should be sent back to the Distance Learning Programme Secretary.

If you are ill for periods lasting more than 7 days, or if your illness affects **day school attendance or preparation and submission of assessed coursework**, a *Student Medical Self Certificate* is NOT adequate, and you should obtain a written medical certificate from your doctor or if you are registered with the University Health Service you should complete a *Student Sickness Absence Report Form* and get it countersigned by a Medical/Health Professional at the University Health Service. Once completed the medical certificate or *Student Sickness Absence Report Form* should be forwarded to the Distance Learning Programme Secretary.

General University Information

Student Services Information Desk

The Student Services Information Desk (SSiD), located in the Union of Students' Building and staffed by University administrative staff, is a central front-line enquiry desk for a wide range of student administration matters, general information and publications including: module Add/Drop forms; change of status forms; self-certification medical notes; U-Cards and PIN numbers; council tax forms; Career Development Loans; financial help information; immigration certifying letters; transcripts; prospectuses; location maps etc. More information about the Student Services Information Desk (SSiD) can be obtained by accessing the University's WWW pages at the following address www.shef.ac.uk/ssid

University Student Record

It is a student's responsibility to ensure that their University Student Record is kept up-to-date. Students can access their Student Record via the Student Services information Desk (SSiD) Webpage at www.shef.ac.uk/ssid/record/pers_inf.html. You will need your PIN number (which can be obtained from SSiD) to access personal information. Your Student Record contains:

- Basic personal details
- Your course information, i.e. the programme and modules you are registered for
- Your addresses (home, term-time and correspondence)

Changing your Address

It is very important that the University has your correct address details. This is so that any correspondence the University or the Department sends you gets to you. You can view and change the addresses that the University has recorded for you by going to the SSiD webpage www.shef.ac.uk/ssid/record/pin.html. To keep the service secure, you will be required to enter your computer network username and password. If you cannot remember your username and password, please contact the Computer Registration Team at CiCS, Hounsfield Road, telephone 0114 2223050.

The University records up to three different types of addresses for you:

- **HOME address** - this is usually your parental address where you live during the vacation or your permanent residential address.
- **TERM address** - this is usually the Sheffield (Local) address of the house/halls of residence/self catering property that you stay at during term time. NOTE - This is not a permanent address. You will be asked to put in a start and end date. Please make sure that the end date reflects the time you will be leaving Sheffield and not the end date of your course if you are staying longer at that address.
- **CORRESPONDENCE address** - this is an address that you could be staying in for a certain amount of time, for example if you are away with friends but you are not living there permanently. NOTE - **If you define a correspondence address, all University correspondence will go there. It is important, where possible, that you enter the end date of your correspondence address.** The University, therefore, will not send anything to an incorrect address.

Please note that on completing your course you should update your **Correspondence address** so that the University and the Department can contact you if they need to after you have left the University, e.g. forwarding statements of results, communicating arrangements for degree ceremonies, requesting first employment destination data, alumni correspondence etc.

Computing Facilities

The purpose of this section is to provide a brief introduction to the Computing facilities available within the Department, and to provide advice on computing-related issues.

PCs

Paul Fenn is the Departmental IT Manager and can be found in room 209 (Tel. 2222695) on the second floor of Regent Court. Support is available from the Computer Technician who is located in the ICT support Room 209. The Department has its own Local Area Network, for taught programme students, located in the Micros Laboratory and On-Line Room on the Second Floor of Regent Court. This consists of 69 PCs which are connected to the University campus network via a fibre-optic cable. The Department's network is fully integrated with the campus network which allows full use of Internet facilities, including email and the Internet, and access to a number of freely-available online information services and databases provided via University Corporate Information and Computing Services and the University Library. Students are given a username and password for the system as part of the University registration process. The 50 PCs in the Micros Lab run the campus managed XP service whilst the 19 PCs in the On-Line room are used for running the more specialised software requirements of the department. The department also supports a wireless network; details on how to connect to this are available from the technical staff or on the internet at <http://www.shef.ac.uk/cics/wireless/>.

Further details on the departmental Computing facilities are available on the Departmental website.

UNIX-based Computing Facilities

The Research Computing Laboratory on the 3rd floor houses unix-based and other specialist computing equipment and is predominantly for the use of research staff and students in the Computational Informatics Research Group. If you are not in this research group and require access to such computing facilities please see Dr. John Holliday (room 323).

CD-Rom, Online and other Information Sources

Networked CD-Roms are available and accessible via any networked PC, in addition all PCs in the department have internal CD-Drives.

Personal use of online searching facilities via online hosts which charge for the use of their services are strictly controlled, but it is usually possible to arrange for searches for dissertation topics, for example. Students wishing to use those online facilities for which charges are made outside timetabled classroom sessions should consult a member of staff.

Additional Computing Resources

The Department also has a wide range of additional equipment which is available on an "as needed" basis. If you require advice on particular requirements you should see a member of the technical staff.

In addition to the PC laboratories the Department maintains a large UNIX based research laboratory. These facilities are used for mainly research purposes but specific modules may require the use of these systems. Students with a requirement for a UNIX based computing facility should contact the Computer Manager.

University of Sheffield Corporate Information and Computing Services (CICS) also offers campus-wide computing services. CICS has a number of reception centres, which provide a range of services, including the IT centre in the Education Building on Durham Road (behind the Student Union), and in the Mappin building on Mappin Street. Both centres have a large number of open

access PCs available for use by students. There are also a number of PCs for use by students in the St. George's Library Building on Mappin Street. CICS also runs an Advisory Service, to assist with user queries, and throughout the year it gives courses on particular aspects of computing.

Software Availability

There is a wide range of software available on the Local Area Network: most of these packages have a "help" system included and some have a tutorial. There are also many software packages which are specifically designed as computer-based tutorials; you are encouraged to make full use of them. In the majority of cases you will be able to access all the available software from any PC on the campus, however some specific packages can only be accessed from the Departmental labs.

Students should note that some of these packages are extremely complex and will require a considerable time investment to learn properly. The Department supports the core packages but can provide only limited support on other systems. You must therefore be prepared to be self-taught with limited assistance on non-core packages.

Software Legality

All students must abide by the legal requirements set down by the software vendors and now enshrined in the criminal law. Software is purchased by the University in several ways and the legal implications are set out as follows:

Shareware and Public Domain - Large amounts of utilities and other software are freely available. In the case of public domain software it is totally free for copy and re-distribution subject to their being no commercial gain. Shareware is different in that it can be used on a trial basis and if you decide to use it a contribution should be sent to the producer to receive updates and a right to use it.

Important note: No software in the Department of Information Studies should be copied for use without the permission of the Computing Manager or an appropriate member of staff. Please remember that it may now be a criminal offence to do otherwise.

Hardware Purchases - Through a bulk purchasing agreement we are able to obtain computing equipment at a discount, so if you have any specific requirements please see the Computing Manager. If possible, do this as early as possible in the selection process.

Electronic Mail Etiquette

The use of electronic mail must not be offensive to the recipient in any way. Electronic messages containing threatening or abusive language can cause offence and distress to the recipient. Such messages not only break this University's Regulations (under which you could be subject to disciplinary action) but in the UK may also be a breach of criminal law (using a computer for unauthorised purposes).

You should not send mail to everyone you can think of, for example by sending to everyone on the local machine, unless it really does affect everyone. Nobody likes to receive junk mail, and people have been known to get quite frustrated about this.

Usage of Computer Facilities

Use of the computer systems for downloading or displaying images or text of an offensive nature is strictly forbidden and members of the department found to be doing this may be subject to disciplinary action.

You should note that the University lays down comprehensive Regulations regarding the use of all computing facilities. Details of these Regulations and the Code of Practice for the Use of University Computing Facilities may be found on the University's website at:

<http://www.shef.ac.uk/cics/docs/rules> and all students must make themselves familiar with the contents. Any breach of these regulations may be dealt with under the Discipline Regulations of the University.

Library Facilities

Departmental Library Facilities

Most of the University Library's holdings of books, pamphlets and periodicals that cover the main subject areas taught on the programmes and modules in the Department are held in the Information Commons, with some material also held in St George's Library and the Western Bank Library. The subject areas covered include: information science; librarianship; computing and management. Online manuals and newsletters and some thesauri are available in the Department and may be used in the Online Laboratory (but they are not loanable under any circumstances). Dissertations produced by former students on the Department's MA and MSc degree programmes from 2000/2001 onwards are also available for loan from the Departmental Office. The loan period for any dissertation is normally 48 hours, but this is extendable if no-one else has put in a loan request. Some masters dissertations are also available online as full text pdf files, and can be accessed via the Departmental Publications Database.

Departmental Publications Database

Ready access to bibliographic details of all publications produced by staff and students in the Department of Information Studies can be obtained by searching the Departmental Publications Database available at dis.shef.ac.uk/dispub. This database includes details of all the masters level dissertations completed by students on the Department's programmes in previous years. The database has entries starting from 1963.

Information Commons

The IC provides 24/7 access to study facilities on every day of the year. There are 5 study floors and excellent classrooms for Inquiry-based learning. Two of these areas are for silent study but in the remainder of the building students are encouraged to work in any way they wish. Wireless access allows laptops to be used throughout the building and there are 600 PCs available. Some of these can only be used for a short (15 or 60 minute periods) time and many can be pre-booked. Similarly group-study rooms can be booked in advance. The IC provides state-of-art library facilities which are recognised as the finest in the United Kingdom.

University Library Facilities

There is a good stock of books and journals on Information Studies at the St George's Library that also has the collection of books on computing. The Western Bank Library is the research library and has an extensive collection of research books and journals on information studies. In addition, it holds copies of most University of Sheffield theses and DIS dissertations as well as other subject material. There is a stock of materials on health informatics at the Royal Hallamshire Health Services Library. Students should make the effort to know all three principal libraries. The physical stock is only a part of what the University Library has to offer, students can gain access to over 10,000 e-journals and several hundred e-books through the Library tab in MUSE. There are about 500 subject databases, which are an important aspect of study in the Department, and they are also available through this route.

The Library catalogue is Star (<http://library.shef.ac.uk/>) and electronic links are enabled through a Star search, also via MUSE. At the search page, there is a link to Star Resource Lists where you can find all the Department's reading lists. These, too, provide links to e-journal articles and any e-books. The recommended route is to use the direct link from the homepage in the 'Quick links' box.

The Library provides advice services to all students and the Liaison Librarian for Information Studies is Alastair Allan, (a.allan@sheffield), who is also a member of the DIS teaching team. There are enquiry desks at each branch and an exhaustive collection of self-help documents on the web. Additionally, the Library offers special support to any student who has a disability. If you believe

that such support could assist you, please e-mail Lois Burt (l.burt@sheffield.ac.uk) in the Information Commons.

There is an extensive network that enables the Library to provide research materials for any student from other British libraries. Full details are available from the Library's document supply section. Locally, there is a co-operative scheme operating between all Sheffield libraries that allows students from other organisations to use the city's collections. Membership of Sheffield Libraries, Archives and Information is available to all city residents.

Document Supply Service

The University has an "access" rather than a "holdings" policy and students working on research projects are strongly recommended to use document supply rather than rely on the stock of the University Library. Students wishing to obtain books, reports, theses or articles that are not available within the Universities and Public Library systems in Sheffield, for essential completion of dissertations, may apply through the Document Supply Service. Document Supply Forms should be obtained from the University Library. Normally, it is expected that all essential reading for coursework will be provided by the University Library. All forms must be accompanied by an Authorisation voucher, which can be obtained from the Departmental Office. Please ensure your Document Supply form is completed and countersigned by the relevant Programme Co-ordinator or dissertation supervisor, before requesting an Authorisation Voucher. The Department each year commits a proportion of its library budget to the purchase of Document Supply Authorisation vouchers in advance of demand from staff and students and use of the vouchers is monitored; it may be necessary from time to time to impose limits on the numbers of vouchers that any one individual may have from the Department. Students are asked to make sure that they are not asking for books and articles that are already in the Library stock.

Further information about the Document Supply Service may be consulted at: www.shef.ac.uk/library/services/whatill2.html.

The University Library runs a regular free minibus service to the British Library Document Supply Centre (BLDSC) at Boston Spa. Visits are scheduled each semester and some during vacations. Posters advertising dates and times for the visits are displayed around the Library; the current schedule is available at www.shef.ac.uk/library/services/illmini.html. Bookings are taken on a first-come-first-served basis and there is no charge but a fine is charged for failure to turn up for a pre-booked seat without prior notice. For details of how to book a minibus trip contact ill@sheffield.ac.uk or the document supply office in the Main Library. Students working on dissertations are advised to use this service at first because it enables you to work with a great deal of relevant material in a short period for no cost.

Further information about the services and collections of the BLDSC are available at www.shef.ac.uk/library/services/illbus.html. Material held at BLDSC can be traced through the British Library Catalogues (available at blpc.bl.uk), using the Document Supply Centre Catalogue. Serials/journals received by the BLDSC can be checked at www.bl.uk/serials or on the Copac catalogue at www.copac.ac.uk.

Library Provision for Distance Learning Students

We realise that many distance learning students will not be able to use the on-campus facilities. However, students on these programmes are entitled to use these facilities, and in particular, students living locally may wish to do so. The library's ordinary stock cannot be borrowed by post. There is a document supply service for distance learners which can supply copies of journal articles and chapters of books held in the library's own stock and students can access the standard document supply service for materials not in stock which can be supplied as a photocopy. Full details can be found at www.shef.ac.uk/library/libdocs/ml-rs19.html.

Many of the library's electronic resources can be accessed remotely: details of access routes can be found at www.shef.ac.uk/library/cdfiles/remote.html.

Your Feedback

The Department has its own Library Committee chaired by Barbara Sen. If you would like to raise issues about library (and Information Commons) provision then you can raise matters with your representative or with the Secretary, John Bennett (j.bennett@sheffield.ac.uk). This feedback might relate to book supply or using other libraries or working conditions. You are also encouraged to raise any issues with the Department's Liaison Librarian, Alastair Allan

Careers Information

University Careers Service

The University has an excellent Careers Service, located at 8-10 Favell Road, with a library containing a large collection of reference information, books and reports. The University Careers Advisor assigned to the Department of Information Studies is Linda Jackson. Comprehensive information about the Careers Services and its services is available at www.shef.ac.uk/careers.

Departmental Careers Information

The Departmental Careers Liaison Officer provides a departmental contact for the University Careers Service and is also able to give careers/jobs advice to students who require it. Academic members of staff are also able to provide careers advice and guidance to students. There are two noticeboards in the Departmental foyer area on the second floor on which notices and information from the University Careers Service, notification of library and information job vacancies, etc. are pinned throughout the year and particularly from May onwards. The table near these noticeboards generally has careers and job-related leaflets on it. Additionally, visits from recruitment agencies which specialize in library and information work and talks by representatives from relevant professional bodies are organised during the period just before and after the Easter vacation for the benefit of students.

Careers/Job Information for the Library & Information Sector

Comprehensive information related to careers in library and information work and to information and statistics related to our own graduate employment rates and job destinations is available on the Departmental website at www.shef.ac.uk/is/careers. These pages are regularly updated and students are also encouraged to provide feedback and information for these pages to the Departmental Careers Liaison Officer.

Referees for Job Applications

Students who wish to nominate members of staff as referees on job applications should, in the first instance, put down the name of their personal tutor. Dissertation supervisors can also be nominated as job referees.

University Codes of Practice

University of Sheffield Students' Charter

The University of Sheffield Students' Charter, which is updated annually, aims to provide a clear and succinct statement of policies, rights, responsibilities and expectations, identifying and drawing as appropriate on the Codes of Practice applying in particular contexts, and to complaints and disciplinary procedures. It has been developed through a process of consultation between Officers of the University and of the Union of Students. Copies of the Students' Charter are available from the Student Services Information Desk (SSiD) in the Students' Union, by telephoning (0114) 2221299 or by accessing the website at: www.shef.ac.uk/ssid/charter.

Students' Personal Details

Principle

The personal details and circumstances of every student are confidential

Although certain prescribed personal details about every student (e.g. name, age, gender, Sheffield/Home addresses) are required to be shared by the Department, the Faculty and the University, none of these details should be disclosed to any other party (including a parent) without the student's permission, except under the special circumstances listed below in (i) and (ii).

Other matters relating to a student's welfare and/or academic progress which are not deemed 'strictly confidential' (see below) may be reported to the Faculty and the University and be used to inform academic referees but must not be reported to any other party (including a parent) without the student's permission.

It is the responsibility of a student to bring to the attention of the department any matter relating to his/her welfare and academic progress which should be brought to the attention of an examinations board. A student must give express instruction that information, whether 'strictly confidential' or not, should not be made known to the Chair of an examination board and the external examiners, in this event, the student should be made aware that the examinations board may not be able to offer concessions without knowledge of the full details of the student's case.

All matters pertaining to any student which are disclosed to a member of the department's staff, whether academic or administrative and deemed 'strictly confidential', should not be divulged to *any* third party without the student's permission, except under (c) and (d) below and in either of the following circumstances:

- (i) *the student is deemed to be a danger, either to himself/herself or to others;*
- (ii) *it is deemed necessary to inform the authorities (e.g. the police) of the matter(s)*

Procedure

(a) When a student informs a member of the academic staff about special circumstances relevant to his/her academic progress, that student should be required to indicate the extent to which such information may be disclosed. If the student withholds permission to disclose information, the information should be placed in an envelope marked 'strictly confidential' and the envelope should be sealed and locked in a separate file in the student records office. The student's record card should be marked to indicate the existence of this extra file.

(b) A record of all such matters affecting a student's academic progress should be kept in the student's file and where such matters are not 'strictly confidential' the details should be stored in the file for use by referees.

(c) Where the record of the matters affecting a student's academic progress is to be drawn to the attention of an examinations board, the Chair and external examiners of the board should be notified of the existence of the record, whether 'strictly confidential' or not, and asked whether they wish to have sight of it in order to determine parity of consideration between the student's case and other case precedents.

(d) Whether 'strictly confidential' or not, all details pertaining to a student and of any action taken by department staff on behalf of any student should be filed by the appropriate administrator. Where such details have been placed in a 'strictly confidential' envelope, the administrator is not permitted to know the contents of the envelope.

(e) Although there may be exceptions, as a rule 'strictly confidential' information should be shared, as soon as possible, by a second academic colleague. This is to facilitate appropriate support and advice being offered to both colleagues and students and to ensure that important information remains accessible in the event of any one colleague being indisposed. The choice of a second academic colleague should be decided upon through discussion with the student who may veto any second colleague's involvement. Whether one or two colleagues are party to 'strictly confidential' information, the name, or names, should be printed on the 'strictly confidential' envelope.

(f) If a colleague is considering whether or not to inform the authorities, as in (ii) above, the Director of Taught Studies should be apprised of this and given a bare outline of the circumstances.

(g) Any student who seeks to confide in a member of staff must be informed about all the points in this code of practice.

Personal Harassment

The University of Sheffield has produced a code of practice relating to personal harassment. The introductory statement from this code of practice is given below.

"The University of Sheffield is committed to a working and learning environment that is free of intimidation or unlawful discrimination. Harassment of people at work or in the learning environment is a feature of discrimination. The University of Sheffield has a clear responsibility in law under the Sex Discrimination Act (1975 & 1986) and the Race Relations Act (1976 & 2000) to ensure that harassment is stopped effectively and that procedures to deal with harassment are an integral part of any equal opportunity strategy. The University of Sheffield has put into place procedures by which individuals or groups may seek advice or action. This policy includes the provision of support for individuals to resolve problems of harassment at a personal level and procedures by which a formal complaint may be registered and pursued. Any incidents of harassment may be grounds for disciplinary action including dismissal or expulsion. It is the responsibility of every member of staff and every student to ensure that they contribute to the implementation of this policy."

Full details of the policy together with informal and formal procedures for dealing with cases of harassment are available at the University's website at <http://www.shef.ac.uk/hr/info/policy/harassment.html>.

Equal Opportunities Policy

The University is committed to a comprehensive policy of equal opportunities for students and prospective students in its admission policy, in all aspects of its teaching and examining, and in its provision of student services and related facilities. More information is available via the University's website at www.shef.ac.uk/ssid/welfare/equal_opps.html.

Every effort has been made to ensure the accuracy of the information given in this publication, but the University can accept no responsibility for any errors or omissions. University courses are continually reviewed and revised and there may well be some changes between the date of publication and the time the student embarks on the course. The University reserves the right ***to amend or discontinue courses of study*** and to amend Ordinances and Regulations governing courses of study whenever it sees fit. Students and others should enquire as to the up-to-date position when they need to know this.