



The
University
Of
Sheffield.

Department
Of
Information
Studies.

Research Students' Handbook

2009-2010

**Department of
Information Studies**

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Welcome to the Department of Information Studies

This booklet contains basic information about the Department and all postgraduate programmes offered within the Department. Student and teaching-related resources, as well as details of staff and research students, are available via the Departmental Website at www.shef.ac.uk/is. Further details and advice will be available throughout the year from supervisors. In addition, if you feel that you need personal advice, information or assistance, please contact any 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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Induction of New Research Students

The purpose of induction is to welcome new research students to the department. They are likely to become productive and effective more quickly if they are familiarised with their role, their working environment and the department from the outset. Induction is important because it:

- Allows them to settle in more quickly
- Assists them to become fully productive
- Maintains their enthusiasm
- Helps them integrate socially with other research students

The supervisor should take the lead role in induction and the Graduate Research Tutor and Buddy may be of assistance in the process.

The actions given in the induction checklist beginning on the next page should be taken when a new research student joins the department. Both the supervisor and new research student should have a copy of the checklist so that both parties know what they are working towards and can drive the induction process simultaneously. On completion of the checklist, a printed copy should be kept in the new research student's file, as a record of having completed the induction process. This process complements, and should be used in conjunction with, the University Induction Checklist and Induction Passport supplied by the Graduate Research Office

Induction will cover the first 6 months after commencement of MPhil/PhD.

Induction Checklist for New Research Students

Before Arrival	Responsibility	Complete
Inform Graduate Research Tutor	Supervisor	
Student contact with the supervisor	Supervisor	
Provide for any special needs or equipment	Department Disability Officer	
Allocation of desk/office and PC	IT Manager	
Appointment of buddy: notify buddy and student	Supervisor/head of research group	

Upon arrival		
University registration	Registry services, University House	
Welcome and Tour of Department	Supervisor	
Introduction to Graduate Research Tutor	Supervisor	
Introduction to Director of Research	Supervisor	
Introduction to other research students	Supervisor	
Meet Head of Department	Supervisor	
Obtain student ID card ('U Card')	CiCS Computer centre, Hounsfield Road	
Access to Regent Court	Research & Resources Assistant	
Obtain key	Research & Resources Assistant	
Documentation provided (Site: Location map, local facilities, eating, etc Research Students' Handbook)	Supervisor	
Introduction to departmental and University information systems and CiCS	Computer Support staff	
"Application to read" form submitted to Research Administrator	Supervisor	
Email to whole department to introduce the student	Supervisor	

Ongoing		
Explain use of Supervision Record forms	Supervisor	
Agreement for regular meetings	Supervisor and student	
Overview and module choices for Research Training Programme	Supervisor and student with pack supplied by Research & Resources Assistant	
Library overview, including online resources available, Document Supply Service and Boston Spa minibus service	Academic Liaison Librarian, Wednesday 8th October at 10am in Room 204	
Have picture taken for inclusion on Research Photoboard	Research & Resources Assistant	
Provide short paragraph of intended research for inclusion on Departmental Website	Research & Resources Assistant	

Health and Safety		
Fire / emergency procedures	Departmental Safety Officer	
Fire and after hours Training	Departmental Safety Officer	
Non-smoking policy	Departmental Safety Officer	
First Aid Boxes	Departmental Safety Officer	
Reporting Accidents	Departmental Safety Officer	

First months (should be completed at least by end of six month period)		
Summary of planned work	Student	
First training needs analysis undertaken	Supervisor	
First six monthly review undertaken	Appointed mentor	

Research Student Buddy Scheme

The Department runs a buddy scheme for new research students. A fellow research student, if possible from the same research group, is appointed before the new research student joins the Department. The new research student is informed who this is to be and a meeting may be arranged soon after the official "start date".

The Nature and Purpose of the Buddy Scheme

The aim of the buddy scheme is to provide new research students with a personal contact, who is available for guidance encouragement and support on settling in to the Department, University and Sheffield.

The relationship between research student and "buddy" should be one of mutual trust. The buddy's support will be informal and confidential to the research student and "buddy", unless agreed otherwise, or in exceptional circumstances. The nature of this relationship means that meetings between the new research student and "buddy" will not be formally recorded.

Role of the Buddy

The Buddy helps the research student to settle in to the Department, University and Sheffield and is available to provide suggestions as appropriate.

It is the responsibility of the "buddy" to arrange an initial meeting to discuss the buddy scheme. Thereafter, although the onus is on the new research student to ask for information or advice, it is expected that the buddy will maintain contact on a regular basis. The relationship will normally cease, by mutual agreement, at the end of the induction period, but may continue after that time, for as long as the new research student needs support.

The buddy will assist in the induction process and will help the new research student to deal with the formal and informal structures and processes within the Department and University. The buddy will be a person to whom the new research student can turn for general advice and guidance, e.g., on the University and Sheffield.

Role of the New Research Student

Once the buddy and new research student have had an initial induction meeting, it is the responsibility of the new research student to contact their buddy for advice/support/guidance as required.

Benefits

It is expected that the buddy scheme will help the new research student settle in during the first few weeks and months in their period of study, and that the buddy will experience satisfaction through this supportive role. It is also anticipated that the 'buddy' role will be useful for career development.

Problems in the Buddy Scheme

If any problems arise in the buddy scheme, which cannot be resolved informally between the buddy and new research student, the matter should be referred to the Graduate Research Tutor or Head of Department.

Duration of Buddy Scheme

It is expected that the buddy scheme would usually continue for the first six months of the student's study.

Monitoring Research Progress

Role of the Supervisor

All students have a supervisor agreed by the Graduate Research Tutor (Dr Mark Sanderson). Where the subject or circumstances warrant it (for example, in a multi-disciplinary project) a joint supervisor will be appointed. Students should note that additional support is available from the Graduate Research Tutor, Research Group Head, Head of Department and support staff as appropriate.

The first responsibility for monitoring the progress of the student lies with the supervisor. This is conducted through regular supervision sessions which focus upon progress and problems experienced in the work, and upon various pieces of written work which the supervisor requires to be completed. For example, within the first six months, the student may be required to submit a more detailed research proposal, a literature review, and possibly an account of the background to the methodology to be adopted, and a timetable for the work.

Subsequently, regular accounts of the progress of the work are required, including for instance, the preparation of research instruments, pilot tests, field work, and analysis - or such accounts as may be appropriate to the nature of research being undertaken. Normally, a full time PhD should be completed within 4 years (three years full-time plus a 'writing up' year), and a full time MPhil within 2 years (3 years maximum).

See <http://www.shef.ac.uk/researchoffice/howto/periodsofreg2.html> for details, including part time equivalent periods.

Changing Supervisor

Given the high degree of specialisation on the part of members of staff, it is the expectation that a student will not normally change supervisor. It is also assumed that, from the point of view of the supervisor, supervision arrangements will continue for the duration of the student's studies. The only exception would be in the case of extended absence of the supervisor through ill-health, or if a critical stage of the student's work were to take place in a period of Study Leave for the supervisor. In the latter case, however, joint supervision would probably have been made in the expectation that the Study Leave was to occur.

If however, a breakdown of the supervisory relationship occurs, the student should make application for a change of supervisor to the Chair of the DRC (Professor Nigel Ford). The matter will then be discussed by the DRC and a member of the Committee will interview the student to establish the grounds made for the change. The present supervisor will also be interviewed and, finally, the DRC will accept or reject the application, as appropriate. To date, this has been a very rare occurrence.

Supervision Record Form

The frequency of the regular supervision sessions will vary, but there should be a clear understanding between student and supervisor about the frequency of meetings. The University of Sheffield has developed a scheme for the monitoring of meetings between research students and supervisors. The Department of Information Studies has adopted this scheme for monitoring such meetings to cover all MPhil/PhD/full-time/part-time/staff candidates in the Department. A proforma for the supervision record forms can be found on page 17 and may be photocopied for use in meetings. This form may be found on MUSE in the Information Studies PGR Community under 'Files'.

Supervision record forms are to be used to record all supervisory sessions of a substantive nature for graduate research students in the Department. This includes informal supervision, although it

does not need to include casual interactions, email or phone discussions of a non-substantive nature.

The aims of the record are:

- To provide students and supervisors with a clear record of the content of supervisory meetings, the objectives agreed, and supervisor/ student views on progress, to assist progress towards completion of the research thesis
- To increase the transparency of supervision, and provide a documentary record of the student-supervisor meetings.

How to use the supervision record

At the start of each supervisory session, the student and supervisor(s) should use the supervision record form completed at the previous supervisory session/meeting to review what was discussed during that session and in particular to discuss progress in achieving the objectives that were set. Any objectives outstanding from earlier sessions can also be discussed at this point. The progress made in achieving objectives should be recorded in the appropriate place on the new form for the current session. If no objectives were set at the previous meeting this should be recorded. If the objectives set at the previous meeting are due to be reviewed at a subsequent session this can also be recorded. The supervisor and student should tick the appropriate boxes relating to progress made in achieving objectives.

At the end of each supervisory session, the student and supervisor(s) should review what has been discussed and what objectives have been agreed for the next meeting.

The record should be a *factual* account. It does not need to contain material that is confidential to the supervisory relationship (e.g., details of personal/pastoral matters). The important point is that the student and supervisor agree that it is an accurate record of what was discussed and agreed during the meeting.

All parties should sign the record. The student should photocopy the completed record and give two copies to the supervisor and keep one copy for themselves. The supervisor will keep one copy of the record and place one copy in the student's file in the Departmental Office. The record should be used for all research students.

Regular supervision and meeting records are a requirement stipulated by the Graduate Research Office and may be required to be submitted alongside the annual progress reports.

Annual Progress Reports

More formally, the responsibility for monitoring progress is vested in the Departmental Research Committee (DRC), which consists of members of the academic staff. Annual Progress Reports are required by Faculty towards the end of each academic year. Students may be required by their supervisors to produce a 2-page A4 report outlining the progress made in the current academic year on the research study topic. This report, together with any supervision record forms completed in the year will be used by the Supervisor to inform their response on the Annual Progress Report form. The Annual Progress Reports are considered at a meeting of DRC where any serious problems of progress are discussed. Subsequently, the Head of Department or Chair of DRC countersigns the Annual Progress Reports, recommending continuation of registration or not, depending upon the outcome of discussions. The student must also sign the report to indicate agreement with the content. The Annual Progress Reports containing the recommendations are then forwarded to the Faculty.

Research Presentations

All research students are required to deliver a presentation about their topic of research, as part of the upgrade process from MPhil to PhD status, where a student is intending to proceed to a PhD. These presentations will usually form part of a research seminar series that is organised throughout the year and which will also include presentations by research staff and external visiting speakers. These seminars are attended by other research students, research staff, academic staff, and (optionally) by Masters level students. The presentation in the first year of study will normally be part of the Department's research seminar series that is organised by Dr. Andrew Cox. A full listing of research seminars in the series can be found at <http://www.shef.ac.uk/is/research/seminars.html>.

Fieldwork Abroad

Fieldwork abroad is carefully controlled to ensure that the period spent abroad is appropriate to the data-collection part of the research. Methods and frequency of communication with the research supervisor should be planned and agreed in advance of the student travelling overseas. If an extended period of work abroad is necessary for the successful completion of the research, a Special Supervisor (normally in a local university) would be appointed with the approval of the relevant Faculty. Some students may be registered as joint location (full-time) or remote location (part-time), in which case specific guidelines are laid down for the length of time to be spent studying in Sheffield. Further information about conducting research away from Sheffield can be found on the Graduate Research Office's website at <http://www.shef.ac.uk/postgraduate/research/away>.

Research Ethics

The University requires that ethics approval is obtained for all research which involves human participants (i.e. participants in research), their data or tissue that is carried out by University staff or students, either within or outside of University premises. If your research will entail any involvement of human participants, you will need to obtain research ethics approval before commencing your research. You should discuss this with your supervisor and further advice and information can be obtained from the Chair of the Departmental Research Committee, Professor Nigel Ford (n.ford@sheffield.ac.uk) or the Departmental Ethics Administrator, Professor Val Gillet (v.gillet@sheffield.ac.uk). Further information about the procedures that need to be followed and the paperwork that needs to be completed is available on the Departmental website at www.shef.ac.uk/is/research/ethics. It is important that ethics approval is sought as soon as possible once you have decided on the course your research will take. Students who have not been granted appropriate ethics approval before collecting data may not be allowed to continue their studies.



The University
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Department of Information Studies
MPhil/PhD Supervision Record

Student Name

Supervisor Name

Type of meeting (circle as appropriate)
Scheduled/Unscheduled/End of year review

Date of previous meeting:

Date of today's meeting:

Please outline the current objectives and progress made in achieving them:

Please answer the following questions:

	Supervisor		Student	
	Yes	No	Yes	No
Has the student made sufficient progress in meeting the objectives?				
Are the supervisor and student clear about current objectives?				
Have any specific problems associated with the work or supervision been identified? If appropriate, please comment below.				
Are the supervisor and student clear about the work to be done before the next meeting?				

Report of supervisory session - please note any additional comments here.

Please outline current/new objectives agreed for period from today to next meeting.

Date of next meeting:

Signature (student):

Signature (supervisor):

Copies to be retained by students and supervisor.
Copies will be required as part of the annual report on student progress.

Upgrading from MPhil to PhD

The majority of students are initially registered for an MPhil, with subsequent upgrade to PhD being subject to satisfactory progress. DRC has agreed that the following criteria must normally be satisfied for an upgrade to occur:

1. *A student must have been registered for a minimum of 9 months.*
2. *A student must have made a presentation on their research to the Research Group they are a member of.*
3. *A student must have achieved the minimum number of credits in the University-wide Research Training Programme (RTP) as specified in the current issue of The Research Training Programme Handbook.*
4. *A student must have submitted a PhD Upgrade Report (see below) and had it approved by DRC.*

In addition, at the point at which consideration for an upgrade is requested, copies of all supervision record forms completed to date must be submitted to DRC and a written recommendation from the supervisor that the upgrade should take place should also be submitted to DRC.

All documentation will be checked by a member of DRC before the upgrade is confirmed. This upgrade is a separate procedure to the completion of the Annual Progress Report described above.

Requirements of the PhD Upgrade Report

A student should submit their Upgrade Report to the Chair of the Departmental Research Committee (Dr Mark Sanderson). The Upgrade Report should be a report of approximately 10,000 words long that has been read and approved by the supervisor(s). The purpose of the report is to demonstrate the extent of the research undertaken to date, and to present the plans for the remainder of the research and its potential to reach PhD standard within the required timeframe.

There are several possible ways in which the report may be structured, and the example below suggests one way in which the sections could be organised:

- **Introduction.** This should provide background information to the study and the overall aims and objectives of the research.
- **Summary review of the research literature.** As well as describing key areas in the literature it should provide a synthesis of current understanding and knowledge, as well as a summary of the gaps in the research literature. The review should describe any conceptual frameworks or models that are of particular relevance to the study. This section should conclude with a discussion of what are the research questions – how the proposed research will aim to fill the gap(s) and how it will contribute to new knowledge and understanding in the area.
- Description of the **Methodology** that is being adopted for the study. This section should discuss why the methodology is appropriate as well as the methods that are being used.
- **Research progress to date.** It is expected that a student wishing to upgrade to PhD will have made substantial progress in the first stage of the empirical part of the study and this work should be described in some detail. For example, while someone may not have completed all of the interviews and analysed them, or may still be continuing statistical analyses of survey data, or not have used their new program on all of the data available, it would be expected that they would present substantive results/ findings and indicate what further work will be done in this part of the study. Any problems encountered in this part of the study should be discussed and any implications of these for the remainder of the research should be highlighted.

- **Conclusion.** The report should conclude with details concerning the next phases of the research and should provide a timetable for expected completion of the research and preparation of the thesis.

Another possible structure would be for the student to submit several chapters of the developing thesis, including the literature review, the methodology, and a set of experimental results or analyses of a substantive data collection exercise. These guidelines are intended to be a guide for the structure and format expected, but the content is expected to include the above details. The precise details of each report will clearly vary from student to student, and students should discuss the content and balance of the sections with their supervisor(s) during preparation of the report. If there are any problems with this, the student and/or supervisor should discuss it with the Chair of Research Committee and/or Graduate Research tutor.

It is normally expected that the report will be completed and submitted within 12-18 months of the start of the research for full-time students, and within an equivalent period for part-time students (e.g., two-three years after the commencement of the research).

Writing Up and Extensions to Time Limit

For full-time PhD students the "normal period of registration" is four years. The University considers Year 4 as the writing up year, which is entered automatically and without Faculty approval at the end of Year 3, if there is no submission. A subsequent second year of extension (Year 5) would require an application for an extension and Faculty approval.

The continuation fee structure is dependent on the date of the student's initial registration. For students registering in 2006-07 or before, a continuation fee is payable (currently £312 p.a.). Students requiring extensions of less than a year will pay the continuation fee on a pro-rata basis. However, a three month period of grace will be allowed for submissions to be made following the end of formal registration (i.e. at the beginning of Year 4) during which time no continuation fee would be levied.

For students initially registering in 2007-08 or later, a full fee of £300 is payable from Month 4 of Year 4, this fee being partially refunded if the student completes before the end of Year 4. The continuation fee for Year 5 starts at £1,080 from month 1, increasing by £90 each month until submission, with the fee being shared equally between the student and the department.

The University normally expects submissions by the end of Year 4. Similar regulations apply to part-time PhD and full-time/part-time MPhil students, but different "normal periods of registration" apply. The Research Support Team can provide clarification on a student's "normal period of registration", but details are also available at <http://www.shef.ac.uk/researchoffice/howto/periodsofreg2.html>.

Taking leave of absence (LOA)

In some cases, a period of leave of absence may be required, perhaps on personal, financial or medical grounds. The student should approach their supervisor in the first instance to discuss the request. If the supervisor agrees that LOA is the most appropriate option, the student should complete a LOA request form which can be found at <http://www.shef.ac.uk/researchoffice/howto/loa2.html>.

This should be submitted to the Research and Resources Assistant (Matt Jones) who will forward the request to the Graduate Research Office for Faculty approval. Students are notified directly by the Research Office of the outcome of their request. Non-EEA students must also seek guidance from an immigration advisor in Student Services before the application can be processed.

It is not University policy to approve continued lengthy periods of leave of absence. One year is the normal maximum, but two years may be approved in exceptional circumstances.



Department of Information Studies Application to upgrade from MPhil to PhD

Student Name:	
Supervisor:	
Date commenced studies:	
Date submitted by supervisor:	

Upgrade report checklist:

RTP credits completed		No. of credits completed:
Presentation to Research group/Departmental Research seminar series	YES/NO	Date of presentation:
Copies of supervision reports	YES/NO	Number of reports:
Written recommendation from the supervisor	YES/NO	

Comments on transfer report/ chapter:

Decision by Departmental Research Committee:

Signed:	Date:
Director of Research	

Research Training

University Research Training Programme (RTP)

The University of Sheffield aims to provide research students with the skills and experience necessary to enable them to undertake successfully a sustained period of research. Training in both subject-specific and generic skills is available. For the purposes of the RTP, the University has devised three objectives which relate to these skills. Every unit taken as part of the RTP will provide the skills associated with one or more of the following objectives:

- a) the development of generic skills that contribute to the understanding of research methods, techniques and the context in which research takes place;
- b) the development of generic skills that contribute to the personal and professional development of a research student; and
- c) the broadening or deepening of subject knowledge.

Each student's research training programme is agreed between the student and supervisor(s), to reflect the particular needs, requirements and existing abilities of the student. The choice of RTP modules must also meet criteria for the three objectives described above as defined by the relevant Faculty. Individual programmes are approved by the relevant Faculty. A training programme may be made up of modules or part-modules offered by individual departments or offered through the Faculties or Graduate Research Office. Partial exemptions may be granted for students with suitable prior learning, subject to documentary evidence and approval by the relevant Faculty.

Full-time PhD Students

All graduates who register for full-time research with the intention of progressing to the degree of PhD are required by the University to take **45 credits** (inclusive of exemptions) on their RTP. Most students in this category are normally registered for an MPhil with a view to upgrading to the PhD, usually at or around the end of the first year subject to satisfactory progress as described on pages 18-19. It is normally a condition of this upgrading that students should have completed a minimum of **20 credits** during the first two complete semesters following initial registration. Students admitted directly as PhD candidates must obtain at least **20 credits** during the first two complete semesters following initial registration.

Part-time PhD Students

Graduate students registering for part-time research with the intention of progressing to the degrees of PhD are **not required** to take the prescribed RTP credits. Such students who decide in agreement with their supervisor(s) that they would like to take advantage of the RTP are allowed to take up to 45 credits across their period of registration with the University.

Full-time and Part-time MPhil Students

Graduate students registering for the degree of MPhil and who intend only to take that degree, are **not required** to take the RTP. Such students who decide in agreement with their supervisor(s) that they would like to take advantage of the RTP are allowed to take up to 20 credits across their period of registration with the University.

Registration for RTP Modules

Full details of the RTP can be found on the website of the Graduate Research Office at <http://www.shef.ac.uk/researchoffice/rtp>. The “Code of Practice for Research Degree Programmes 2008-09”, which includes information about the RTP, and the RTP Registration Form are available from the Research Administrator and should be given to you when you first arrive. For a full list of available RTP modules, please visit the web address above.

New research students should make sure that they meet with their supervisor(s) as soon as possible after arriving. At this initial meeting the supervisor(s) will discuss the student's research programme and will guide the student in the choice of RTP modules. Following this meeting, students should then be in a position to complete the RTP Registration Form. Once complete, students should ensure that it has been signed by their supervisor and the Head of Department.

All new research students are required to attend the registration day on Friday 2nd October 2009 in the Firth Hall. Pure Science students should attend between 10:30 and 12 noon; Social Science students should attend between 3:00pm and 4:30pm. Students should take with them to this session their fully completed and signed RTP Registration Form.

If you arrive later in the year and miss the University's main registration sessions at the start of the academic year, you may still be able to register for RTP modules. In order to do this, you will need to submit your form directly to the North Campus Graduate Research Centre, 64 Garden Street, S1 4BJ

Research students will receive confirmation from the Graduate Research Office that their choice of RTP modules has been approved. Students can suggest changes to their original choice of RTP modules, but these must be discussed with the supervisor(s) and approved formally within the Department. All changes must then be endorsed by the relevant Faculty.

RTP Modules

A full list of available RTP modules can be found at <http://www.shef.ac.uk/rtpwebsite/organisation.html>.

The Department of Information Studies is running one of the University-wide RTP modules: GSC6000 - Information Management. This module is available to all new research students in the University. Additionally, a number of the Department's postgraduate taught programme modules are also available as RTP modules. It is likely that your supervisor will recommend that you take one or more of these modules. The Departmental teaching timetable is available from the Departmental Office and gives the day, time and location of the teaching sessions of all modules. If you choose to take RTP modules offered by other Departments within the University it is your responsibility to find out the teaching timetables and venues of those modules.

Guided Self-Study

Where a student needs intensive preparation in a particular subject area, or in a methodological area, the supervisor or another member of staff will guide the student through an independent learning process. Again, this may apply to substantive issues related to the subject of the research, or to methodological matters in which members of staff have a wide range of experience. MPhil and part-time research students, although not required to participate in the University Research Training Programme, may be directed by their supervisor to attend taught modules offered by the Department or the Graduate Research Office and its Divisions if this is felt to be beneficial to the student.

Mutual Aid

With a large group of PhD students there is, naturally, the opportunity for a good deal of interaction among the students and considerable mutual help can be expected, particularly over methodological, computational and statistical issues.

General Publications about Research

A "Code of Practice for Research Degree Programmes 2009-10" is published by the University to provide further guidance on a variety of academic, supervisory, training and welfare matters. All students should receive a copy of this publication when they first enter the University and at the beginning of each subsequent year of fully-registered study.

Useful guidance on carrying out research can be found in the following publications:

- Bell, J. (2005). *Doing your Research Project: A Guide for First-time Researchers in Education and Social Science*. 4th edition. Milton Keynes: Open University Press, pp.288. ISBN 0-335-20388-4.
- Blaxter, L., Hughes, C. & Tight, M. (2006). *How to Research*. 3rd edition. Milton Keynes: Open University Press, pp.304. ISBN 0-335-20903-3.
- Cryer, P. (2006). *The Research Student's Guide to Success*. 3rd edition. Milton Keynes: Open University Press, pp.288. ISBN 0-335-22117-3.
- Calnan, J. (1984). *Coping with Research: The Complete Guide for Beginners*. London: Heinemann Medical Books. ISBN 0-433-05014-4.
- Dunleavy, P. (2003) *Authoring a PhD*. Palgrave Macmillan, pp. 256. ISBN 1-4039-0584-3.
- Greenfield, T. (ed.) (2002). *Research Methods for Postgraduates*. 2nd edition. Oxford: Arnold, pp. 384. ISBN 0-340806567
- Keats, D. (2000). *Interviewing: A Practical Guide for Students and Professionals*. Milton Keynes: Open University Press, pp.176. ISBN 0-335-20667-0.
- Orna, E., Stevens, G. (2009). *Managing Information for Research: Practical help in researching, writing and designing dissertations*. 2nd edition. Milton Keynes: Open University Press, pp.272. ISBN 0-335-22142-4
- Phillips, E. M. & Pugh, D. S. (2005). *How to get a PhD: A Handbook for Students and their Supervisors*. 4th edition. Milton Keynes: Open University Press, pp.240. ISBN 0-335-21684-6

Presentation of Work

RTP modules

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. (2001P). Research Tools: Style Guide [Online]. London: Economist. <http://www.economist.com/research/StyleGuide/> [Accessed August 2009]
- Gowers, E. (2004). The Complete Plain Words. 3rd ed. Harmondsworth: Penguin.
- Kramer, M.G., Leggett, G. & Mead, C.D. (1994). Prentice Hall Handbook for Writers. 12th ed. New Jersey: Prentice Hall.
- Trask, R.L. (1999). The Penguin Guide to Punctuation. London: Penguin.
- Trask, R.L. (2002). Mind the gaffe: The Penguin Guide to Common Errors in English. London: Penguin.

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. (2003) The Study Skills Handbook. 2nd ed. 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).

Presentation of Thesis

Detailed guidelines on the presentation and format of theses can be found in the “*Code of Practice for Research Degree Programmes 2009-2010*” (copies are available from the Research Support Team).

The English Language Teaching Centre offers two modules as part of the Research Training Programme which some students may find helpful:

GSC6050 - Thesis Writing: Principles & Practice. The course is intended principally for students whose first language is not English. It aims to develop students' awareness of different approaches to structure and style in thesis writing. The process of completing a PhD thesis is considered from the initial stages onwards. Various strategies for reading, planning, focusing, drafting and revising are discussed. We examine possible sections of a thesis in detail and consider effective citation practices. An important focus of the course is that participants have the opportunity to develop the ideas discussed in relation to their own research topics and the writing conventions of their field.

GSC6060 - Speaking Skills for Research Purposes. The course is intended principally for students whose first language is not English. It covers the skills involved in the design, preparation and execution of oral presentations of the kind given by research students within their study programmes. This includes practice in answering questions during and after such presentations. Other oral skills to be developed during the course are those required in more formal situations, such as the interviewing of subjects, and in less formal situations such as academic discussions with colleagues and supervisors.

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 MOLE (*My Online Learning Environment*). You can access this resource through your MUSE account from any Internet-connected computer:

- log in to **MUSE**
- click "**MOLE**"
- from the list of courses presented, select "Library - Information Skills"
- 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, put (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) can be found at <http://www.shef.ac.uk/library/libdocs/lit.html>. 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

Brister, 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 for RTP Modules

Please note that work submitted after the time and date specified by the relevant deadline will be subject to penalties explained under the title [Late Submission of Work](#) in the Assessment section.

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. These conditions include the date and place of submission of the material, number of copies required, method of presentation and any other special requirements.

You must refer to the relevant Module Outline for every piece of assessed work you are to complete. The Module Outline will tell you whether a given piece of work is to be submitted by Electronic Submission or by Physical Submission. Work will only be accepted when submitted in the manner indicated in the relevant Module Outline.

Please note that for submission of coursework on modules offered by other departments students should follow the instructions given by the relevant department.

Electronic submission

Where instructed, you must submit your coursework via the turnitin facility, available through MOLE, before the required deadline. Full instructions for electronic submission, and the use of turnitin, will be given in each relevant Module Outline.

Physical submission

Where instructed, you must submit your coursework for INF modules to the Information Studies Departmental Office. Coursework should not be handed directly to academic members of staff for marking, as the Departmental Office staff log the date and time that coursework is handed in. This ensures that there is a record that coursework has in fact been handed in, and on what date. Students are required to complete a standard coursework cover sheet for each piece of work submitted. This cover sheet allows the coursework to be anonymised for marking purposes. If you would like a receipt confirming the submission of your coursework, these are available in the Departmental Reception. Please complete this prior to handing in your coursework and ask the office staff to stamp the receipt as confirmation of your submission. Receipts cannot be stamped after the coursework has been handed in.

For group coursework, it is only necessary to submit one copy of the coursework per group (unless instructed otherwise by the lecturer). Each group must also ensure that the Statement of Contribution to Group Coursework section on the Coursework cover sheet is completed. Once the coursework has been marked, each student will receive a copy of the Coursework Report which details the unconfirmed mark awarded and any further comments.

The coursework itself will not be returned to students as the Department is required to make coursework available to the External Examiner. Students should therefore ensure that, if they wish to have a copy for themselves, they make a second copy (paper and also preferably in electronic format).

Please note there is no need to buy expensive stiff plastic folders in which to hand in your work. If you do wish to use some form of cover, simple "transparent punched hole wallets" are perfectly suitable. Work handed in other types of folder will be returned to you immediately, as these are not suitable for filing purposes within the Departmental Office.

Physical Submission of Work by Part-Time Students

Part-time students not able to submit coursework on the day of the submission deadline due to not being in attendance at classes that day and living outside Sheffield may submit their work by

post. However, students must ensure that their work arrives by 2pm on the day of the submission deadline and that proof of postage is obtained which shows that their work was posted at least the day before the submission deadline.

Please note that posting of coursework is only permitted in the above circumstances and is not available to full-time students. Submission of coursework in person at the Departmental Office is the norm in all other circumstances.

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. If, after this, the matter can still not be resolved satisfactorily then it may be necessary to consult the Postgraduate Examinations Officer.

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 essays, 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.

- Every student should also refer to the Library - Information Skills resource available via MOLE.
- access MOLE via MUSE
- select "Library Information Skills" from the Course List
- click on "Information Skills Tutorials"
- click on "Plagiarism"
- work through the tutorials and exercises until you are fully conversant with them

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

Assessment of Work for RTP Modules

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 and submit this to the relevant Examinations Officer.

Departmental Coursework/Dissertation Extension to Deadline Form available from Forms Postgraduate Examinations Officer: Professor P. Willett (p.willett@sheffield.ac.uk).

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 you are most strongly advised to get your assessed work completed well before the deadline for a module because there can be long queues – and sometimes technical problems – with the university and departmental computing and printing facilities at times when assessments are due for submission. You are also most strongly advised to ensure that all coursework is backed-up on a regular basis in case of disk or processor failures on your own personal computing equipment. Technical problems such as these will not be accepted under any circumstances as valid excuses for the late submission of assessed coursework.

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.ssid.org.uk/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

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, 1st 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, outstanding	79-70, 1st 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
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 figs 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 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.

Academic and Pastoral Advice

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 are encouraged to approach the named member of staff:

International Student Advisor: Prof. Nigel Ford

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

Disability Liaison Officer: Dr John Holliday

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

SOCRATES/ERASMUS Exchange Scheme Advisor: Dr. Ana Cristina Vasconcelos

Provides advice and guidance to students thinking of/wishing to participate in the Socrates/Erasmus exchange programme.

Study Abroad Advisor: Dr. Ana Cristina Vasconcelos

Provides advice and guidance to undergraduate students thinking of/wishing to participate in the Study Abroad exchange programme with partner university institutions in the USA and Japan

Student Placement Tutor: Dr Angela Lin

Provides advice and guidance to undergraduate students thinking of/wishing to undertake a placement

Postgraduate Examinations Officer: Professor Peter Willett (autumn semester); Dr. Mark Sanderson (Spring semester)

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

Careers Liaison Officer: Dr. Andrew Cox

Provides advice and guidance relating to careers and jobs in the library and information sector. See also the section entitled Careers Information on page 59.

Health and Safety Officer: Dr. John Holliday

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

Harassment Network Officer: Professor. Phil Levy

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

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

If students are ill for periods lasting more than 7 days, or if their illness affects examinations or assessments, or in the event of recurring illness, they should obtain a written medical certificate from their doctor.

Students who wish to take planned time off for medical purposes (e.g. for an expected stay in hospital) should speak to their supervisor in the first instance, who may recommend requesting a formal leave of absence, depending on the circumstances.

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.

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: <http://www.shef.ac.uk/disability>

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: <http://www.shef.ac.uk/union/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 <http://www.dcsf.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: <https://www.shef.ac.uk/ssid/welfare/drugs>

Nightline

Listening Tel: 2228787 Information Tel: 2228788

Website: <https://www.shef.ac.uk/ssid/welfare/nightline.html>

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 an RTP module, you may be asked to complete a module Evaluation Questionnaire designed to assess your opinion of the module. 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.

Research Staff/Student Committee

The Department has a Research Staff/Student Committee on which research staff and research student representatives from each of the two main research groupings are represented. Other members of this committee include the Chair of the Departmental Research Committee, the Graduate Research Tutor and the Head of Department. It normally meets quarterly and provides a forum for research staff and students to raise matters of interest and concern relating to academic, welfare and any other research-related issues. This committee reports to the Departmental Research Committee. Research students who would like to raise an issue should contact their research group's representative (see below) in the first instance.

Terms of Reference

To facilitate communication between the Department of Information Studies research staff and students within the Department

To foster and maintain an effective research environment within the Department

To encourage the development of quality assurance mechanisms for research training and supervision.

To action individuals and groups to seek further information on any issues or matters arising.

Those actioned should report to the Committee any matters for further discussion.

To liaise with, and make recommendations to, the Departmental Research Committee, and report back to all affected parties.

Membership of Committee

- Graduate Research Tutor (Chair)
- Deputy Graduate Research Tutor
- Director of Research
- Head of Department
- Research and Resources Manager
- Research and Resources Assistant (secretary to committee)
- One staff representative from each research area
- One student representative from each research group
- One research staff representative from each research area

Membership in 2009-2010

Dr Mark Sanderson:	Graduate Research Tutor and Chair of Committee
Dr Ana Cristina Vasconcelos:	Deputy Graduate Research Tutor
Prof. Nigel Ford:	Director of Research
Prof. Sheila Corral:	Head of Department
Prof. Val Gillet:	Head of Chemoinformatics Research Group
Dr. Peter Bath:	Head of Health Informatics Research Group
Vacant:	Research staff
Vacant:	Research staff
Richard Martin:	Research student, Chemoinformatics
Maram Alajamy:	Research student, Knowledge and Information Management
Joel Minion:	Research student, Health Informatics
Murad Abouammoh:	Research student, Information Retrieval
Vacant:	Research student, Educational Informatics
Vacant:	Research student, Information Systems
Vacant:	Research student, Libraries and Information Society
Tim Nadin:	Research and Resources Manager
Matt Jones:	Research and Resources Assistant

Meeting dates

Research Staff/Student Committee meetings take place in 2009-10 on the following dates at 3pm in the third floor meetings room (room 324):

Thursday 12th November 2009

Thursday 18th February 2010

Thursday 29th April 2010

Thursday 1st July 2010

Role of Representatives

It is the responsibility of representatives to alert their fellow students in good time of any forthcoming Research 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. Representatives should be prepared to discuss in more detail, at the meeting, any agenda items that they have been asked to be raised.

Research Excellence Travel Award

In Information Studies we want to reward research excellence among PhD students by encouraging them to get papers accepted at prestigious conferences. This allows students to get feedback on their work in an important forum for their own discipline, as well as being able to state they received this award on their CV.

We are offering two awards per financial year, for up to £1250, depending on the cost of the conference. Students can only obtain one reward during their time at Sheffield, and they should attempt first to find alternative sources of funding, i.e. their research groups and the Learned Society. Awards are given on a first come, first served basis.

Students should apply for the fund only when they have documentation that their paper has been accepted at the conference, and all applications need to have an accompanying covering letter of support from their supervisor, explaining the nature of the conference, and its quality. Any additional information such as conference acceptance rates, referees' reports on the submission should also be included in the submission. Submissions that do not include a supervisor's letter or proof of acceptance will be returned unevaluated.

Submissions will be evaluated by a panel from the Departmental Research Committee, including Professors Whittaker and Ford, and a third co-opted domain academic expert.

General Departmental Information

Departmental Rooms, Offices and Laboratories

The Department of Information Studies is located in Regent Court on Portobello Street. Members of academic staff have rooms situated on the 2nd and 3rd floors of Regent Court. Offices for research staff and full-time research students are also located on the 2nd and 3rd floors of Regent Court.

New students are offered the choice of either (i) a permanent, personal desk space with desktop PC or (ii) a laptop PC with no permanent desk space. Students who opt for a laptop have the option to use one of a number of 'hot desks' in the department to carry out their work and many students find the increased mobility offered by a laptop beneficial. Hot desks are available in several of the labs and are occupied on a 'first-come, first served' basis each day.

Whilst the Department endeavours to ensure that students are provided with all the necessary resources to complete their PhD, demands on office and laboratory space are tight, and the Department reserves the right to ask students who have reached the writing-up stage to move from a permanent workstation to hot desking, if this is necessary to accommodate incoming students. Students are expected to vacate their desks when they have submitted their thesis. There are a number of bookable work spaces at the North Campus Graduate Research Centre which PGR students have the option to use and students are encouraged to consider these facilities.

Currently the Department has a number of meeting rooms available which research students who wish to use them for the purposes of preparation for presentations, meetings with supervisors, carrying out interviews as part of their research etc. can book in advance with the Research Support Team, as long as there are no other lectures, tutorials, seminars, meetings or other sessions scheduled in these rooms:

- Meetings Room (Room 324 - third floor)
- Lecture Room (Room 204 - second floor)
- Seminar Room (Room 207 - second floor)
- Seminar Room (Room 208- second floor)

The Department also has two teaching computing laboratories, the Micros Laboratory (Room 205) and the Online Room (Room 206), both situated on the 2nd Floor of Regent Court. These laboratories are predominantly for use by the Undergraduate and Postgraduate Taught programme students and for scheduled practical classes for taught modules.

A social/common room (Room 231) is available for use by academic staff, research staff and research students on the 2nd floor. Facilities for making tea and coffee, and a microwave are in the kitchens on the 2nd and 3rd Floors of Regent Court.

Access to the Department

Normal hours of working are 8.00am - 6.00pm Monday to Friday.

You should obtain a key to the office you have been allocated to from the Research Support Team. You may also need keys to any laboratories you use. You are required to sign for the keys. You are responsible for their safe-keeping and you are required to return them when you leave. You should also collect your University U card once you arrive in Sheffield, as not only is this your library card, but you will also need to use it as a swipe card to enter the Regent Court building outside normal hours of working. The corridors on the 2nd and 3rd floors where research staff and research student offices are located have alarm systems fitted and these must be set out of normal working hours when there is nobody left in any of the offices and laboratories. New

research students should see the Research Manager (Dr. John Holliday, Room 323) as soon as possible after they first arrive, for an explanation on how to set the alarms.

Anybody working out of normal hours in the Regent Court building (i.e. after 6.00pm during the weekdays, and at weekends) is legally required to sign in and out in the signing-in book held at the Porters' Lodge on the ground floor. This is so that the porters (and emergency service personnel if necessary) know who is in the building out of normal working hours for safety and security reasons. Anyone wanting to work out of hours should also have attended a fire training session in the last year and a university safety course within the last two years. See the Departmental Health and Safety Officer (Dr. John Holliday, Room 323) for more details.

Communication between the Department and Students

The Department operates an email list to which all PGR students are added to on arrival. Announcements relevant to PGR students is usually communicated via this route, so it is essential to check emails regularly in order to keep up to date with events or important news.

Students will be kept informed of any changes to resource availability, particularly repair or improvement work to PGR lab spaces which would affect students' ability to work, with updates being provided at least once per week but more often as appropriate.

Departmental Office

The Departmental Office is located on the 2nd Floor of Regent Court. Research students should contact the Research and Resources Assistant (Matt Jones, matthew.l.jones@sheffield.ac.uk, ext. 26346) in the first instance for any enquiries.

Incoming Mail

Students' mail is placed in the pigeon-holes in the Departmental Office. You should check the pigeonholes regularly as you will receive important mail from central departments throughout your study. Additionally, students are reminded to check their e-mail regularly, as messages from Departmental staff are often sent electronically.

Outgoing Mail

Students are permitted to use the departmental franking machine to send mail, but if you find you have lots to frank (e.g. for a bulk mailout) please check with the Research and Resources Manager (Tim Nadin) first. Students who wish to send mail should ensure that it is correctly weighed and franked before placing it in the appropriate tray for collection at the end of the day. Students requiring instruction in the use of the franking machine should contact a member of the departmental office. Departmental office staff are not responsible for weighing and franking students' mail.

Royal Mail Pre-Paid Envelopes

Students whose work involves the use of bulk mailing in order to contact, for example, questionnaire respondees should note that pre-paid return envelopes are available from the departmental office. Pre-paid envelopes are only for incoming mail as they are pre-printed with the departmental address. Outgoing mail should be franked as normal. Use of this service may be subject to monitoring to ensure fair usage.

Notice Boards

The research students' notice boards can be found in each of the research labs. Other general notices may be placed on the common room notice board or taught programme students' notice boards, located in the 2nd floor Micros laboratory. There are also notice boards in the second floor foyer area and reception area for information of a more general nature, including careers and jobs information.

Photocopying Facilities

Fully-registered research students are permitted to use the photocopier in the Departmental Office during office hours (9am-5pm Monday to Friday). Students should note that their use of the photocopier should not take priority over other members of staff, particularly the Departmental office staff, and that use of the photocopier should not be excessive.

Inter-Library Loan Vouchers (Document Supply Service)

The Document Supply Service exists to obtain for students books, articles, theses or reports which are needed for study but which are not available in any site of The University of Sheffield Library. Students are requested to use the service thoughtfully. Always check the Library's catalogue first before submitting a request. Please note that this service should not be used to request items held in any University of Sheffield Library.

Requests should be submitted on a Periodical Request Form, obtainable here:

<http://www.shef.ac.uk/library/services/dsform4.doc>. This form must then be countersigned by the student's supervisor, before being passed to the Research Administrator to provide an Authorisation voucher. There is no limit to the number of loan requests a student can make, although loans are monitored to ensure fair usage. Please remember that each request costs time and money, so students are requested to use care and discrimination in selecting requests.

Telephone Calls

Telephones are provided in the Laboratories for the purpose of Research-related telephone calls. These telephones are not to be used for personal calls.

Smoking, Drinking and Eating

There is a No Smoking policy in operation in all internal areas of the Regent Court building. There should be no eating or drinking in the lecture rooms, seminar rooms or laboratories.

Children

The building housing the Department was not planned with children in mind; whilst on these premises they must always be accompanied and controlled by a responsible adult. It is recommended that parents studying in the Department should make appropriate childcare arrangements so that they do not have to bring their children to the Department.

Security

Bags and computer equipment have been stolen in the past from rooms and laboratories in the Regent Court Building - it is easy for a stranger to walk in. Please take care, and report any suspicious behaviour to a member of General Office staff.

Parking

Parking is very limited in the areas around the Department. There are no parking places available for students in Regent Court itself. The University operates a car parking scheme for University-owned car parking areas, details of which can be obtained from Room and Parking Services in the Department of Estates.

Heating

Heating is switched off from approximately May to October and when the University is closed from Christmas to the New Year. If you have any trouble with the heating in your room please let Tim Nadin know. You should not bring in your own heaters to plug in, as all electrical equipment has to be certified as checked for safety reasons by the University Estates Department.

Demonstrating and Teaching Assistance

The Department relies heavily on the use of research students to act as teaching assistants (sometimes called "demonstrators" or "tutors") on its undergraduate and postgraduate taught modules. This can involve:

- Supporting a member of staff teaching a topic to a large group students
- Leading a "practical" session to a small group students
- Meeting a small group of students on a regular basis to discuss their coursework
- Liaising with individual students about their coursework

- Marking course work which is subsequently moderated by the module co-coordinator

The reasons are pragmatic and pedagogic:

- There are sometimes too many students taking part for one member of staff to devote the time and attention required to answer their questions or facilitate their understanding
- Research students often have more recent experience of the topic/activity being covered/undertaken and can offer an alternative and valuable insight

The benefits to research students are many:

- Valuable teaching skills and understanding can be learnt that may be useful in future careers and CVs
- Teaching assistant work is usually associated with some remuneration. Rates vary depending on the type of work undertaken and the amount of preparation involved.
- Provides an opportunity to interact professionally with other students

Enquiries about being a teaching assistant in the Department should be made to the research student's supervisor or Peter Stordy (peter.stordy@shef.ac.uk) who manages paid teaching assistant work.

Research students should note that Peter Stordy liaises with all Module Coordinators prior to the start of each academic session to determine the teaching assistance requirements for each module. An annual budget is set for the department's teaching assistance and Peter Stordy manages this budget, and will therefore be able to confirm to research students both what hours and what hourly rates payable have been defined on a module for the teaching assistance required.

Right to work checks

All students wishing to undertake atypical work for the University, such as Demonstrating and Teaching Assistance, are required to provide original evidence of their right to undertake this work in the United Kingdom, as per the Immigration, Asylum and Nationality Act (2006). This evidence will be photocopied for departmental records, and the copies kept securely.

This evidence should be provided to the Research and Resources Assistant, Matt Jones, in the General Office before the work is undertaken. Normally, a passport as well as any appropriate visa or endorsement will be sufficient. The department also reserves the right to repeat these checks as required by the Act. Full details of what documentation is acceptable can be found on the UK Border Agency's website at

<http://www.ukba.homeoffice.gov.uk/employers/preventingillegalworking/>. If you require further guidance on this, please email Matt Jones on matthew.l.jones@sheffield.ac.uk.

General University Information

Semester Dates

(Also available at http://www.shef.ac.uk/about/dates/2009_10.html)

The dates of semesters for 2009-2010 are:

Autumn Semester

	[Intro Week 21 September - 27 September 2009]	
Monday	30 September 2009	
Saturday	19 December 2009	total 12 weeks
	[4 Weeks Christmas vacation]	
Monday	18 January 2010	
Saturday	6 February 2010	total 3 weeks

Spring Semester

Monday	8 February 2010	
Saturday	20 March 2010	total 6 weeks
	[3 weeks Easter vacation Easter Day 4 April 2010]	
Monday	12 April 2010	
Saturday	12 June 2010	total 9 weeks

Note that for all programmes, weeks 1-12 of both semesters will be teaching weeks. The remaining weeks 13-15 of both semesters will be available for preparation and sitting of examinations. Coursework submission dates will be detailed in module documentation provided at the start of each semester.

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 web pages at 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 MUSE. 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 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, 285 Glossop Road, telephone 0114 2221111.

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/>.

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).

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.

University of Sheffield Corporate Information and Computing Services (CiCS) also offer campus-wide computing services. CICS has a number of reception centres, which provide a range of services, including the IT centre in The Edge on Endcliffe Crescent 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.

Computer Facilities Regulations

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/codeofpractice/compregs.html> 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 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 Information Commons provides 24/7 access to study facilities on every day of the year. There are 6 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 time and can be pre-booked. Similarly, group-study rooms can be booked in advance through MUSE. The IC provides state-of-art library facilities which are recognised as being 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 four principal libraries. The physical stock is only a part of what the University Library has to offer - students can gain access to over 30,000 e-journals and more than three thousand e-books through the Library tab in MUSE. There are about 450 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. On MUSE, there are links to Star Resource Lists, which are e-versions of Departmental reading lists. These, too, provide links to e-journal articles and any e-books.

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

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 (Inter-Library loans). Document Supply Forms should be obtained from the University Library or from <http://www.shef.ac.uk/library/services/dsform4.doc>.

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. The current schedule is available on posters throughout the department, and 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.

Departmental Library Committee

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 388 Glossop 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 Mike Bruce. 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 (Dr. Andrew Cox) provides a departmental contact for the University Careers Service and is also able to give careers/jobs advice to students who require it. Other 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 specialise 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.

References 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 primary supervisor.

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 him/her self 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 appraised 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.

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