



The
University
Of
Sheffield.

**Department
Of
Information
Studies.**

Undergraduate Programmes

Students' Handbook

2009-2010

Department of Information Studies

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www.shef.ac.uk/ssid

To all students

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

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

Professor Sheila Corral
Head of Department

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Where to find resources for Information Studies students

General information

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

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

Teaching materials

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

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

Further questions?

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

John Bennett

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

Tel: 0114 2226330(External) 26330 (Internal)

Fax: 0114 2780300

Room Location: Room 236, Second Floor, Regent Court

Departmental Staff

Academic staff

Name	Position (Room no.)	Email	Extension
Professor Sheila Corrall	Head of Department and Professor of Librarianship & Information Management (Room 230)	s.m.corrall@sheffield.ac.uk	22632

Research interests: Library, information and knowledge management strategies; information service structures; professional roles and competencies; strategic aspects of information literacy development. Teaching activities: Academic, national and special libraries; information resources and information literacy; planning and management of library, information and IT services.

Mr Alastair Allan	Senior University Teacher (Room 306) / Senior Academic Liaison Librarian	A.Allan@sheffield.ac.uk	22638 / 27268
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Alastair Allan is the Academic Liaison Librarian and subject specialist for Information Studies, The Institute for Lifelong Learning, Journalism, Psychology, and Sociological Studies.

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

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

Teaching activities: Programme Co-ordinator MSc Health Informatics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching activities: Inquiry in information management, educational informatics.

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

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

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

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

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

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

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

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

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

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

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

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

Research interests: Information Retrieval, Search Engines and the Internet

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

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

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

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

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

Research Interests: Educational informatics, particularly as it relates to the Internet-related literacies

Teaching activities: Information Management, Literacies, Database Design; Learning Theory; Web authoring in HTML; XML; Oracle

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

Research interests: The interface between the management of knowledge and information and information systems development and adaptation, with a focus on social interaction and discourse and identity – knowledge sharing practices, information practices and organisational and political arenas; communities of practice and virtual communities; IS adaptation, adaptive strategies and strategic flexibility; professional discourses and identity.

Teaching activities: Information and knowledge management; organisational theory and organisational behaviour; qualitative research methods

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

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

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

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

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

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

Administrative and Secretarial staff

Name	Position (Room no.)	Email	Extension
Mr. John Bennett	Teaching and Learning Manager (Room 236)	j.bennett@sheffield.ac.uk	26330
Miss Wendy Hardman	Admissions Secretary (Room 217)	wendy.hardman@sheffield.ac.uk	22660
Mr Matthew Jones	Research and Resources Assistant (Room 217)	matthew.l.jones@sheffield.ac.uk	26346
Mr Tim Nadin	Research and Resources Manager (Room 235)	t.nadin@sheffield.ac.uk	22661
Mrs Julie Priestley	Examinations and Records Secretary (Room 217)	j.priestley@sheffield.ac.uk	22839
Mrs Christine Shaw	Clerical Officer	c.e.shaw@sheffield.ac.uk	22662

Technical staff

Name	Position (Room no.)	Email	Extension
Mr Paul Fenn	ICT Manager (Room 209)	p.fenn@sheffield.ac.uk	22695
Mr Peter Holdridge	Learning Technologist (Room 303)	p.g.holdridge@sheffield.ac.uk	22698
Mr Andrew Stones	Computer Technician (Room 209)	a.d.stones@sheffield.ac.uk	22695

Visiting Staff

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

External Examiners

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

Introduction to the Programmes of Study

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

Aims

The Department aims to:

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

Objectives

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

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

Registration Information

Modular Structure

The BSc and BA programmes are full-time programmes of three years in length, and students take the equivalent of six full modules in each year worth a total of 120 credits. Over 3 years a student will therefore complete modules totalling 360 credits.

Modules at level 1 correspond to first year work, level 2 to second year work and so on.

Students must take all core modules specified, but can choose options from lists of approved and unrestricted modules.

- **Core modules** provide students with the fundamental concepts and theories in the subject of information management and lay the foundations for future study
- **Approved module** choices allow students to select specialisms within the information management subject field
- **Unrestricted module** choices offer students the opportunity, if they wish, to study different subject areas offered by other academic departments within the University to complement their main subject of study

Module Registration

Students will be required to register for modules before the start of the academic year by completing their University Registration Form accordingly. Undergraduate students will be required to register for a full 120 credits in any one year (unless you are repeating a year as a part-time or external candidate). These module choices will be recorded on your University Student Record.

Students are able to check which programme and modules they are registered for at any point during the academic year by checking their University Student Record via MUSE.

The regulations for each degree programme setting out the core, approved and unrestricted modules available are contained in the Degree Programmes section. The online Directory of Modules gives a brief description of each module available across the University, and provides a link to timetable and location information. You can access it via:

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

You can also access timetable information via the myTimetable function in MUSE.

Note: Whilst we work hard to avoid timetable clashes, inevitably some approved and unrestricted modules will be timetabled at the same time as your core modules. It is your responsibility to check that your approved and unrestricted modules do not clash with your core modules. If there are any clashes, you should choose alternative approved or unrestricted modules.

Departmental Policy on the Selection of Level 1 modules at Levels 2 or 3

Students registered on the BSc in Information Management at levels 2 and 3 will not normally be permitted to select level 1 modules as unrestricted modules. In exceptional circumstances this may be waived, e.g. where a student has transferred from one of the two BA dual programmes to the BSc at level 2 and is required to take INF104 as it is a core module on the BSc programme, but in all cases a student must have the full agreement and signature of the relevant UG Programme Coordinator in the Department of Information Studies.

Students registered on the BA in Accounting & Financial Management / Information Management or the BA in Business Management / Information Management at level 2 are permitted to select level 1

modules as unrestricted modules, e.g. where such modules are pre-requisites for level 2 or 3 modules that they wish to take. In such cases, students are not required to seek the agreement or signature of the relevant UG Programme Coordinator in the Department of Information Studies.

Students registered on the BA in Accounting & Financial Management / Information Management or the BA in Business Management / Information Management at level 3 will not normally be permitted to select level 1 modules as unrestricted modules. In exceptional circumstances this may be waived, but a student must have the full agreement and signature of the relevant UG Programme Coordinator in the Department of Information Studies.

Adding and Dropping Module Choices

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

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

The Add / Drop procedure is as follows:

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

Change of Status Form

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

- **TRANSFER** - Transferring/changing programmes of study, including changing degree programmes within the Department of Information Studies or from/to degree programmes in other departments
- **REPEAT** - Repeating a year of study, e.g. repeating a failed year
- **LEAVE OF ABSENCE** - Applying for a leave of absence to suspend your studies for a period of time, e.g. for reasons of ill health/personal circumstances, taking up a work placement
- **WITHDRAW** - Notifying a withdrawal altogether from a programme of study, i.e. withdrawing from the University altogether

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

The Change of Status form is available here:

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

Taking a Leave of Absence from Studies

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

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

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

International students taking a Leave of Absence must be strongly advised to read the Student Services Information Desk information about Visa Extension:
<http://www.shef.ac.uk/ssid/international>

Undertaking a Work Placement

A small number of our students take leave of absence each year between their second and third year because they have arranged a one-year work placement or traineeship out in industry. This is not a compulsory part of the degree programmes, but the Department is happy to consider a leave of absence for any student who has invested time in setting up a work placement with a company within the information/business sector and which it considers will complement the student's degree studies. The Department does not arrange such work placements for students, and it is up to the student to find an appropriate work placement and make the necessary arrangements. If the Department supports your request for a leave of absence you will be asked to provide a copy of the offer of employment letter from the company you will be going to work for and also asked to complete an Undergraduate Change of Status Form. This form will then be forwarded to the relevant Faculty for approval.

For more details, contact Dr Angela Lin.

BA in Accounting & Financial Management / Information Management

Aims of the Programme

In addition to the overall aims given on page 7, the BA in Accounting & Financial Management / Information Management programme aims to provide students with an understanding of key aspects of both the role of information as a societal and organisational resource and of the theory and practice of information management within organisational settings. It also aims to provide students with practical skills of relevance to information management and to other responsibilities and roles in the workplace. The course is run by the Department of Information Studies and the Sheffield University Management School (SUMS) and the dual nature of the programme provides students with an equally solid foundation of knowledge and skills in accounting and financial management subject areas.

Programme Staff

Programme Coordinator: Mr Peter Stordy

Deputy Programme Coordinator: Dr Alex Peng

Programme Regulations 2009-2010

MGTU18 ACCOUNTING AND FINANCIAL MANAGEMENT AND INFORMATION MANAGEMENT (BA) (JACS NP41)

Level 1

1. A candidate shall take

(a)	INF102	F4	Introduction to Information Management	20
	INF103	F4	Information and Communication Networks in Organisations	20
	MGT102	F4	Introduction to Management Accounting	20
	MGT120	F4	Introduction to Behaviour at Work	10
	MGT132	F4	Introduction to Financial Accounting	20
(b)	units to the value of <i>thirty</i> credits from the following			
(i)	one of the following			
	MGT112	F4	Introductory Business Statistics A (Post A Level Mathematics stream)	10
	MGT113	F4	Introductory Business Statistics B (Non A Level Mathematics stream)	10
(ii)	one of the following			
	MGT121	F4	Quantitative and IT Skills A (Post A Level Mathematics stream)	10
	MGT122	F4	Quantitative and IT Skills B (Non A Level Mathematics stream)	10
(iii)	ECN101	F4	Business Economics	10
	MGT117	F4	Principles of Marketing	10
	MGT118	F4	Introduction to Operations and Supply Chain Management	10
	MGT131	F4	Critical Perspectives in Management	10

Level 2

2. A candidate shall take

(a)	INF201	F5	Information Management in the Learning Organisation	20
	INF206	F5	Information Searching and Retrieval	20
	INF211	F5	Information Systems Modelling	20
	MGT212	F5	Financial Management	20
	MGT225	F5	Intermediate Financial Accounting	20
(b)	a unit to the value of <i>twenty</i> credits from the following			
	MGT211	F5	Intermediate Management Accounting	20
	MGT213	F5	Issues in Financial Management	20
	MGT214	F5	Project Management	20
	MGT217	F5	Budgeting and Control	20
	MGT218	F5	Strategic Information Systems	20
	MGT230	F5	Introduction to Corporate Finance and Asset Pricing	20

Level 3

3. A candidate shall take

(a)	INF333	F6	Information Management and Strategy	20
(b)	units to the value of <i>forty</i> credits from the following			
	MGT302	F6	Contemporary Issues in Financial Reporting Theory	20
	MGT304	F6	Auditing	20
	MGT321	F6	Corporate Finance	20
	MGT322	F6	Taxation in Theory and Practice	20
	MGT329	F6	Case Studies in Accounting and Financial Management	20
	MGT349	F6	Public Sector Accounting and Financial Management	20
	MGT354	F6	Advances in Management Accounting	20
	MGT355	F6	Advances Financial Accounting	20
	MGT357	F6	Corporate Social Responsibility	20
	MGT375	F6	Financial Derivatives	20
(c)	a unit to the value of <i>twenty</i> credits from the following			
	INF304	F6	Business Intelligence	20
	INF308	F6	Digital Multimedia	20
	INF312	F6	Information Management in the Digital Economy	20
	INF337	F6	Healthcare Information	20
	INF340	F6	Information Systems and the Information Society	20
(d)	unrestricted units to the value of <i>forty</i> credits, not less than <i>twenty</i> credits being selected at F6 level.			

BA in Business Management / Information Management

Aims of the Programme

In addition to the overall aims given on page 7, the BA in Business Management and Information Management programme aims to provide students with an understanding of key aspects of both the role of information as a societal and organisational resource and of the theory and practice of information management within organisational settings. It also aims to provide students with practical skills of relevance to information management and to other responsibilities and roles in the workplace. The course is run by the Department of Information Studies and the Sheffield University Management School (SUMS) and the dual nature of the programme provides students with an equally solid foundation of knowledge and skills in management and business subject areas.

Programme Staff

Programme Coordinator: Mr Peter Stordy

Deputy Programme Coordinator: Dr Alex Peng

Programme Regulations 2009-2010

MGTU17 BUSINESS MANAGEMENT AND INFORMATION MANAGEMENT (BA) (JACS NP11)

Level 1

1. A candidate shall take

(a)	INF102	F4	Introduction to Information Management	20
	INF103	F4	Information and Communication Networks in Organisations	20
	MGT117	F4	Principles of Marketing	10
	MGT118	F4	Introduction to Operations and Supply Chain Management	10
	MGT120	F4	Introduction to Behaviour at Work	10
(b)	units to the value of <i>fifty</i> credits from the following			
(i)	one of the following			
	MGT112	F4	Introductory Business Statistics A (Post A Level Mathematics Stream)	10
	MGT113	F4	Introductory Business Statistics B (Non A Level Mathematics Stream)	10
(ii)	one of the following			
	MGT121	F4	Quantitative and IT Skills A (Post A Level Mathematics Stream)	10
	MGT122	F4	Quantitative and IT Skills B (Non A Level Mathematics Stream)	10
(iii)	one of the following			
	MGT125	F4	Foundations of Financial Accounting	10
	MGT132	F4	Introduction to Financial Accounting	20
(iv)	ECN101	F4	Business Economics	10
	MGT102	F4	Introduction to Management Accounting	20
	MGT131	F4	Critical Perspectives in Management.	10

Level 2

2. A candidate shall take

- | | | | | |
|-----|--|----|---|----|
| (a) | INF201 | F5 | Information Management in the Learning Organisation | 20 |
| | INF206 | F5 | Information Searching and Retrieval | 20 |
| (b) | units to the value of <i>forty</i> credits from the following | | | |
| | MGT219 | F5 | Organisational Behaviour | 20 |
| | MGT220 | F5 | Principles of Consumer Behaviour | 20 |
| | MGT226 | F5 | Human Resource Management | 20 |
| (c) | units to the value of <i>twenty</i> credits from the following | | | |
| | INF205 | F5 | Database Design | 20 |
| | INF209 | F5 | Information Storage and Retrieval Research | 20 |
| | INF213 | F5 | Designing Usable Websites | 20 |
| (d) | unrestricted units to the value of <i>twenty</i> credits | | | |

Level 3

3. A candidate shall take

- | | | | | |
|-----|--|----|---|----|
| (a) | INF333 | F6 | Information Management and Strategy | 20 |
| (b) | units to the value of <i>sixty</i> credits from the following | | | |
| | MGT309 | F6 | Industrial Relations | 20 |
| | MGT310 | F6 | Critical Perspectives in Work and Organisational Psychology | 20 |
| | MGT321 | F6 | Corporate Finance | 20 |
| | MGT322 | F6 | Group Project in Management | 20 |
| | MGT328 | F6 | Business Strategy | 20 |
| | MGT349 | F6 | Public Sector Accounting and Financial Management | 20 |
| | MGT356 | F6 | Technology Management | 20 |
| | MGT357 | F6 | Corporate Social Responsibility | 20 |
| | MGT358 | F6 | Integrated Marketing Communications | 20 |
| | MGT364 | F6 | Language and Organisation | 20 |
| | MGT375 | F6 | Financial Derivatives | 20 |
| | MGT376 | F6 | International Business | 20 |
| | MGT378 | F6 | Work-related Learning | 20 |
| | MGT380 | F6 | New Venture Creation | 20 |
| | MGT381 | F6 | Management in the Smaller Business | 20 |
| (c) | units to the value of <i>twenty</i> credits from the following | | | |
| | INF304 | F6 | Business Intelligence | 20 |
| | INF308 | F6 | Digital Multimedia | 20 |
| | INF312 | F6 | Information Management in the Digital Economy | 20 |
| | INF337 | F6 | Healthcare Information | 20 |
| | INF340 | F6 | Information Systems and the Information Society | 20 |
| (d) | unrestricted units to the value of <i>twenty</i> credits | | | |

BSc in Information Management

Aims of the Programme

In addition to the overall aims given on page 7, the BSc in Information Management programme aims to provide students with a thorough understanding both of the role of information as a societal and organisational resource and of the theory and practice of information management within organisational settings. It also aims to provide students with practical skills of relevance to information management and to other responsibilities and roles in the workplace. The programme is designed, via the choice of unrestricted modules, to allow students to acquire knowledge and skills in complementary subject areas such as management, finance, computing and languages.

Programme Staff

Programme Coordinator: Mr Peter Stordy

Deputy Programme Coordinator: Dr Alex Peng

Programme Regulations 2009-2010

INFU01 INFORMATION MANAGEMENT (BSc) (JACS P110)

Level 1

1. A candidate shall take

- | | | | | |
|-----|--------|----|---|----|
| (a) | INF102 | F4 | Introduction to Information Management | 20 |
| | INF103 | F4 | Information and Communication Networks in Organisations | 20 |
| | INF104 | F4 | Information Literacy | 20 |
| | INF106 | F4 | Inquiry in Information Management | 20 |
- (b) unrestricted units to the value of *forty* credits.

Level 2

2. A candidate shall take

- | | | | | |
|-----|--------|----|---|----|
| (a) | INF201 | F5 | Information Management in the Learning Organisation | 20 |
| | INF205 | F5 | Database Design | 20 |
| | INF206 | F5 | Information Retrieval: Search Engines and Digital Libraries | 20 |
| | INF211 | F5 | Information Systems Modelling | 20 |
- (b) units to the value of *forty* credits from the following
- | | | | | |
|--|--------|----|--|----|
| | INF208 | F5 | Digital Multimedia | 20 |
| | INF209 | F5 | Information Storage and Retrieval Research | 20 |
| | INF213 | F5 | Designing Usable Websites | 20 |
- unrestricted units to the value of *twenty* credits.

Level 3

3. A candidate shall take

- | | | | | |
|-----|--------|----|---|----|
| (a) | INF314 | F6 | Project Methods and Preparation | 20 |
| | INF315 | F6 | Information Management Project | 20 |
| | INF333 | F6 | Information Management and Strategy | 20 |
| | INF340 | F6 | Information Systems and the Information Society | 20 |
- (b) units to the value of *forty* credits from the following
- | | | | | |
|--|--------|----|---|----|
| | INF304 | F6 | Business Intelligence | 20 |
| | INF312 | F6 | Information Management in the Digital Economy | 20 |
| | INF337 | F6 | Healthcare Information | 20 |
| | INF317 | F6 | Content Management Systems | 20 |
- unrestricted units to the value of *twenty* credits.

Core and Approved INF Module Descriptions

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

Brief descriptions of undergraduate core and approved modules offered by the Department of Information Studies at time of going to press are shown below. Where a module is shown as having a prerequisite, a student cannot take that module unless the relevant pre-requisite module has already been taken.

INF102 Introduction to Information Management

20 Credits

AUTUMN

Aims/Description: This module provides an introduction to fundamental principles, concepts and techniques within the discipline of information management. Concepts of information, information management, information systems and 'information society' are explored from a range of perspectives and students identify key dimensions of, and issues in, the effective individual, organisational and societal exploitation of information systems, networks and resources. Laboratory sessions provide an introduction to the use of a range of information and communications technologies and resources.

Staff Contact: Mr Peter Stordy
Teaching Methods: Lectures, Seminars
Assessment: Formal Examination, Coursework

INF103 Information and Communication Networks in Organisations

20 Credits

SPRING

Pre-requisites: INF102

Aims/Description: The module also aims to support the development of personal skills in learning, group-work and computer-mediated communication. There is a strong emphasis on group tasks and project work, and on tasks which encourage critical reflection on learning."

Staff Contact: Dr Andrew Cox
Teaching Methods: Face-to-face/Electronically-mediated Small Groupwork, Lectures, Practicals
Assessment: Coursework, Formal Examination

INF104 Information Literacy

20 Credits

AUTUMN

Aims/Description: This module aims to progress students' information literacy in key areas and develop their understanding of information literacy theories and practice. By the end of the module students will have learnt to analyse their own information behaviour and to understand some key information literacy models and theories. Students will have learnt to plan strategies for seeking information, to search for information in specific information sources, to apply an evaluation framework to information resources and to communicate more effectively orally and in writing.

Staff Contact: Ms Sheila Webber, Information Studies
Teaching Methods: Lectures, Tutorials, Laboratory Sessions
Assessment: Formal Examination, Coursework

INF105 Introduction to Chemoinformatics

10 Credits

AUTUMN

Aims/Description: This unit introduces students to the subject of chemoinformatics and provides the foundation upon which subsequent informatics and chemoinformatics units build. Thus the unit introduces the basic principles of chemoinformatics techniques and the computer handling of chemical information and the role of those techniques in the drug discovery process. Computer laboratory practical classes are used to demonstrate these principles.

Staff Contact: Dr Val Gillet, Information Studies
Teaching Methods: Lectures, Laboratory Sessions
Assessment: Essay/Coursework

INF106 Inquiry in Information Management

20 Credits

SPRING

Pre-requisites: INF102

Aims/Description: This unit explores the rich character of information management as a discipline and practice, and through an inquiry-based learning (IBL) approach, introduces students to some of the basic techniques of inquiry and modes of scholarly communication in the discipline. Students will conduct a real, small-scale research exercise to investigate the origins and conceptions of the discipline, and some of its key problems and issues. Using the latest technologies for creating and sharing knowledge - such as blogs and mindmapping tools - and the flexible, technology-rich learning facilities of CILASS, they will interact with postgraduate students, researchers, consultants and practitioners to explore their views and will present the results of their inquiry at a 'research conference' at the close of the module.

Staff Contact: Mr Peter Stordy
Teaching Methods: Tutorials, Laboratory Sessions, Field Work
Assessment: Portfolio, Poster and Supporting Documentation

INF201 Information Management in the Learning Organisation

20 Credits

SPRING

Pre-requisites: INF103

Aims/Description: This module examines the theory and practice of information and knowledge management within the context of the 'learning organisation'. Models for the theory and application of information and knowledge management will be explored. Case studies of well known organisations in a variety of contexts will be used to explore these issues, and external speakers will contribute to the debate. Assessed work focuses on the formulation of organisational strategies for information and knowledge management and on the development and reflexive use of multimedia objects as alternative means to create, represent and conceptualise key perspectives on the field.

Staff Contact: Dr Ana Vasconcelos
Teaching Methods: Lectures, Seminars
Assessment: Coursework

INF205 Database Design

20 Credits

SPRING

Cannot be taken with: COM2060

Aims/Description: The course provides an introduction to both the theoretical and practical aspects of relational database design. The course is divided into database design lectures and database implementation practical sessions. Practical sessions use Microsoft Access and Oracle to illustrate the principles and practice of relational database design. The course also provides an overview of emerging database concepts such as object-orientated and distributed databases.

Staff Contact: Dr Paul Clough
Teaching Methods: Lectures, Tutorials, Problem Solving, Laboratory Work
Assessment: Formal Examination, Coursework

INF206 Information Retrieval: Search Engines and Digital Libraries

20 Credits

AUTUMN

Aims/Description: Web search engines and digital libraries are the most prominent examples of searching services, however, many others exist, such as library cataloguing systems and proprietary search engines. Understanding the workings of such services can enable information seekers to search more effectively. The module will describe the wide range of techniques employed in commonly used searching resources: keyword searching, subject analysis, metadata, hypertext, and the means users employ to search for information. One focus of the module is on Web search: discussing how search engines work, what problems they encounter; alternative forms of Internet search (eg P2P); and how Web pages can be optimised for search engines.

Staff Contact: Dr Mark Sanderson, Information Studies
Teaching Methods: Lectures, Tutorials
Assessment: Formal Examination, Coursework

INF208 Digital Multimedia

20 Credits

SPRING

Aims/Description: Digital multimedia plays a key role in many information professions, offering many potential benefits to areas that employ multimedia technologies. Indeed, digital multimedia is already having an impact on activities in the fields of business, entertainment, cultural heritage, education, medicine and journalism. The module provides an introduction to the area of digital multimedia including key concepts and technologies involved in creating/using digital content, and developing multimedia applications. Lectures are structured in two main areas: (1) the creation and use of digital media (e.g. images, videos and sounds), and (2) the production of multimedia applications. Combined with a series of practical lab-based sessions based on Adobe Flash, you are provided with skills enabling you to design and create simple multimedia applications.

Staff Contact: Dr Paul Clough
Teaching Methods: Lectures, Practical Demonstration Sessions
Assessment: Formal Exam, Course work

INF209 Information Storage and Retrieval Research

20 Credits

SPRING

Pre-requisites: INF206

Aims/Description: This unit will introduce students to current research into information retrieval system. At the end of this unit, a student will have achieved an overview of current research into semantically-based and statistically-based approaches to information retrieval. Specifically, they will have been introduced to: the advanced search processes; testing and evaluation of search systems; search across languages and multimedia retrieval. Evaluation will be through an exam and a student investigation and evaluation of an existing commercial search engine

Staff Contact: Dr Mark Sanderson
Teaching Methods: Lectures, Seminars, Tutorials
Assessment: Formal Examination, Coursework

INF211 Information Systems Modelling

20 Credits

AUTUMN

Cannot be taken with: MGT327

Aims/Description: The main aim of this course is to consider the role of information modelling within the organisation and to provide an appreciation of the rigorous methods that are needed to analyse, design, develop and maintain computer based information systems. The course is primarily intended to be a practical introduction to information modelling. Students gain experience in applying a range of systems analysis methods and techniques through the use of case studies and practical sessions. Topics covered include: Soft Systems Analysis, structured systems analysis methodologies; data flow modelling; entity modelling; SSADM Multiview and Prototyping. A general overview of object-oriented methods is also provided.

Restrictions on availability: Only available to students on INFU01, MGTU17, MGTU18, COMU02

Staff Contact: Dr Miguel Nunes, Information Studies
Teaching Methods: Lectures, Tutorials, Problem Solving
Assessment: Formal Examination, Coursework

INF213 Designing Usable Websites

20 Credits

AUTUMN

Aims/Description: The module enables students to understand the key elements in the process of planning, implementing and evaluating a website to meet users' needs and to apply this knowledge to a realistic case of website redesign. They will be provided with the knowledge on how to evaluate a website and conduct a competitor analysis, they will learn specific web design skills. They will be made aware of broader issues affecting web design, such as accessibility concerns and search engine visibility.

Restrictions on availability: Only available to students on INFU01, MGTU17, MGTU18, COMU02

Staff Contact: Dr Daniella Petrelli
Teaching Methods: Lectures, Seminars, Tutorials, Laboratory Sessions
Assessment: Laboratory Work, Group Work, Individual Website

INF304 Business Intelligence

20 Credits

SPRING

Aims/Description: Concentrating on external business information resources, this module aims to progress students' understanding of how and why they are used. Students will study key channels and key information sources, and relate them to a model of information use within the organisation. The role and value of information professionals within business will also be examined. Students will learn through a combination of lectures and practical exercises, with opportunities to familiarise themselves with business-focused electronic information services. Assessment is by examination and coursework.

Staff Contact: Ms Pam McKinney
Teaching Methods: Lectures, Practical Laboratory Sessions
Assessment: Formal Examination, Coursework

INF312 Information Management in the Digital Economy

20 Credits

AUTUMN

Aims/Description: The module aims to introduce students to the subject of information management in the digital economy. Aspects of the subject that will be covered includes: the digital economy; internet business models; innovation and entrepreneurship; and digital marketing. Case studies provide students with practical illustrations of the business value of information in a digital economy.

Restrictions on availability: Only available to students taking INFU01, MGTU17, MGTU18

Staff Contact: Dr Jonathan Foster
Teaching Methods: Lectures and Tutorials
Assessment: Individual report and Group Work

INF314 Project Methods and Preparation

20 Credits

AUTUMN

Aims/Description: This unit prepares students to carry out an extended piece of work on an approved information management topic in the Spring Semester (in the unit Information Management Project). Students will learn about research concepts in general and specifically in relation to information management. They will learn about appropriate project methods. Students will identify a suitable topic for their project, write a project proposal, and design a project plan. This unit builds on research skills and knowledge learnt at levels 1 and 2.

Restrictions on availability: Only available to students taking INFU01

Staff Contact: Prof Peter Willett, Information Studies
Teaching Methods: Lectures, Tutorials
Assessment: Research Critique, Project Proposal and Plan

INF315 Information Management Project

20 Credits

SPRING

Pre-requisites: INF314

Aims/Description: This unit enables students to carry out an extended piece of work on an approved information management topic, so that they can explore an area of specialist interest to them in greater depth. Students will be supported through tutorials with a project supervisor, will apply research methods appropriate to their topic, and implement their workplan to produce an individual project report. Students will already have identified a suitable topic and designed a project plan in the pre-requisite unit Project Methods and Preparation.

Restrictions on availability: Only available to students taking INFU01

Staff Contact: Prof Peter Willett, Information Studies

Teaching Methods: Lectures, Tutorials

Assessment: Project

INF317 Content Management Systems

20 Credits

SPRING

Aims/Description: This module provides a practical and theoretical introduction to content management systems (CMS) which are used to manage the content of internet- and intranet-based information systems. Theoretical aspects are presented in a series of lectures which include aspects of electronic mark-up, web databases, information organisation for CMS, searching and archiving, choosing and implementing a CMS, and legal, ethical and security issues. These lectures are complemented by a series of practical sessions in which students will learn aspects of CMS design and implementation using a web scripting technology. Students will design and implement a CMS during these sessions.

Staff Contact: Dr John Holliday

Teaching Methods: Lectures, Seminars, Tutorials, Laboratory work, Independent Study

Assessment: Formal Exam, Lab work

INF333 Information Management and Strategy

20 Credits

SPRING

Aims/Description: The aims of the module are to introduce students to information and knowledge management in a strategic context. The content of the module includes investigation of the following topics: information policy, information auditing, and information and knowledge management strategy in a range of organisational settings.

Staff Contact: Dr Jonathan Foster

Teaching Methods: Lectures, Seminars, Tutorials

Assessment: Individual and Group Coursework

INF337 Healthcare Information

20 Credits

SPRING

Aims/Description: This module aims to provide an understanding of healthcare information and its importance to different health-related groups, including the public, patients, health care professionals and managers. It introduces students to the climate within which health information services are delivered and examines the provision and use of information to different health-related groups. It will look in detail at current developments in this fast-changing field.

Staff Contact: Dr Peter Bath, Information Studies
Teaching Methods: Lectures, Case Studies, Tutorials
Assessment: Coursework

INF340 Information Systems and the Information Society

20 Credits

AUTUMN

Aims/Description: The module aims to develop further students' understanding of the impact of information communication technologies (ICTs), focusing in particular on the impact and potential impact of ICTs on society as a whole. Key issues include: technological trends and social change; globalisation; ethics, morality and information and policies developed by governments for the information society. Students will draw on their learning at levels 1 and 2 in order to explore issues in more depth and develop their critical and analytical skills through debate.

Staff Contact: Prof Peter Willett
Teaching Methods: Lectures, Seminars, Tutorials
Assessment: Course work

Please note that many of these modules are also offered to postgraduate students on the Department's Master's level programmes. As these are conversion programmes, the postgraduate students, like undergraduate students, will for the most part not have studied the topics covered in the modules before. Therefore undergraduates should not feel at a disadvantage in comparison. Although lectures, practicals and seminars may be delivered to undergraduate and postgraduate students together, separate tutorial sessions are normally offered to undergraduates. In addition, assessment of undergraduates and postgraduate students on the same modules is different: undergraduates are generally required to produce shorter pieces of coursework, but are required to take a formal written examination.

Presentation of Work

1. Coursework should always include:

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

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

2. References.

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

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

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

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

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

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

Method of Citation

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

Harvard System

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

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

- log in to **MUSE**
- click on **MOLE**
- from the list of courses presented, select "**Library - Information Skills**"
- click on "**Information Skills Tutorials**"
- click on "**Subject-specific Information Skills Tutorials**"
- click on "**Information Studies**"
- click on "**Harvard Referencing for the Department of Information Studies**"

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

Harvard Method of Citation in the text

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

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

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

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

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

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

Economist (2003)

British Broadcasting Corporation (2004)

Quoting

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

Bradley (2004 : 188)

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

How to Cite Authors in the Bibliography

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

Book by a single author:

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

Book by two authors:

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

Book by more than two authors:

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

Book by a corporate author:

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

Chapter in a Book

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

Edited work:

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

Journal article

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

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

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

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

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

Conference Papers

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

Reports

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

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

Theses

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

Dissertations

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

Referencing Electronic Sources

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

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

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

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

Citing Electronic Resources using the Harvard System

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

Individual web page, by a personal author:

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

Individual web page, by a corporate author:

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

Web site, by a corporate author:

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

Article in an electronic journal via the internet:

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

Article from a news web site:

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

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

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

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 can not 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 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 still can not be resolved satisfactorily then it may be necessary to consult the Undergraduate 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 essay, report or other coursework assignments would seem to make essentially the same text a reasonable answer to both.

Collusion

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

University Advice

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

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

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 (Undergraduate students)

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 undergraduate level modules the minimum pass grade is 40.

Mark	Standard	Notes
70 - 100	Work of a standard appropriate to Class 1	Students who obtain an <i>overall module mark</i> of between 40 and 100 will be awarded the credits associated with that module.
60 - 69	Work of a standard appropriate to Class 2i	
50 - 59	Work of a standard appropriate to Class 2ii	
45 - 49	Work of a standard appropriate to Class 3	
40 - 44	Work of a Pass standard	
1 - 39	Work in respect of which the student fails	Students who obtain an <i>overall module mark</i> of between 0 and 39 will NOT be awarded the credits associated with that module.
0	Work not submitted or unworthy of assessment	

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

3. Module Examinations: one mark will be awarded for each separate examination question answered. The overall examination mark for a module is calculated as the weighted average of the individual marks.

4. The overall module mark is calculated as the weighted average of the overall coursework mark and the overall examination mark. For all Information Studies modules, the overall coursework mark is weighted as 60% of the overall module mark, and the overall examination mark is weighted

as 40% of the overall module mark (any exception to this weighting will be indicated in specific module documentation provided to students at the start of each semester).

5. An overall module mark of 40 is the minimum mark required to pass a module and be awarded the credits associated with that module.

6. For all Information Studies modules students are required to obtain a pass mark for each piece of coursework and for the overall examination mark in order to pass the module as a whole, i.e. a minimum mark of 40 must be obtained for each element of assessed coursework and for the overall examination mark 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).

7. Departmental Policy on Discretionary Passes at Module Level: As defined in point 6 above a pass mark must be obtained for each element of assessed work on a module in order for a pass mark to be awarded overall for the module. However, for modules which comprise more than one element of assessed work (whether pieces of coursework or the formal examination) then in cases where a student has failed only ONE element of assessed work for a module with a borderline fail mark (i.e. a mark between 36 and 39) and has obtained pass marks for all other elements of assessment for the module, then the Examination Board may at its discretion award a "discretionary" pass overall for the module. Where discretion is exercised then the overall module mark awarded will normally be the weighted average of the overall coursework mark and the overall examination mark. If discretion is not exercised then the overall module mark awarded will normally be a fail mark of 38. Students should note that the exercise of discretion is not automatic and the level of performance on the module as a whole will be taken into account in arriving at a decision.

For example:

On a particular module, a student is awarded 50/100 for one element of coursework (45% weighting), 45/100 for a second element of coursework (15% weighting) and 38.3/100 overall for the formal examination (40% weighting), i.e. the student has failed the formal examination with a borderline fail mark. The weighted average overall module mark calculates to a pass mark of 44.6/100, but point 6 above requires that a student obtain a pass mark in each element of assessment in order to pass the module as a whole, and thus a fail mark would normally be awarded for the overall module mark. However, as only one element of assessment has been failed with a borderline fail mark then the Examination Board may agree to exercise discretion. If the Examination Board agreed to exercise discretion then an overall module mark of 45 would be awarded which is a pass. If the Examination Board agreed not to exercise discretion then a fail grade of 38 would be awarded as the overall module mark.

Assessment Criteria for Coursework (Undergraduate students)

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. Criteria are divided into mark bands that correspond to the degree classification bands. Note that a grade of 0 will be awarded where the piece of work is considered unworthy of assessment.

Departmental Assessment Criteria Undergraduate

	70-100	60-69	50-59	45-49	40-44	1-39
Content of the coursework						
Interpretation and scope	Excellent. Scope appropriate. Has understood and addressed the question.	Good attempt to reflect scope of assignment.	Reasonable attempt to cover scope of assignment. Minor no. of omissions, misunderstandings or irrelevant material	Poor attempt to define scope of assignment. Some omissions, misunderstandings or irrelevant material	Inadequate attempt to define scope. Many omissions, or misunderstandings; much irrelevant material	Scope of assignment misunderstood. Content largely irrelevant.
Understanding of subject (conceptual framework, issues, themes etc.)	a) Excellent understanding and exposition. b) Insightful; well informed. Good awareness of nuances and complexities.	a) Clear awareness and exposition. b) Some awareness of nuances and complexities.	Understanding of the subject at a general level	Work shows some understanding of the subject but at superficial level. Some confusion.	Establishes a few relevant points but superficial and confused.	Very little or no understanding of the subject.
Use of evidence	Excellent use of relevant evidence to support arguments/ points.	Very good use of relevant evidence to support and develop arguments/ points.	Some good use of relevant evidence to support and develop arguments/ points.	Some use of relevant evidence to support arguments/ points.	Little use of relevant evidence to support arguments/ points.	Very little or no use of relevant evidence to support arguments/ points.
Evaluation and synthesis of evidence and/or information	a) Excellent questioning, unbiased approach and critical evaluation b) Excellent standard of synthesis	a) Questioning & evaluative approach b) Good standard of synthesis	a) Some questioning and evaluation b) Some synthesis of material.	a) Evaluation weak. b) Weak synthesis. Content over-descriptive.	a) Evaluation very weak, little questioning of validity b) Very weak synthesis. Sources used are undigested.	a) Little or no evaluation. b) Inadequate synthesis. c) Evidence of plagiarism
Critical analysis	Excellent standard of critical analysis.	Good standard of critical analysis.	Some critical analysis, but some omissions and/or errors.	Analysis superficial.	Analysis very superficial.	Little or no meaningful analysis.
Argument	Convincing argument fully developed.	Argument well constructed.	Arguments not fully and clearly developed	Arguments not clearly followed through and sometimes confusing	Arguments often confused and undeveloped.	Very little or no logical argument
Structure	a) Structure excellent; logical order; appropriate to task b) Introduction and conclusion excellent	a) Clear structure appropriate to task. b) Introduction and conclusion good	a) Structure appropriate but could be improved. b) Conclusion and introduction adequate	a) Structure flawed b) Conclusion and/or introduction do not serve their function well	a) Poor structure b) Conclusion and/or introduction perfunctory	a) Structure inappropriate or lacking b) no recognisable conclusion or introduction

	70-100	60-69	50-59	45-49	40-44	1-39
Presentation and style of the coursework						
Spelling, grammar, and syntax	Very high standard. Negligible errors.	Acceptable standard. Occasional errors, typos.	Some errors - punctuation, misuse of words, spelling, sentence construction.	Errors - punctuation, misuse of words, spelling, sentence construction sometimes make meaning unclear	Frequent errors - punctuation, spelling, sentence construction etc. often make meaning unclear	Frequent errors - punctuation, misuse of words, spelling, sentence construction often make meaning unclear
Style	Very effective use of English. Clear and easy to read.	Effective use of English. Clear, appropriate and easy to read.	Style acceptable.	Style sometimes makes work difficult to understand and/or is inappropriate e.g. too colloquial.	Style often makes work difficult to understand	Style often makes work largely incomprehensible
Presentation of data and references	a) Excellent use of relevant data, examples, figs., models. b) References accurately cited and listed.	a) Good use of relevant data examples, figs., models. b) References accurately cited and listed.	a) Some good use of relevant data examples, figs., models. b) missing or incorrect citations and/or bib. entries.	a) Superficial use of relevant data, examples, figs., models b) Number of errors in citation, missing or incorrect citations etc.	a) Poor use of relevant data examples etc. b) Little understanding of system of referencing.	a) No appropriate references to data examples etc. b) No apparent understanding of system of referencing.
Overall presentation	Excellent. Carefully organised and well presented. Students' Handbook followed.	Carefully organised and well presented. Students' Handbook followed.	Presentation generally satisfactory. Some elements not as per Students' Handbook.	Presentation poor	Presentation very poor.	Unacceptable presentation
The following criteria will be used only when applicable to the assignment						
Abstract or Executive Summary	Includes aims and conclusion, and all key points; clear and concise	Includes aims and conclusion and most key points	Gives reasonable summary, but some aspects missing or poorly expressed	Poor; a number of aspects missing or poorly expressed	Very poor, gives little idea of content original document	Abstract missing or does not fulfil function of Abstract/ Executive summary
Identification of information	Substantial evidence of independent information-seeking or data gathering	Evidence of independent information-seeking or data gathering	Some evidence of independent information-seeking or data gathering	Little evidence of independent information-seeking or data gathering.	Very little evidence of independent information-seeking or data gathering.	No evidence of independent information-seeking or data gathering.
Evidence of team work	Evidence of excellent, effective team work	Evidence of good teamwork	Evidence of some effective teamwork, but areas of weakness, or evidence lacking	Some evidence that team has worked together effectively, but also weaknesses	Little evidence that team has worked together effectively	Very little or no evidence that group has worked as effective team, or evidence of poor teamwork

Penalties for Late Submission of Work

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

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

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

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

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

*You should note that 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.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%	
	Multiply by	Mark awarded when reduced by 5%
		Original 60 Original 50
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 will 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.

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 (40 for undergraduate programmes, 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

Undergraduate Dissertation

In completing your undergraduate dissertation you are required to remain within a word range of 6,000 - 10,000 words. You must include the word count at the end of your submitted work. Penalties for non-compliance will be applied as in the table below.

Your word count	Penalty
less than 500 words above or below the stated range	3 marks
500 or more words above or below the stated range	6 marks
failure to state word count	6 marks

Assessment Feedback (Undergraduate students)

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

The Department has defined a turnaround time for the assessment 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.

Past Exam Papers

Past examination papers for the last three years' undergraduate modules where a formal written examination was one of the components of assessment are available in pdf format via MOLE, in the section entitled "INF - Department of Information Studies"

Degree Examination Conventions

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

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

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

Progression between Levels and Resit Examinations

Undergraduate students should take particular note of those sections of the Undergraduate Examination Conventions relating to progression of students from level 1 to level 2, and from level 2 to level 3. These detail the numbers of credits needed at each level to progress to the next level, and the provision for re-sitting examinations in the case of failed modules where credits have not been awarded and progression to the next level has not been allowed.

The regulations are available here

<http://www.shef.ac.uk/ssid/exams/ugexams/progression.html>

and the relevant sections are reproduced below.

3.1 Progression from Level 0 (Foundation Year) to Level 1

To pass the Foundation Year examination, students must obtain a grade of 40 or more in each individual module. A student who does not pass at the first sitting may resit the failed module in August. A student who fails in August will not be permitted to proceed to Level 1 but may repeat only the module(s) failed in the following Session. A student who has failed in August may repeat the appropriate module(s) as an internal or external student.

3.2 Progression from Level 1 to Level 2

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

3.3 The Examiners have discretion to decide whether students who have been awarded 100 or 110 credits may be deemed to have passed at Level 1 and permitted to proceed to Level 2, but only in cases where a grade of at least 30 has been achieved in the failed module(s). Permission to proceed in these circumstances is not automatic, and in reaching their decision the Examiners will take into account:

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

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

3.4 The above discretion may be exercised when results are approved by Faculties in June, or in August following the resit examinations. Where discretion is not exercised in June, and where the student fails again in August with a lower grade, the Examiners will take into account the original, higher, grade when deciding whether or not the student should be allowed to proceed to Level 2.

3.5 Discretion is not possible in the case of some professionally accredited programmes, and permission to proceed may also be denied where core modules have been failed.

3.6 The Faculty may permit a student who has failed **part** of the Level 1 examination to repeat the **whole** year as an internal student with attendance. In such cases, although all the original grades will be retained in University records, only the new grades will be taken into account at the end of the repeated year. It is important that students are made aware of the consequences of this arrangement, if permitted, since there is no guarantee that all grades will be improved during the repeated year.

3.7 Progression from Level 2 to Level 3

3.8 Bachelors degrees: Progression from Level 2 to Level 3 is normally automatic for students who have been awarded 120 credits. The Examiners have discretion to decide whether students who have been awarded 100 or 110 credits may be deemed to have passed at Level 2 and permitted to proceed to Level 3. Permission to proceed in these circumstances is not automatic, and does not imply the waiver of prerequisite requirements, where modules to be taken at Level 3 require a pass in a related module at Level 2.

3.9 Integrated Masters degrees (eg MMath, MChem): Progression from Level 2 to Level 3 is normally automatic for students who have been awarded 120 credits and have obtained a weighted mean grade of at least 54.5 for modules taken at Level 2. The Examiners have discretion to decide

whether students who have been awarded at least 100 credits at Level 2 may be permitted to proceed to Level 3, but only in cases where a weighted mean grade of at least 49.5 has been obtained for modules taken at Level 2. Permission to proceed in these circumstances is not automatic, and does not imply the waiver of prerequisite requirements, where modules to be taken at Level 3 require a pass in a related module at Level 2. Where discretion is not exercised, students must, depending on the requirements of the individual programme of study, remain on, or transfer back to, a Bachelors degree programme.

3.10 Discretion is not possible in the case of some professionally accredited programmes, and permission to proceed may also be denied where core modules have been failed.

3.11 Students who achieve fewer than 120 credits, but who are allowed to proceed to Level 3 may choose to resit some or all of the failed modules in order to improve their level of performance. Candidates who choose to do this must notify the relevant academic department/s of their intentions and register for the August resit examination/s by the published re-examination entry deadline in July. Students who do not resit their failed modules in August will not normally be permitted to do so at a later date, except where the agreement of the department and the relevant Faculty Officer has been obtained prior to the August examination. In these cases, it is important that departments make students aware of the resulting increased workload during the following year. No more than a bare pass (i.e. 40) may be obtained in a Level 2 resit examination; where such students obtain a lower grade in the resit examination, the permission to proceed to Level 3 will stand, and the grade achieved on the first attempt will supercede that achieved in the resit.

Award of Degree (Undergraduate students)

At the end of your programme of study, your degree will be classified according to a set of calculations defined by the University of Sheffield Degree Classification system. A full explanation of this system, complete with worked examples, is available on the Student Services Information Desk web pages:

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

Anonymous Classification (Undergraduate students)

All undergraduate and taught postgraduate degrees are to be classified anonymously with effect from the cohort graduating in 2008, using the procedures detailed at "Statement of Procedures for Anonymous Degree Classification"

http://tsu.dept.shef.ac.uk/handbook/anonymous_classification.pdf.

The effective implementation of these procedures requires that students must bring to the Department's attention any special circumstances that might have affected their module grades (at Level 2 or above in the case of UG students). This will be done by use of the Special Circumstances Form, the use of which is detailed in the "Late Submission of Work" section of this handbook, and at "Special Circumstances Form – Explanatory Notes"

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

You should complete the Special Circumstances Form and give it to the UG/PG Examinations Officer at your earliest convenience.

The Taught Programmes Office in Student Services will email all students one month before the final examination period to remind them to notify their departments of any special circumstances which should be considered by the Examiners.

Department of Information Studies Policy on Moderation of Assessed Work

1. Internal Moderation:

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

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

2. External Moderation:

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

Department of Information Studies Policy on Assessment of the Use of English Language

1. Importance is attached to the literate presentation of work and examiners should take the quality of English into account when marking individual work.
2. Examiners may recommend that a pass is not awarded when the level of literacy in the examination as a whole falls short of an acceptable standard.
3. In cases where English is not the first language, minor linguistic errors and stylistic limitations will not detrimentally affect marks if the communication of ideas is deemed acceptable.

Department of Information Studies Policy on Attendance at Scheduled Classes

Students are expected to attend all scheduled sessions arranged for their programme of study, including lectures, practicals, seminars, tutorials and all other types of scheduled class. Full attendance at all scheduled sessions ensures that students will allow themselves the best possible chance of completing the programme of study successfully. Students are expected to behave responsibly during the programme of study and where absences occur for any reason a student should inform the member of staff delivering the relevant scheduled class(es) of their intended/prior absence and the reason. This should be backed up with documentation where appropriate (e.g. medical note).

Attendance registers will be taken by staff at all scheduled classes for level 1 modules offered by the Department of Information Studies. Attendance registers will, in general, not be taken by staff at scheduled sessions for level 2 and 3 modules offered by the Department of Information Studies, although the Department reserves the right to take registers when it is thought to be necessary.

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

Prizes

The student in each degree level cohort (e.g. Level 2, BSc Information Management) that achieves the highest average score will be awarded £100 prize. For BA dual students, only Information Studies module scores will be considered. If two or more students achieve the same highest score the prize will be equally divided.

Academic and Pastoral Advice

Teaching Tutorials

Teaching tutorials for undergraduate students are generally timetabled for each module. Group tutorials may be held to explain assessed work or to supplement lecture or seminar sessions. However, you are also encouraged to arrange tutorial meetings yourself with the appropriate module tutor if you feel this is necessary:

- to discuss the scope, structure and approach to assessed work
- if you have difficulty in understanding a teaching session or anything you have read
- to obtain feedback if you are not satisfied with the clarity or helpfulness of feedback on any Coursework Reports

You should e-mail the appropriate tutor to arrange an appointment.

Personal or Year Tutors

Each student is allocated a personal (BA dual degree) or Year Tutor (BSc degree) who is available for advice, information or assistance throughout the year. Your tutor will arrange to meet you at the beginning of the session and one-on-one tutorials will be arranged from time to time during the year to talk about general progress and anything which may be worrying you, e.g. module choices, dissertation topics and assessed work.

If you have a personal problem which could affect your performance on the course, e.g. health, family, relationship, you should make sure your personal tutor knows about it. It is sensible to make an appointment since all staff have commitments that do not appear on the timetable, but if you think the matter is urgent please approach us at any time.

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

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

In exceptional circumstances, BA dual degree students may change their personal tutor during the academic year. If you feel that there is valid reason to change tutor, please discuss the issue with the relevant Programme Coordinator or the Teaching and Learning Manager.

Managing your time

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

It is a good idea to take time out at the start of each semester to block out commitments week by week (including the weekends). Obvious things to go in are lectures, labs, presentations etc., and also amounts of time for working at assignments through the semester. Remember that the University officially allocates a figure of 200 hours study for each 20 credit module. Only a minority of this time is taken up by formal classes: the rest is time you should be studying on your own. Actually blocking out time in your diary for reading, research etc. may help you avoid trying to cram all your study into a later part of the semester. If you are studying full time, you should be

prioritising your studies, and so put these items into your schedule first. Then be realistic about how you schedule in other commitments: it is risky to plan out a tightly packed schedule that depends on boundless energy, full health, and no problems in any area of your life for the whole of the semester.

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

'REAL' (Reflection, Employment And Learning)

REAL is the Department's personal development planning (PDP) framework to enhance your future employability and learning. Employers expect to see evidence of transferable skills and during our course there will be many opportunities to acquire and develop these. REAL is designed to help you to regularly review and plan your studies through regular meetings with your tutor and other Departmental activities. It will also help you to record and monitor your skills and plan your personal development.

REAL can help you to:

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

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

Reporting Absences due to Illness

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

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

The Special Circumstances Form can be used to report:

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

Religious Holidays and Examinations

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

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

Staff Academic and Pastoral Responsibilities

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

BSc Year Tutor - Level 1 Dr Alex Peng

Provides pastoral care to Level 1 students of the BSc Information Management.

BSc Year Tutor - Level 2 Dr Andrew Cox

Provides pastoral care to Level 2 students of the BSc Information Management.

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

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

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

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

Disability Liaison Officer: Dr John Holliday

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

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

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

Examinations Officer (Undergraduate): Prof. Peter Willett

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

Harassment Network Officer: Prof. Phil Levy

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

Health and Safety Officer: Dr. John Holliday

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

International Student Advisor: Prof. Nigel Ford

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

Part-Time Student Advisor: Dr Daniela Petrelli

Provides specialist advice and guidance to part-time students.

SOCRATES/ERASMUS Exchange Scheme Advisor: Semester 1 Dr. Daniela Petrelli / Semester 2 Dr. Ana Cristina Vasconcelos

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

Student Placement Tutor: Dr Angela Lin

Provides advice and guidance to students participating in student placement scheme.

Study Abroad Advisor: Semester 1 Dr. Daniela Petrelli / Semester 2 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

Central Support and Welfare

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

University Health Service

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

University Counselling Service

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

Disabled and Dyslexic Students

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

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

Nursery and Childcare

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

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

Mature Students

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

International Students

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

Financial Help Available

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

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

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

Faith Representatives and Chaplains

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

Harassment

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

Drugs Information

Website: www.shef.ac.uk/drugs

Nightline

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

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

English Language Teaching Centre

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

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

Student Course Evaluations

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

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

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

Staff/Student Committee

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

Terms of Reference:

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

Membership:

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

Chair

Staff Chair: [Dr Daniela Petrelli](#)

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

Frequency of Meetings:

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

Discussion Forum

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

Role of Student Representatives:

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

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

Representative Election Procedure

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

Students' Union Link

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

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

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

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

Transfer between Programmes

Students should start their programme with the aim of successfully completing it. Transfer between programmes is not a recommended course of action and only permissible in exceptional circumstances. However, if a student wishes to transfer to a programme led by the Department of Information Studies or the Management School they should consult with their personal or year tutor, and their current and proposed programme coordinators. Transfer would normally only be allowed to Level 1 and if the

applicant has the meets the entry requirements required for that programme. The student may be required to provide a personal statement and the receiving department may also require a departmental reference. Only after discussions between both programme coordinators, and consideration of the student's previous engagement with their studies (e.g. attendance), may a transfer be granted.

General Departmental Information

Location of 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. Members of Research Staff and Research Students' offices are also located on the 2nd and 3rd floors of Regent Court.

Most lectures/seminars will be held outside of the department in other parts of the University in larger lecture theatres. However, the Department also has a lecture theatre, two bookable meeting rooms, two teaching laboratories, the Micros Laboratory and the Online Room, both situated on the 2nd Floor of Regent Court.

The locations of all teaching sessions are shown in the Teaching Timetable, available via either the myTimetable function in MUSE, or the online Directory of Modules at http://www-online.shef.ac.uk:3001/live/owa/web_cal.cal3_dept_form?p_year=07

Access to the Department

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

Student access to the Department is only available during normal working hours. The porter normally locks up the Department's computer laboratories and meetings rooms at approximately 5.45pm (or earlier if necessary). Unfortunately access to the building outside normal working hours is not possible; the entrance gates to Regent Court and side entrances to the building are locked.

Departmental Office

The Departmental Office is located on the 2nd Floor of Regent Court. Students' enquiries can be dealt with at the following times only each weekday: **10.00am-3.00pm**.

The Departmental Office is very busy, and so that secretarial and other office staff can carry out all their duties effectively, students are politely requested to keep to the opening times described above. The Departmental office staff are available at the times given above to answer students' queries and requests. The Departmental secretaries, however, are not available to carry out secretarial services for students. In addition, please note that the Departmental Office cannot supply students with A4 paper, computer discs or any other form of stationery.

The following will be dealt with during office opening hours **only**:

- Coursework – submission and collection of results
- Dissertation – loan and return
- Purchase of past exam papers
- Inter-library loan vouchers
- General enquiries
- Collection of OHP laser printer transparencies for presentations

The following **will** be dealt with at other times:

- Part-time student enquiries
- Issues of a more urgent nature.

Mail

Students' mail is placed in the pigeon-holes in the Departmental Reception. You should check the pigeonholes regularly for any mail. Additionally, students are reminded to check their e-mail regularly, as messages from Departmental staff are often sent electronically.

Notice Boards

Students should consult the notice boards in the Micros Laboratory and in the foyer area on a regular basis. There are noticeboards for the postgraduate programmes, where information about modules, seminars, visiting speakers, visits etc. are regularly posted. There are also noticeboards in the second floor foyer area and reception area for information of a more general nature, including careers and jobs information.

Common Room and Photocopying Facilities

Information Studies students have access to the Regent Court Student Common Room (shared with ScHARR and Computer Science), located on the Ground Floor, next to the Regent Street entrance to the building. This room has casual seating, work tables, a drinks machine, a kitchenette and a Ucard-operated photocopier.

Transparencies for Presentations

The Department can supply transparencies to students who wish to use OHP facilities for a course presentation. These transparencies can be used in the printers in the Micros Laboratory, and are compatible with any Desktop Laser printer. Please note, transparencies can only be collected from the Departmental reception during normal opening hours.

Smoking, Drinking and Eating

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

Children

Unfortunately, the buildings housing the Department were 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 etc. 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.

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.

General University Information

Semester Dates

(also available at <http://www.shef.ac.uk/about/dates>)

The dates of semesters for 2009-2010 are:

Autumn Semester

	[Intro Week 21 September - 27 September 2009]	
Monday	28 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 WWW pages at the following address www.shef.ac.uk/ssid

University Student Record

It is a student's responsibility to ensure that their University Student Record is kept up-to-date. Students can access their Student Record via 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, Hounsfield Road, telephone 0114 2223050.

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

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

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

Computing Facilities

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

PCs

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

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

CD-Rom, Online and other Information Sources

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

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

Additional and UNIX-based Computing Resources

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

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

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

Usage of Computer Facilities

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

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

<http://www.shef.ac.uk/cics/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 Library Facilities

Most of the University Library's holdings of books, pamphlets and periodicals that cover the main subject areas taught on the programmes and modules in the Department are held in the Information Commons, with some material also held in St George's Library. The subject areas covered include: information science; librarianship; computing and management. However, there is a small collection of computer user manuals, software manuals, cataloguing codes, classification schemes, and other much-used items available for loan at the Departmental Office. You will be asked to sign the loan book accordingly. Online manuals and newsletters and some thesauri are available and may be used in the Online Laboratory (but they are not loanable under any circumstances).

Information Commons

The IC 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 the finest in the United Kingdom.

Departmental Publications Database on the WWW

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 accessible via the Departmental Website at <http://dis.shef.ac.uk/dispub>. The database has entries starting from 1963.

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 (the Public Library) is available to all city residents.

Your Feedback

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

Careers Information

University Careers Service

The University has an excellent Careers Service, located at 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.

Referees for Job Applications

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

University Codes of Practice

University of Sheffield Students' Charter

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

Students' Personal Details

Principle

The personal details and circumstances of every student are confidential

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

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

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

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

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

Procedure

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

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

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

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

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

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

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

Personal Harassment

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

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

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

Equal Opportunities Policy

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

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