



The
University
Of
Sheffield.

Information
School.

Undergraduate Student Handbook.

2011 - 2012

You are now a member of
The Information School

Information School
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Information School Website:
www.shef.ac.uk/is

Student Services Information Desk (SSiD) Website:
www.shef.ac.uk/ssid

Welcome

On behalf of all iSchool staff, I offer you a warm welcome. You are now part of the top rated library and information science department in the country, and I hope you will find your time with us exciting, challenging and rewarding.

This booklet contains some of the most vital information you will need as you progress through your studies. You can find more detailed material on the Information School website, and you will of course receive plenty of guidance from members of staff throughout the year.

In addition, if you feel that you need personal advice, information or assistance, please feel free to approach any member of staff; the Staff section of this booklet, tells you which members of staff deal with particular areas. You will often need to make an appointment to talk with academic staff due to our busy teaching and research work, but please don't hesitate to make contact if you need to.

Professor Phil Levy
Head of School

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Where to find information

General information

This handbook reproduces some of the information available in the “Current Students” section of our website. Please use the website as your first port of call for information related to the Information School and your studies.

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

Teaching materials

For the teaching materials related to specific modules, please access MOLE2 (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 School 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

Staff Contacts

Personal Tutor

Students of the BSc Information Management, BSc in Information Management for Business, and BSc in Information Management and Technology please note; your allotted Year Tutor takes the place of the Personal Tutor as described here.

Students of the BA in Accounting and Financial Management and Information Management, and the BA in Business Management and Information Management, please note that you have TWO Personal / Year Tutors, one in the Information School and one in the Management School. Where you have an issue with a module, you should check which School that module belongs to, and contact the Tutor from that School, who will be able to give you the best advice. This also applies to Examinations Officers, Head of School, etc.

You will be appointed a Personal Tutor who should be your first point of contact for all advice, information or assistance.

Your Personal Tutor will contact you near the start of each Semester to arrange a meeting, and you can contact your Personal Tutor at any other time during the year to arrange extra meetings to discuss 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.

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

Who Else Can I Contact?

If your Personal Tutor is unavailable, you may wish to speak to your Programme Coordinator. If you wish to discuss a specific module, you can contact the relevant Module Coordinator.

- 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.

Staff Academic and Pastoral Responsibilities

Also, certain members of staff in the School have been allocated particular academic and pastoral roles, and so you may wish to contact any of these staff directly for specific issues.

BSc Year Tutor - Level 1 Dr Andrew Cox

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

BSc Year Tutor - Level 2 Dr Robert Villa

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

BSc Year Tutor - Level 3 Dr Alex Peng

Provides pastoral care to Level 3 students of the BSc Information Management.

Careers Liaison Officer: 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 Alumni Relations: Prof Peter Willett

Director of Research: Prof. Val Gillet (Deputy Director: Prof Elaine Toms)

Director of Learning and Teaching: Dr Andrew Cox (Deputy Dr Peter Bath)

Disability Liaison Officer: Dr John Holliday

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

Examinations Officer (Postgraduate): Dr Paul Clough

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

Examinations Officer (Undergraduate): Mr Peter Stordy

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: Mr Andrew Stones

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

International Student Advisor: Dr Angela Lin

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

Liaison Librarian for Information School: Mr Alastair Allan

Part-Time Student Advisor: tbc

Provides specialist advice and guidance to part-time students.

Unfair Means Officer: Prof Peter Willett

Research Ethics Administrator: tbc

Provides advice on research ethics and processes research ethics applications.

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

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

Staff Student Committee Chair: Mr John Bennett

Student Placement Tutor: Dr Angela Lin

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

Study Abroad Advisor: Dr. Ana Cristina Vasconcelos

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

Staff Contact Details

The "Staff" section of the Information School website gives more detailed information about each staff member, including responsibilities and research interests.

The extension numbers detailed in the list below can be reached from outside the University by adding 22 to the front of the number i.e. 22644 becomes 2222644 when phoning locally and 0114 2222644 nationally. To phone these numbers internationally please use 00 44 114 22 followed by the extension.

Academic staff

Name	Position (Room no.)	Email	Extension
Professor Philippa Levy	Head of School, Professor of Higher Education Development (Room 230)	p.levy@sheffield.ac.uk	22638
Mr Alastair Allan	Senior University Teacher (Room 306) / Senior Academic Liaison Librarian	A.Allan@sheffield.ac.uk	22644
Dr Peter Bath	Reader in Health Informatics (Room 225)	p.a.bath@sheffield.ac.uk	22636
Professor Micheline Beaulieu	Professor Emeritus	m.beaulieu@sheffield.ac.uk	
Ms Briony Birdi	Lecturer (Room 304)	b.birdi@sheffield.ac.uk	22653
Dr Paul Clough	Lecturer (Room 226)	p.d.clough@sheffield.ac.uk	22664
Professor Sheila Corrall	Professor of Librarianship & Information Management (Room 233)	s.m.corrall@sheffield.ac.uk	22632
Dr Andrew Cox	Lecturer (Room 222)	a.m.cox@sheffield.ac.uk	26347
Professor Nigel Ford	Professor of Information Science (Room 210)	n.ford@sheffield.ac.uk	22637
Dr Jonathan Foster	Lecturer (Room 310)	j.j.foster@sheffield.ac.uk	22665
Professor Val Gillet	Professor of Chemoinformatics	v.gillet@sheffield.ac.uk	22652

	(Room 305)		
Mr. Peter Holdridge	Learning Technologist (Room 227)	p.g.holdridge@sheffield.ac.uk	22698
Dr John Holliday	Senior Research Manager (Room 319, located within Room 323)	j.d.holliday@sheffield.ac.uk	22685
Dr Angela Lin	Lecturer (Room 221)	a.lin@sheffield.ac.uk	22634
Professor Michael Lynch	Professor Emeritus	m.lynch@sheffield.ac.uk	
Ms Pam McKinney	Lecturer	p.mckinney@sheffield.ac.uk	22650
Dr Miguel Baptista Nunes	Senior Lecturer (Room 211)	j.m.nunes@sheffield.ac.uk	22645
Dr Alex Peng	Lecturer (Room 213)	g.c.peng@sheffield.ac.uk	22658
Ms Barbara Sen	Lecturer (Room 234)	b.a.sen@sheffield.ac.uk	22635
Mr Peter Stordy	University Teacher (Room 220)	peter.stordy@sheffield.ac.uk	22668
Professor Elaine Toms	Professor of Information Science (Room 309)	e.toms@sheffield.ac.uk	22659
Professor Bob Usherwood	Professor Emeritus	r.usherwood@sheffield.ac.uk	
Dr Ana Cristina Vasconcelos	Lecturer (Room 232)	a.c.vasconcelos@sheffield.ac.uk	22643
Dr Robert Villa	Lecturer (Room 307)	r.villa@sheffield.ac.uk	22683
Ms Sheila Webber	Senior Lecturer (Room 212)	s.webber@sheffield.ac.uk	22641
Professor Peter Willett	Professor of Information Science (Room 229)	p.willett@sheffield.ac.uk	22633
Professor Tom Wilson	Professor Emeritus	t.d.wilson@sheffield.ac.uk	

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
Ms Andrea Shaw	Programmes Assistant	andrea.shaw@sheffield.ac.uk	22640
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 Andrew Stones	Computer Technician (Room 209)	a.d.stones@sheffield.ac.uk	22695

Other Lines of Communication

Staff Student Committee

The School has a Staff Student Committee to allow Course Reps from every Degree Programme to discuss issues with School staff. We would love you to become a Course Rep, so please contact the School Teaching and Learning Manager if you are interested.

Information on how to become involved, along with a full description of Staff Student Committee are detailed on the “Academic and Pastoral Advice” pages in the “Current Students” section of the Information School website, along with how you can become involved.

How do I raise an issue via Staff Student Committee?

All students may raise issues through Staff Student Committee if necessary. You will be notified of who your Course Rep is once they have been appointed. You should feel free to approach your Course Rep with any matter at all. Your Rep will discuss with you how best to raise your issue.

- If your issue is directly related to a particular module or programme, you and your Rep should first take it to the relevant Module or Programme Coordinator - this is the fastest and most practical way to seek a solution
- If your issue cannot be resolved this way, you should ask your Rep to bring it to Staff Student Committee
- If your issue is of a general nature, not specific to a particular module or programme, you should ask your Rep to bring it straight to Staff Student Committee

Course Reps are asked to pass agenda items to the Committee Secretary at least two working days before the meeting. This allows time to prepare a reply for the meeting, and perhaps to resolve the issue.

All items will be anonymised for discussion in the meeting.

Student Course Evaluations

As you finish each module, you will be asked to complete a module evaluation questionnaire. The School 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.

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

National Student Survey

The National Student Survey (NSS) has been running since 2005 and asks all final year undergraduate students to give feedback on various aspects of their course. The information provided by students is extremely important to both the School and the University in that it allows us to respond to issues that students may have and to build on our strengths as a School.

Registration and your Student Record

The University keeps a record of your personal details, and the programme and modules for which you are registered. This is your Student Record, which you can access and edit via the myRecord tab in MUSE.

This section explains the basics of module registration, along with simple changes such as adding or dropping modules, or more major changes such as changing your degree programme or taking leave of absence.

Modular Structure

You must register for exactly 120 credits each year. Your degree programme is three years long, so you will complete 360 credits in total, as detailed in your Programme Regulations.

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

You are **STRONGLY** advised to take an equal number of credits (60) in each Semester. If you are considering taking an unequal amount, you must speak to your Year/Personal Tutor immediately.

You 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

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/addrop.html>

The Add / Drop procedure is as follows:

- 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
- 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
- Under General University regulations, the closing date for module choice changes is Friday of the third week of the relevant semester

Making Major Changes

Sometimes, perhaps because of changes in your personal circumstances, you may need to make a major change such as:

- Transfer to another degree programme, or to another Department
- Repeat a year of study that you have failed
- Take a leave of absence (usually for one year, possible for two years in extreme circumstances)
- Withdraw from your degree programme or from the University

The School and the University will do what it can to accommodate such changes. First, read the advice on the Student Services Information Desk web pages, and print off a Change of Status Form. You can access the correct page via the “Forms” page in the “Current Students” section of the Information School website.

Bring the form to your Personal Tutor or Year Tutor as soon as you can, to discuss your options and to complete the form.

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 School is very 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 School does not arrange such work placements for students, and it is up to the student to find an appropriate work placement, discuss it with the relevant Year/Personal Tutor, and then make the necessary arrangements. If the School 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.

Degree Programmes and Regulations

Introduction to the Programmes of Study

The Information School 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 School contributes to the development of librarianship, information management and information systems 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 School 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 School 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

Undergraduate Degree Programmes 2010-11

Accounting and Financial Management and Information Management

Coordinator: Mr Peter Stordy Deputy: Dr Alex Peng

MGTU18 BA Accounting and Financial Management and Information Management

Business Management and Information Management

Coordinator: Mr Peter Stordy Deputy: Dr Alex Peng

MGTU17 BA Business Management and Information Management

Information Management

Coordinator: Mr Peter Stordy Deputy: Dr Alex Peng

INFU101 BSc Information Management

Information Management for Business

Coordinator: Mr Peter Stordy Deputy: Dr Alex Peng

INFU03 BSc Information Management for Business

Information Management and Technology

Coordinator: Mr Peter Stordy Deputy: Dr Alex Peng

INFU04 BSc Information Management and Technology

Accounting and Financial Management and Information Management

Coordinator: Mr Peter Stordy

Deputy: Dr Alex Peng

Aims of the Programme

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 jointly by the Information School and the Management School 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 Regulations 2011-12

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

A: For candidates whose initial registration was for the Session 2009-2010 or earlier

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 twenty credits from the following			
	INF208	F5	Digital Multimedia	20
	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 forty 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 twenty credits from the following
- | | | | |
|--------|----|---|----|
| INF304 | F6 | Business Intelligence | 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 forty credits, not less than twenty credits being selected at F6 level.

B: For candidates whose initial registration was for the Session 2010-2011 or later

Level 1

1. A candidate shall take
- | | | | |
|--------|----|---|----|
| INF102 | F4 | Introduction to Information Management | 20 |
| INF103 | F4 | Information and Communication Networks in Organisations | 20 |
| INF107 | F4 | Introduction to Information Research | 20 |
| MGT102 | F4 | Introduction to Management Accounting | 20 |
| MGT132 | F4 | Introduction to Financial Accounting | 20 |
| MGT135 | F4 | Accounting Theory and Practice | 20 |

Level 2

2. A candidate shall take
- | | | | |
|--------|----|---|----|
| INF201 | F5 | Information Management in the Learning Organisation | 20 |
| INF206 | F5 | Information Searching and Retrieval | 20 |
| INF211 | F5 | Information Systems Modelling | 20 |
| MGT211 | F5 | Intermediate Management Accounting | 20 |
| MGT212 | F5 | Financial Management | 20 |
| MGT225 | F5 | Intermediate Financial Accounting | 20 |

Level 3

3. A candidate shall take
- (a)
- | | | | |
|--------|----|-------------------------------------|----|
| INF333 | F6 | Information Management and Strategy | 20 |
| MGT354 | F6 | Advances in Management Accounting | 20 |
| MGT355 | F6 | Advances Financial Accounting | 20 |
- (b) units to the value of forty credits from the following, not less than twenty credits to be selected from (i)
- | | | | | |
|------|--------|----|---|----|
| (i) | INF304 | F6 | Business Intelligence | 20 |
| | INF312 | F6 | Information Management in the Digital Economy | 20 |
| | INF337 | F6 | Healthcare Information | 20 |
| | INF340 | F6 | Information Systems and the Information Society | 20 |
| (ii) | MGT302 | F6 | Contemporary Issues in Financial Reporting Theory | 20 |
| | MGT304 | F6 | Auditing | 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 |
- (c) unrestricted units to the value of twenty credits

Business Management and Information Management

Coordinator: Mr Peter Stordy

Deputy: Dr Alex Peng

Aims of the Programme

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 jointly by the Information School and the Management School 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 Regulations 2011-12

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

A: For candidates whose initial registration was for the Session 2009-2010 or earlier

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 forty 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 twenty credits from the following | | | |
| | INF205 | F5 | Database Design | 20 |
| | INF208 | F5 | Digital Multimedia | 20 |
| | INF209 | F5 | Information Storage and Retrieval Research | 20 |
| | INF213 | F5 | Designing Usable Websites | 20 |
| (d) | unrestricted units to the value of twenty credits | | | |

Level 3

3. A candidate shall take

- | | | | | |
|-----|--|----|---|----|
| (a) | INF333 | F6 | Information Management and Strategy | 20 |
| (b) | units to the value of sixty credits from the following | | | |
| | MGT309 | F6 | Industrial Relations | 20 |
| | MGT310 | F6 | Critical Perspectives in Work and Organisational Psychology | 20 |
| | MGT328 | F6 | Business Strategy | 20 |
| | MGT356 | F6 | Technology Management | 20 |
| | MGT357 | F6 | Corporate Social Responsibility | 20 |
| | MGT358 | F6 | Integrated Marketing Communications | 20 |
| | MGT363 | F6 | The Leisure Industry | 20 |

MGT366	F6	Management Consulting	20
MGT376	F6	International Business	20
MGT380	F6	New Venture Creation	20
MGT382	F6	International Marketing	20
(c)		units to the value of twenty credits from the following	
INF304	F6	Business Intelligence	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 twenty credits	

B: For candidates whose initial registration was for the Session 2010-2011 or later

Level 1

1.		A candidate shall take	
	ECN101	F4 Business Economics	10
	INF102	F4 Introduction to Information Management	20
	INF103	F4 Information and Communication Networks in Organisations	20
	INF107	F4 Introduction to Information Research	20
	MGT120	F4 Introduction to Behaviour at Work	10
	MGT134	F4 Business Management in Context	20
	MGT136	F4 Management Themes and Perspectives	20

Level 2

2.		A candidate shall take	
(a)	INF201	F5 Information Management in the Learning Organisation	20
	INF206	F5 Information Searching and Retrieval	20
	MGT219	F5 Organisational Behaviour	20
	MGT231	F5 Business Strategy	20
	MGT233	F5 Essentials of Marketing	20
(b)		units to the value of twenty credits from the following	
	INF205	F5 Database Design	20
	INF208	F5 Digital Multimedia	20
	INF209	F5 Information Storage and Retrieval Research	20
	INF213	F5 Designing Usable Websites	20

Level 3

3.		A candidate shall take	
(a)	INF333	F6 Information Management and Strategy	20
	MGT357	F6 Corporate Social Responsibility	20
(b)		units to the value of twenty credits from the following	
	MGT309	F6 Industrial Relations	20
	MGT310	F6 Critical Perspectives in Work and Organisational Psychology	20
	MGT356	F6 Technology Management	20
	MGT357	F6 Corporate Social Responsibility	20
	MGT358	F6 Integrated Marketing Communications	20
	MGT363	F6 The Leisure Industry	20
	MGT366	F6 Management Consulting	20
	MGT376	F6 International Business	20
	MGT380	F6 New Venture Creation	20
	MGT382	F6 International Marketing	20
	MGT384	F6 Consumer Behaviour	20
	MGT385	F6 Advanced Business Strategy	20

- (c) a unit to the value of twenty credits from the following
 - INF304 F6 Business Intelligence 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) a unit to the value of twenty credits selected from those listed at 3(b) and 3(c) above
- (e) unrestricted units to the value of twenty credits

Information Management

Coordinator: Mr Peter Stordy

Deputy: Dr Alex Peng

Aims of the Programme

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 Regulations 2011-12

INFU101 INFORMATION MANAGEMENT (BSc) (JACS P110)

Level 1

1. A candidate shall take
 - 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 20unrestricted 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) a unit to the value of *twenty* credits from the following
 - INF208 F5 Digital Multimedia 20
 - INF213 F5 Designing Usable Websites 20
 - (c) 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) a unit to the value of *twenty* credits from the following
 - INF304 F6 Business Intelligence 20
 - INF312 F6 Information Management in the Digital Economy 20
 - INF317 F6 Content Management Systems 20
 - INF337 F6 Healthcare Information 20
 - (c) unrestricted units to the value of *twenty* credits.

Information Management for Business

Coordinator: Mr Peter Stordy

Deputy: Dr Alex Peng

Aims of the Programme

In this course, you'll explore factors such as business intelligence and the digital economy. It's good preparation for a strategic role in any sector. Modules lean towards business information management, and cover topics that include web search engines, information systems and database design. You'll choose from options that range from business intelligence and e-commerce to website design and digital multimedia. In your final year, you'll complete an extended project.

Programme Regulations 2011-12

INFU03 INFORMATION MANAGEMENT FOR BUSINESS (BSc) (JACS NG25)

Level 1

1. A candidate shall take

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

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
	INF211	F5	Information Systems Modelling	20
(b)	units to the value of <i>sixty</i> credits from the following			
	INF205	F5	Database Design	20
	INF206	F5	Information Retrieval: Search Engines and Digital Libraries	20
	INF208	F5	Digital Multimedia	20
	INF213	F5	Designing Usable Websites	20

 - (c) unrestricted units to the value of *twenty* credits.

Level 3

3. A candidate shall take

INF304	F6	Business Intelligence	20
INF312	F6	Information Management in the Digital Economy	20
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

Information Management and Technology

Coordinator: Mr Peter Stordy

Deputy: Dr Alex Peng

Aims of the Programme

This course focuses on the soft IT aspects of information management, such as the design of websites and search engine technology. Modules lean towards information technology, and cover topics that include web search engines, information systems and database design. You'll choose from options that range from business intelligence and e-commerce to website design and digital multimedia. In your final year, you'll complete an extended project.

Programme Regulations 2011-12

INFU04 INFORMATION MANAGEMENT AND TECHNOLOGY (BSc) (JACS PG15)

Level 1

1. A candidate shall take

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

unrestricted units to the value of *forty* credits.

Level 2

2. A candidate shall take

INF201	F5	Information Management in the Learning Organisation	20
INF205	F5	Database Design	20
INF206	F5	Information Retrieval: Search Engines and Digital Libraries	20
INF208	F5	Digital Multimedia	20
INF211	F5	Information Systems Modelling	20
INF213	F5	Designing Usable Websites	20

Level 3

3. A candidate shall take
 - (a)

INF314	F6	Project Methods and Preparation	20
INF315	F6	Information Management Project	20
INF317	F6	Content Management Systems	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
INF333	F6	Information Management and Strategy	20
INF337	F6	Healthcare Information	20
INF340	F6	Information Systems and the Information Society	20
 - (c) unrestricted units to the value of *twenty* credits

Modules

Module Information

Details of all Information School modules are available via the University's online Directory of Modules. You can access this via the "Modules" page in the "Current Students" section of the Information School website.

Simply click Information School (or any other School / Department you wish to view) to see a list of available modules. Clicking on a module title takes you to information about that module.

Module Outlines

A full Module Outline for each Module is available via MOLE2, which you can access via MUSE.

Assessed Work

Submission Process

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, by the required deadline. Full instructions for electronic submission, and the use of Turnitin, will be given in each relevant Module Outline.

In the “Submission of Work” section of the Information School website, you will find a video which will give you guidance on making your first submission via Turnitin.

Physical submission

Where instructed, you must submit your coursework for INF modules to the Information School Reception.

In these cases you must complete an Information School coursework cover sheet for each piece of work submitted.

Do not submit your work in any form of folder or wallet.

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.

Presentation of Work

Whatever your submission method, you must always present your work as follows, unless specifically told otherwise:

- Word process the work
- 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.
- 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 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.
- When you have edited and reformatted a document check it carefully for lost spaces or hyphens stranded in spaces.
- Do not leave a space in front of any punctuation mark, such as a comma, full-stop, colon, or question mark.
- If you include any notes, other than bibliographic references, they must be numbered and given as footnotes to a page.
- 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.
- In cases of physical submission, print the work out on A4 paper.
- In cases of physical submission, the work should be printed on one side of the paper only, not printed double-sided.

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 School 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. If you are submitting electronically, you may be required to enter your name as part of the filename, but this will not be made available to the marker. Further information is given under the "Anonymous Marking" heading of the "Assessment of Work" section.

Referencing and Writing Skills

Harvard System 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 must use the Harvard system method of citation. Specifically, you must use the version of the Harvard system explained in detail in the "Library Information Skills Resource: Harvard referencing for Information Studies". Access this via the School website, under "Current Students" -> "Submission of Work" -> "Referencing and Writing Skills".

You must familiarise yourself with this resource, and you should access it every time you cite published works.

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 is essential for a direct quote. The citation should be given wherever it is most convenient to make sense of the text.

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

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

Short quotations, up to 2 lines in length, can be included in the body of the text:

Bradley (2004 : 188) states, "the internet is quickly changing our perception of knowledge in terms of its value and its dissemination and storage".

Longer quotations should be indented in a separate paragraph:

Bruce (1997 : 47) in discussing information literacy states that:

"information literacy education is based on fostering the skills, knowledge and attitudes which are required for learning from information sources of all kinds".

Harvard method of citing works in the bibliography

The reference list must list all of the sources you have cited in your assignment.

References should be listed in alphabetical order by author's surname and then by date (most recent first), and then if more than one item has been published during a specific year by letter (2009a, 2009b etc).

Punctuation and layout are important elements to referencing. Be consistent.

Citing a book by a single author:

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

Citing a book by two authors:

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

Citing a book by more than two authors:

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

A work 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.

Citing a book chapter:

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.

Citing a journal article:

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

Citing electronic journals:

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 2 July 2009].

Citing web pages:

The University of Sheffield Library. (2008). *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 2 July 2009].

Writing Skills

You will find a wide range of very useful writing skills on the University's Academic Skills Hub (TASH). Access this via the "Referencing and Writing Skills" page in the "Current Students" section of the Information School website.

You may also find the following useful:

Guidance on use of English, grammar, punctuation etc:

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]

Guidance on writing essays, reports and dissertations:

Clanchy, J. & Ballard, B. (1998). *How to Write Essays: A Practical Guide for Students*. 3rd ed. South Melbourne: Longman.

Cottrell, S. (2003) *The Study Skills Handbook*. Basingstoke: Macmillan.

Creame, 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).

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.

For group coursework, it is only necessary to submit one copy of the coursework per group (unless instructed otherwise by the lecturer). If submitting physically, 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 following additional rules apply to group coursework:-

- The composition of the "teams" must be approved by the lecturer concerned.
- 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.
- 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.
- Normally, one grade will be awarded for the work. This grade will apply to all the team members. In the event of the lecturer's not being satisfied that the work submitted represents fair and equal contributions by all members of the team the lecturer may, depending on the circumstances:
 - (a) award individual grades based on the contribution made by each student, as assessed by the lecturer
 - or
 - (b) require the work to be re-submitted.

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

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

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

University Advice

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

The University expects its graduates to have acquired certain attributes. Many of these relate to good academic practice:

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

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

What constitutes unfair means?

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. Plagiarism, submitting bought or commissioned work, double submission (or self plagiarism), collusion and fabrication of results are not allowed because they violate this principle (see definitions below). Rules about these forms of cheating apply to all assessed and non-assessed work.

1. **Plagiarism (either intentional or unintentional)** is 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)

School 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 "Referencing and Writing Skills" section 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), and whether for an assignment in this degree programme or a previous one. 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 (see the “Group Coursework” section elsewhere in this Handbook).

Assessment, Credits and Your Degree

Your progress through your degree programme will be governed by regulations set out by the Department and the University. This section sets out the most important regulations you need to know, or tells you exactly where to find them on the University website.

The key documents relating to these regulations are available via the Information School website under Current Students -> Assessment of Work

1. Examination conventions

The SSiD web pages provide the text of the Undergraduate Examination conventions, along with some explanation. In here you will find the rules that determine your progression from one year to the next. See the Information School website under Current Students -> Assessment of Work -> Examination Conventions.

2. The University Calendar

The documents “General Regulations for First Degrees” and “General Regulations for Higher Degrees, Postgraduate Diplomas and Postgraduate Certificates” include further details of progression from one year to the next, plus the method used to calculate your final degree classification from your module marks. *A copy of the General Regulations for your level of study is included in Appendix 1 of this Handbook.*

3. School Regulations

All Information School regulations are set out in the “Current Students” section of the Information School, website, and key information is reproduced in this handbook.

Module Marks and Credits

The Information School has its own set of rules for determining the marks awarded to your assessed work, in accordance with the general regulations of the University.

Assessment Criteria for Coursework

Staff marking assessed work for modules will use the School 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.

Undergraduate Assessment Criteria

	70-100 Class-1 level	60-69 Class-2i level	50-59 Class-2ii level	45-49 Class-3 level	40-44 Pass level	30-39 A fail	0-29 A bad fail
Content of the coursework							
Interpretation and scope	Excellent. Scope appropriate. Has understood and addressed the question.	Good attempt to reflect scope of assignment.	a) Reasonable attempt to cover scope of assignment. b) Minor omissions, misunderstandings or irrelevant material	a) Poor attempt to define scope of assignment. b) Some omissions, misunderstandings or irrelevant material	a) Very poor definition of scope. b) Many omissions, misunderstandings; or much irrelevant material	a) Scope of assignment not fully understood. b) Content largely irrelevant.	a) Scope of assignment misunderstood. b) Content irrelevant.
Understanding of subject (conceptual framework, issues, themes etc.)	Excellent understanding and exposition, with excellent awareness of nuances and complexities.	Clear understanding and exposition, with some awareness of nuances and complexities.	Good understanding of the subject	Some understanding of the subject at a general level	Some understanding of the subject but only at a superficial level with some confusion.	Establishes a few relevant points but superficial and confused. Little understanding of the subject.	No understanding of the subject.
Evaluation and synthesis of evidence	Excellent approach to evaluation and synthesis of relevant evidence to support arguments/points.	Very good evaluation and synthesis of relevant evidence to support arguments/points.	Significant evaluation and synthesis of relevant evidence to support arguments/points.	Some evaluation and synthesis of relevant evidence to support arguments/points.	Minimal evaluation and synthesis of relevant evidence to support arguments/points.	Evidence presented with little attempt at evaluation & synthesis.	Evidence presented with no attempt at evaluation or synthesis.
Critical analysis	Excellent standard of critical analysis.	Very good standard of critical analysis.	Good critical analysis, but some omissions and/or errors.	Attempts analysis but too many omissions and/or errors	Analysis superficial.	Analysis very superficial.	No meaningful analysis.
Argument	Convincing arguments fully developed.	Arguments well constructed.	Arguments not fully & clearly developed	Arguments not clearly followed through and sometimes confusing	Arguments often confused and undeveloped.	Little logical argument	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) Introduction and conclusion adequate	a) Structure flawed b) Introduction and/or conclusion do not serve their function well	a) Poor structure b) Introduction and conclusion perfunctory	a) Structure inappropriate b) poor introduction and/or conclusion	a) Structure lacking b) no recognisable Introduction and/or conclusion
Presentation and style of the coursework							
Use of English	Very high standard. Negligible errors. Clear and easy to read.	Very good standard. Occasional errors only	A few errors - punctuation, misuse of words, spelling, sentence construction.	Some errors - punctuation, misuse of words, spelling, sentence construction, style – make work difficult to understand	Frequent errors - punctuation, spelling, sentence construction etc. often make work difficult to understand	Frequent errors - punctuation, misuse of words, spelling, sentence construction - make work largely incomprehensible	Very frequent errors - punctuation, misuse of words, spelling, sentence construction - make work incomprehensible
Presentation of data and references	a) Excellent use of relevant data, examples, figs., models. b) All references accurately cited and listed.	a) Very good use of relevant data etc. b) Most references accurately cited and listed.	a) Some good use of relevant data etc. b) Some missing or incorrect citations and/or bib. entries.	a) Superficial use of relevant data etc b) Fair number of missing or incorrect citations and/or bib. entries	a) Poor use of relevant data etc b) Little understanding of system of the Harvard system of referencing.	a) Very few appropriate references to data etc. b) Very little understanding of the Harvard system of referencing.	a) No appropriate references to data etc. b) No understanding of the Harvard system of referencing
Overall presentation	Excellent. Carefully organised and well presented.	Carefully organised and well presented.	Presentation satisfactory.	Presentation generally satisfactory	Presentation poor.	Presentation very poor	Unacceptable presentation
The following criteria will be used only when applicable to the coursework							
Abstract or Executive Summary	Includes aims and conclusion, and all key points; clear & 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	Text does not fulfil function of Abstract/ Executive Summary	Abstract/Executive Summary missing.
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 potential use of unfair means
Evidence of team work	Evidence of excellent, effective team work	Evidence of good teamwork	Some evidence of good teamwork, but areas of weakness, or evidence lacking	Little evidence that team has worked together effectively,	Very little evidence that team has worked together effectively	No evidence that team has worked together effectively	Evidence that team has worked together ineffectively
Evidence of reflection on the assignment	Excellent, insightful and analytical reflection; shows self questioning and considers others. Clear evidence of learning and suggestions for change	A very good range of reflective comments; shows evidence of analysis and self-questioning. Evidence of learning	A reasonable range of reflective comments; shows some evidence of deep reflection.	Some reflective comments but lacking insights and depth	Limited evidence of reflection	Descriptive writing with very limited or undeveloped reflection	No evidence of reflection, descriptive only

Method of Assessment

1. In assessing work members of staff will assign marks on a 100-point scale in line with the University policy on a unified marking scheme, where 100 is the highest grade awarded and 0 is the lowest grade awarded. For undergraduate level modules the minimum pass grade is 40.

Mark	Standard	Notes
70 100	- Work of a standard appropriate to Class 1	
60 69	- Work of a standard appropriate to Class 2i	
50 59	- Work of a standard appropriate to Class 2ii	Students who obtain an overall module mark of between 40 and 100 will be awarded the credits associated with that module.
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 overall module mark of between 0 and 39 will NOT be awarded the credits associated with that module.
0	Work not submitted	

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

5. For all Information School 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.

6. School Policy on Discretionary Passes at Module Level: As defined in point 5 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 of 30 to 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.

Penalties

Late Submission of Work

It is your responsibility to plan your own workload. You must submit each piece of assessed work by the deadline stated in the relevant Module Outline, and you should regard coursework submission deadlines as being almost immovable

However, it is noted that occasionally genuine medical or mitigating personal circumstances mean that submission by the due deadline becomes a problem. If you wish to request a formal extension to a deadline in such a case, you must complete and submit both a departmental Coursework / Dissertation Extension to Deadline Form, and a Special Circumstances form. Both are available from the "Forms" page in the "Current Students" section of the Information School website.

As far as possible, you should submit any written documentary evidence to back up your request with the form. If you are requesting an extension on medical grounds, this should include a written medical certificate from your doctor. Students registered with the University Health Service must ensure that the Special Circumstances Form has been countersigned by a health professional at the University Health Service

You should submit the completed forms and any accompanying documentary evidence directly to the Information School Reception desk. It will then be forwarded to the relevant 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 School's decision to grant the extension.

If you are requesting extensions to deadlines for work on more than one module, you should complete a separate form for each module.

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.

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.

Penalties for Late Submission

Late submission will result in a deduction of 5% of the total mark awarded for each working day after the submission date, where 'working day' includes Monday to Friday (excluding public holidays) and runs from 2pm to 2pm.

Day late	Mark reduced by 5%	Mark awarded when reduced by 5%	
	Multiply by	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 should receive a zero.

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

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.

Unless you are specifically told otherwise, your word count should include foot-notes, but exclude title, abstract, bibliography and appendices. You must read each Module Outline carefully to see what should be included in the word count for that particular assignment.

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

more than 10% 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

School 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.

School Policy on Moderation of Assessed Work

1. Internal Moderation

1. The quality and consistency of marking by all internal markers on a module is moderated by the Module Coordinator or the appropriate Departmental Examinations Officer.
2. All dissertations are second marked.
3. If a student feels that a mark is markedly out of line with his/her expectations, they should arrange a personal tutorial with the original marker to discuss this. A student may only request that a piece of assessed work be remarked if a procedural error has occurred at any stage in the assessment process, for example:
 - a. if the mark is perceived not to be compatible with the report/narrative comments
 - b. 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
 - c. 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 with a mark of 70 or above.

Attendance

You are required to attend **all** scheduled sessions arranged for your programme of study, including lectures, practicals, seminars, tutorials, dissertation supervision sessions and all other types of scheduled class.

University General Regulation 40 states: "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".

Therefore, if you fail to attend any scheduled sessions for a given module without explanation, the School may deny you the credits for that module, regardless of the marks awarded for your assessed work.

If you have genuine cause to miss a scheduled session, you must inform the member of staff delivering the relevant scheduled class(es) in advance, and provide relevant documentation where appropriate (e.g. medical note).

Attendance Monitoring

Attendance registers will be taken by staff at all scheduled classes for Level 1 undergraduate Information School modules. The School reserves the right to take registers for sessions at other levels as necessary.

In addition, the School will be monitoring the attendance of students at twelve or more points throughout the year. Some of these points will be taught sessions, others will be compulsory points of contact such as Registration or the submission of certain pieces of assessed work. The monitoring will be carried out using systems that have been developed by the University specifically to help departments identify and support students who are having difficulty with their study programme.

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 Information School Reception desk.

Blank Special Circumstances Forms are available from the Student Services Information Desk (SSiD) or from the Information School 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 Information School 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.

Conduct in Taught Sessions

All members of the Department, staff and student, are expected to respect all other attendees at taught sessions, both on campus and on field trips. Please ensure that no disruptive behaviour or noise spoils the session for others. Departmental members are asked to switch off mobile phones in taught sessions, to arrive promptly for lectures and to only use laptops for note-taking. If you arrive unavoidably late, please enter silently so as not to cause any disruption. All attendees are expected to show respect to speakers by paying attention and not talking when others may be trying to listen.

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. If you are submitting electronically, you may be required to enter your name as part of the filename, but this will not be made available to the marker.

Assessment Feedback

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

The School has defined a turnaround time for the assessment of work as three 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 Internal and External examination boards and then by the relevant Faculty board.

Progression and Degree Calculations

Progression between Levels

University regulations relating to progression and resits are set out in **the General Regulations for First Degrees**, regulations 24 - 33. *See Appendix 1.*

Resubmission

University regulations relating to resubmission, or 'resits', are set out in the **Undergraduate Examination Conventions**. Access these via the School website, under Current Students -> Assessment of Work -> Examination Conventions -> Undergraduate Examination Conventions.

Award of Degree

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, accessible via the School website, under Current Students -> Assessment of Work -> Award of Degree (Undergraduate students).

Anonymous Classification

All taught degrees at the University of Sheffield are classified anonymously, using the procedures detailed at the University's Learning and Teaching Guidance and Policies web pages. Access these via the School website, under Current Students -> Assessment of Work -> Anonymous Classification.

The effective implementation of these procedures requires that students must bring to the School'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 "Penalties: Late Submission of Work" section of this handbook and the Information School website.

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.

Prizes

As a student of the Information School, on completion of your degree your work will be considered for a range of prizes. The details of these prizes, including criteria for award, are set out in the Prizes section of the University Calendar, which you can access via the School website, under Current Students -> Prizes.

Help and Advice

Managing your time

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

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

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

The Sheffield Graduate

You can gain an impressive range of knowledge and skills through your studies and through the additional activities you undertake. The University had identified a range of skills and knowledge for you so that you know what you should be aiming to achieve. The Sheffield Graduate is:

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

REAL (Reflection, Employment and Learning)

REAL is a framework that aims to support you in acquiring these skills and attributes. It is a process which helps you to reflect upon your learning, performance and/or achievement both within your academic studies and through extra curricula activities, and to identify what else you need to do to achieve your goals.

Opportunities to develop your skills are provided through course work in, for example, completing assignments, presentations, working in groups and in activities such as volunteering, work experience, being a student representative or taking part in clubs or societies.

We strongly advise you to make time to reflect on your progress and identify what else you need to do to achieve your goals. It will make you better equipped to achieve your full potential in your studies whilst also enhancing your employability as you will be better prepared to demonstrate your achievements and skills to potential employers.

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 School 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.

The Sheffield Graduate Award

The *Sheffield Graduate Award* is open to all students and has been developed with the purpose of recognising and rewarding your extra curricula activities that help you to gain the Sheffield Skills. The Award is endorsed by a number of employers who recognise that students who have achieved the Award will stand out from the crowd.

By taking part in the Award, you can bring together all your different experiences, for example, volunteering, mentoring, organising clubs and societies, part time work, sporting activities and course representation, which will help employers take note of all your achievements that go beyond the academic. After successful completion of your Award portfolio in your final year, you will receive a certificate upon graduation, and a reference to the Award will be added to your transcript.

Further information and on line registration for the Award can be found on:

www.sheffield.ac.uk/thesheffieldgraduateaward

Careers Information

Departmental Careers Information

The School Careers Liaison Officer provides a departmental contact for the University Careers Service and is also able to give careers/jobs advice to students who require it. Academic members of staff are also able to provide careers advice and guidance to students. 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. Dissertation supervisors can also be nominated as job referees.

University Careers Service

The University has an excellent Careers Service located at 388 Glossop Road; tel. 0114 222 0900. You have access to its support at any stage of your course. Opening hours are Monday to Friday 9.00 – 5.00 (Tuesday 11.00 – 5.00). Careers advisers are available daily and, as well as comprehensive careers information resources, there is a suite of PCs to research careers and look for vacancies. Staff can also provide advice on improving your job prospects through work experience and activities to develop your employability skills. The Careers Adviser linked to the Information School to support Undergraduate and Taught Postgraduate students is Lucy Marris. Kevin Mahoney is the contact careers adviser for Research Students (PhD students and Contract Researchers). You can find out more information about the Careers Service and the support available at www.shef.ac.uk/careers

The Careers Service also offers:

- A comprehensive website www.shef.ac.uk/careers/students with a full range of careers information and advice. The website is a good starting point if you

want to find out more about how the Careers Service can help you, right from the start of your course.

- 'myVacancies' - current and forthcoming national and international vacancies for graduate jobs and work experience. You can access myVacancies via the Careers tab on your MUSE homepage. For those wishing to explore opportunities in another country, there's also 'myInternational Career' via the Careers Service website.
- What's On careers events, including fairs and employer presentations. See www.shef.ac.uk/careers/events Details are sent to students via WOW, the 'What's On Weekly' email.

The Student Jobshop: is run by the Careers Service in partnership with the Students' Union. It provides help with finding student jobs and work experience including part-time paid work, summer internships, placements, vacation work and voluntary work. It is located in the Students' Union building and is open Monday to Friday between 10.00 - 3.00 (Tuesday 11.00 - 3.00). Note: opening hours of the Careers Service and Jobshop may vary during vacation times.

School Facilities

As a member of the Information School, you have access to a wide range of facilities and services, including:

- computer access
- bookable meeting rooms
- student common rooms
- photocopying

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.

Information School Reception Desk

Opening Hours

10.00am – 3.00pm, Mon-Fri

During these opening hours, you can bring enquiries to Reception, where staff will be happy to answer your query, or to pass you on to the relevant member of staff to deal with your issue.

Services available at Reception include

- 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

Mail

School and University staff will contact students by email regularly – you must check your email on a regular basis to ensure you do not miss important communication. Paper mail is placed in the pigeon-holes in the School Reception. You should check the pigeonholes regularly for any mail.

Notice Boards

Students should consult the notice boards in RC-205 and in the foyer area on a regular basis, as information about modules, seminars, visiting speakers, visits etc. is regularly posted.

Common Room and Photocopying Facilities

Information School 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 School 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 School 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 School 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 School should make appropriate childcare arrangements so that they do not have to bring their children to the School.

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 School. 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.

University Facilities and Support

Student Services Information Desk (SSiD)

www.shef.ac.uk/ssid

The Student Services Information Desk (SSiD), located in the Union of Students' Building is your first point of contact for all general University administration matters, such as:

- 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
- location maps

Updating your Student Record and contact details

It is YOUR responsibility to update your Student Record, including address and contact details, via SSiD.

Library Facilities

Full details of Library services provided by the University and the School can be found on the web pages of the School's Liaison Librarian, which you can access via the "Help and Advice" pages in the "Current Students" section of the Information School website

Library Committee

The School has its own Library Committee. 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 School's Liaison Librarian.

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, including

- University Health Service
- University Counselling Service

- Disabled and Dyslexic Students
- Nursery and Childcare
- Mature Students
- International Students
- Financial Help Available
- Faith Representatives and Chaplains
- Harassment
- Drugs Information
- Nightline

English Language Teaching Centre

As a University of Sheffield student, you have access to a wide range of free services at the ELTC. International students are invited to make maximum use of the Centre's services and facilities. The ELTC 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 ELTC staff member will be held on a weekly basis during semester 1, and at times during the Summer Vacation period, for the sole benefit of Information School students.

University of Sheffield Students' Charter, "Our Commitment"

The University of Sheffield Students' Charter, *Our Commitment*, 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.

<http://www.shef.ac.uk/ssid/ourcommitment/charter>

Appendix 1

General Regulations for First Degrees

SCOPE OF THESE REGULATIONS:

1. These Regulations apply, subject to any different provision in the Regulations for a particular programme of study, to all Certificates, Diplomas and Bachelor's Degrees (except those in the province of the Board of Collaborative Studies) and Integrated Master's Degrees, but where any programme of study is designated as a non-modular programme, Regulation 14 and subsequent Regulations shall not apply to that programme.
2. The Senate shall on the recommendation of the Faculty make Regulations providing for one or more programmes of study leading to the award of the Degree.

CONTENT OF PROGRAMMES OF STUDY

3. The Regulations for each programme of study shall specify the units required of or available to candidates at each Level, and may specify other requirements (which may include requirements assigned no value in terms of credits) to be met by a candidate before successful completion of the programme of study. The availability of units specified in the Regulations for a programme of study is subject to the conditions as to pre-requisites and unacceptable combinations of units published on the authority of the Senate. Where a candidate is required to register for a unit, that registration may only be amended with the permission of the Faculty, on the recommendation of the Head of Department.
4. A reference in a Regulation to a particular programme of study or unit does not mean that the programme or unit will necessarily be available in any particular session. The availability of any unit may be subject to conditions as to the minimum or maximum size of classes, the availability of accommodation, timetabling restraints, and, where the Regulations for a programme of study contain requirements satisfaction of which depends upon the provision of facilities by another institution or body, the agreement of that institution or body.
5. Where a Regulation enables or requires a candidate to make a choice, the candidate's choice requires approval. The approval of the Head of the Department responsible for the programme of study is required for the subject of a special topic, special study, dissertation, extended essay or project and, where the Regulations require a candidate to make a choice between units, for the candidate's choice of units. Where the programme of study is the responsibility of more than one Department, the Heads of those Departments will agree on the procedure for giving such approval and publish it to candidates. Except where these Regulations or the Regulations for a particular programme of study provide otherwise, the choice of a unit as an

¹ Additional Regulations apply to students in the International Faculty (www.city.academic.gr/docs/ifgenspec.pdf). unrestricted unit within a programme of study requires the approval only of the Head of the Department offering the unit.

ATTENDANCE OTHER THAN FOR UNIVERSITY QUALIFICATIONS

6. A person, whether or not registered for a programme of study leading to the award of a Degree or other qualification of the University, may be permitted by a Head of Department on payment of the appropriate fee to attend a programme of study in respect of one or more units and take the examination in respect of those units on the basis that any grades and credits awarded may not be taken into account for the purposes of the award of any qualification of the University.

STUDY ABROAD

7. A candidate may be permitted by the Faculty, on the recommendation of the Head of Department, to spend a period of not more than two consecutive semesters at an overseas University under a scheme approved by the Faculty; such a candidate shall pursue courses and take examinations under arrangements approved by the Head of Department.

DEGREES WITH EMPLOYMENT EXPERIENCE

8. A candidate may be permitted to spend one session undertaking an approved placement in employment, the arrangements being subject to the approval of the Head of Department, and for which no grades shall be awarded. Subject to successful completion of the requirements for the programme of study for which the candidate is registered, the Examiners may recommend that a candidate who successfully completes such a placement be awarded the named Degree 'with Employment Experience'.

TRANSFER BETWEEN PROGRAMMES OF STUDY AND FACULTIES

9. A candidate may, with the permission of the Faculty, transfer to another programme of study. The Faculty shall determine in each case the extent to which parts of the original programme already completed by a candidate shall be treated as forming part of the new programme. Where parts of the original programme are so treated the credits and grades (including any fail grades) already obtained by the candidate shall be counted in respect of the new programme. Where parts of the original programme are not so treated, the fact that the candidate has previously taken the relevant units and the grades and credits (if any) awarded shall be disregarded for the purposes of these Regulations except those dealing with time-limits and transcripts. A transfer from one Faculty to another requires the permission of both Faculties concerned. Permission to

transfer shall not imply the waiver of any requirements as to prerequisites.

General Regulations for First Degrees

TIME-LIMITS

10. Except with the permission of the Faculty, (a) a full-time candidate must complete the Final Examination for a Degree within a period two years greater than the minimum required to complete the programme of study; and (b) a part-time candidate must complete the Final Examination for a Degree within a period of nine years from the date of initial registration.

Any period during which the Faculty has granted a candidate leave of absence shall be ignored in calculating the time-limit.

RECOGNITION OF CREDITS AND EXAMINATIONS

11. The Faculty may recognise credits obtained or examinations passed in other institutions as equivalent to credits awarded at Level 1, Level 2 or Level 3 under the Regulations of this University, provided that the work attracting the credits has not been and will not be submitted for any other Degree and that (except in the case of non-modular programmes) a Bachelor's Degree or the First Degree of MBiolSci, MBiomedSci, MChem, MComp, MEng, MEnvSci, MMath or MPhys may not, without the special permission of the Senate, be awarded to any candidate who has not been awarded at least 180 credits at Level 1, Level 2 or Level 3 under the Regulations of this University, at least 100 of which were at Level 3. "Credits awarded under the Regulations of this University" includes credits obtained in respect of a part of a programme of study which a candidate registered in this University is permitted or required by the Regulations to complete away from the University.

AEGROTAT CASES

12. Where the Examiners are satisfied by appropriate medical evidence that a candidate was prevented by illness from completing an examination but are satisfied that the work done by the candidate shows beyond reasonable doubt that the candidate would have passed the examination, they may recommend that the candidate be deemed to have passed the examination and that the candidate be awarded the credits assigned to relevant units but without the award of a grade. The credits awarded in respect of such units shall not be taken into account in determining the class of Degree to be awarded.

13. Where the Examiners are satisfied by appropriate medical evidence that a candidate was prevented by illness from completing a substantial part of the Final Examination for a Degree, and are satisfied that the work done by the candidate shows beyond reasonable doubt that the candidate would have passed the examination but that it is impossible to determine the appropriate class in which the candidate should be placed, they may recommend that the candidate be awarded an Aegrotat Degree.

REGISTRATION FOR PROGRAMMES AND UNITS

14. A candidate shall register for a particular programme of study and for the units the candidate

proposes to complete. The programme of study of a full-time student, other than one repeating part of the programme of study at a particular Level, must be to the value of not fewer than 120 credits in a session and of not fewer than 40 credits in any semester. A full-time student may register for more than 120 credits in any one session only with the permission of the Faculty. Where a unit is available at more than one point in the Regulations for a programme of study, a candidate may only register for the unit at one such point.

15. A candidate shall register for units to the value of not fewer than 120 credits at each of Level 2 and Level 3, of which not fewer than 90 credits shall be at FHEQ Level 6 or above. A candidate at Level 4 shall register for units to the value of not fewer than 120 credits. Not fewer than 90 credits of those taken at Levels 3 and 4 shall be at FHEQ Level 7.

16. Except where the Regulations for a programme of study expressly so provide or special permission is given under arrangements approved by the Pro-Vice-Chancellor of the Faculty, a unit which is available at Level 1 of any programme of study may not be taken by any candidate at a subsequent Level.

17. A candidate may amend the registration in respect of any semester with the consent of the Head of Department but not after the end of the third week of the relevant semester. Amendment to registration after the end of the third week of the relevant semester shall be made only with the permission of the Faculty.

EXAMINATIONS

18. Where a unit is taken in the Autumn or the Spring Semester, an examination shall be held for that unit in the relevant semester. Where a unit is taught over both semesters, an examination shall be held for that unit in the Spring Semester.

19. At Level 0 and Level 1, a second examination in respect of each unit shall be held in August or September following the date of the first examination. Except with the permission of the Faculty, entry for the second examination is open only to candidates who have failed in the first examination.

20. At Level 2 in certain programmes of study determined by the Faculty, a second examination in respect of each unit shall be held in August or September following the date of the first examination. Except with the permission of the Faculty, entry for the second examination is open only to candidates who have failed in the first examination.

21. Where some part of the programme of study carrying a value in terms of credits is not in the form of a unit, the Regulations shall specify the time or times at which the examination is to be held.

General Regulations for First Degrees

AWARD OF CREDITS

22. Subject to the requirements of these Regulations as to attendance, a candidate who satisfies the Examiners in the examination for a unit shall be awarded the credits assigned to that unit.

23. A candidate who has been awarded credits in respect of any unit may not repeat the examination for

that unit.

FIRST UNIVERSITY EXAMINATION

24. Within each programme of study there shall be an Examination, referred to in these Regulations as the First University Examination.

Level 1

25. A candidate shall complete units at Level 1 to a total value of not less than 120 credits. A candidate at Level 1 of a programme of study other than one offered by the Institute of Lifelong Learning may not, without the permission of the Head of Department responsible for the candidate's programme of study, take as unrestricted units ACE units to the value of more than 20 credits.

26. A candidate who is awarded 120 credits shall thereby pass the First University Examination. The Examiners may in their discretion recommend that a candidate who is awarded not fewer than 100 credits and who obtains a grade or grades of not less than 30 in the unit(s) in respect of which credits are not awarded be deemed to have passed the First University Examination. Such a recommendation shall take into account the performance of the candidate in the units in respect of which credits are not awarded and the extent to which the candidate's performance in other units provides compensation for failure in those units, and shall not imply the waiver of any requirements as to prerequisites involving the award of credits in respect of specified units.

27. A candidate who fails to satisfy the Examiners in respect of any unit at Level 1 may enter for a subsequent examination in respect of the same unit, on one or (subject to the General Regulations relating to the Progress of Students) more occasions. A candidate may re-sit under this Regulation despite having been deemed to have passed the First University Examination at the end of the Spring semester. In the event that the grade achieved following the subsequent examination is lower than that achieved on the first occasion, the higher grade shall be awarded.

28. The Faculty may permit a candidate who has, at the end of any session, failed to pass the First University Examination to re-commence the programme of study at the following (or a later) session. In such a case, the fact that the candidate has previously taken any unit and the grades and credits (if any) awarded shall be disregarded for the purposes of these Regulations except those dealing with time-limits and transcripts.

FINAL EXAMINATION

29. Within each programme of study there shall be an Examination, referred to in these Regulations as the Final Examination.

30. A candidate shall complete units to a total value of not less than 120 credits at each of Levels 2, 3 and (where applicable) 4. For the purpose of this Regulation 'completed units' are those for which a candidate has obtained

- (a) a pass grade or pass outcome;
- (b) a fail grade; *or*
- (c) where formal exemption as a result of previous

study has been approved.

Where the Regulations for a particular programme of study provide for a phase of the programme to be intercalated (for example a session spent abroad in a programme of study in a modern language) a candidate shall in addition complete the requirements of that phase bearing a value in terms of credits prescribed in the relevant programme Regulations.

A candidate at Level 2, 3 or 4 (other than a candidate on a programme of study offered by the Institute of Lifelong Learning) may not take as an unrestricted unit:

- (a) an ACE unit, without the permission of the Head of Department,

- (b) a unit available at Level 1 in any programme of study, unless the programme Regulations expressly so provide or with special permission given under arrangements approved by the Pro-Vice-Chancellor.

Level 2

31. A candidate must have passed the First University Examination before proceeding to Level 2.

32. A candidate who fails to satisfy the Examiners in respect of any unit at Level 2 may enter for a subsequent examination in respect of the unit, on one or (subject to the General Regulations as to Progress of Students) more occasions. A candidate satisfying the Examiners in a subsequent examination will be awarded a bare pass grade in respect of that unit. In the event that the grade achieved following the subsequent examination is lower than that achieved on the first occasion, the higher grade shall be awarded.

Level 3

33. A candidate for a Degree other than an Integrated Master's Degree who has been awarded fewer than 120 credits at Level 2 may proceed to Level 3 only with the permission of the Faculty. The Examiners may in their discretion recommend that a candidate who is awarded not fewer than 100 credits at Level 2 be permitted to proceed to Level 3. Such a recommendation shall not imply the waiver of any requirements as to prerequisites involving the award of credits in respect of specified units.

34. A candidate for an Integrated Master's Degree who has been awarded fewer than 120 credits at Level 2 or *General Regulations for First Degrees* who has obtained a weighted mean grade less than 54.5 may proceed to Level 3 only with the permission of the Faculty. The Examiners may in their discretion recommend that a candidate who is awarded not fewer than 100 credits at Level 2 and who obtains a weighted mean grade of not lower than 49.5 be permitted to proceed to Level 3. Such a recommendation shall not imply the waiver of any requirements as to prerequisites involving the award of credits in respect of specified units.

35. A candidate for a Degree other than an Integrated Master's Degree who fails to satisfy the Examiners in respect of any unit(s) at Level 3 and who has not been recommended for the award of a Degree may (subject to the General Regulations as to Progress of Students)

enter for a subsequent examination in respect of any failed unit(s) taken at Levels 2 or 3 on one occasion. A candidate satisfying the Examiners in a subsequent examination will be awarded a bare pass grade in respect of that unit and shall not be recommended for the award of Honours. In the event that the grade achieved following the subsequent examination is lower than that achieved on the first occasion, the higher grade shall be awarded.

36. A candidate for an Integrated Master's Degree who fails to satisfy the Examiners in respect of any unit(s) at Level 3 and who has not been recommended for the award of a Degree may (subject to the General Regulations as to Progress of Students) enter for a subsequent examination in respect of the same unit(s) on one or more occasions. A candidate satisfying the Examiners in a subsequent examination will be awarded a bare pass grade in respect of that unit. In the event that the grade achieved following the subsequent examination is lower than that achieved on the first occasion, the higher grade shall be awarded.

Level 4

37. The Examiners may in their discretion recommend that a candidate who is awarded not fewer than 100 credits at Level 3 and who obtains a weighted mean grade at Level 3 of not lower than 49.5 be permitted to proceed to Level 4. Such a recommendation shall not imply the waiver of any requirements as to prerequisites involving the award of credits in respect of specified units.

38. A candidate who fails to satisfy the Examiners in respect of any unit at Level 4 and who has not been recommended for the award of a Degree may (subject to the General Regulations as to Progress of Students) enter for a subsequent examination in respect of the same unit on one occasion. A candidate satisfying the Examiners in a subsequent examination will be awarded a bare pass grade in respect of that unit. In the event that the grade achieved following the subsequent examination is lower than that achieved on the first occasion, the higher grade shall be awarded.

GRADES FOR UNITS

39. In respect of candidates commencing Level 1 or Level 2 of a programme of study in or after September 2000, the Examiners shall award in respect of each unit a grade expressed as a whole number on the following numerical scale:

70-100 work to a standard appropriate to Class I
60-69 work to a standard appropriate to Class II—
Division 1
50-59 work to a standard appropriate to Class II—
Division 2
45-49 work to a standard appropriate to Class III
40-44 work of a Pass standard
0-39 work in respect of which the candidate fails
Work not submitted, or work submitted but deemed to be of no academic merit, or work submitted in respect of which credit is refused or denied may not normally be awarded a grade.

In respect of other candidates, reference should be made to Regulation 36 of the Regulations for First Degrees in the Calendar for 2005-06.

CLASSIFICATION OF CANDIDATES

General: for all candidates

40. The class of Degree to be awarded to each candidate shall be recommended to the Faculty by the Examiners. The recommendations shall take into account the performance of the candidate at Level 2, Level 3 and, where applicable, Level 4.

41. In every case, the Examiners shall recommend the classification which, having regard to all the evidence before them, best reflects the overall performance of the candidate.

42. A candidate who is awarded the required number of credits at Levels 2 and 3, but to whom the Examiners do not recommend the award of Honours shall be recommended for the award of a Pass degree.

43.

(i) The Examiners may recommend that a candidate for a Degree other than an Integrated Master's Degree who is awarded not fewer than 200 credits at Levels 2 and 3, of which not fewer than 90 credits are at FHEQ Level 6 or above, and to whom the Regulation as to Aegrotat cases is inapplicable, be deemed to have passed the Final University Examination provided that the candidate has obtained a weighted mean grade of not less than 39.5 in the Examination as a whole. The Examiners may, having regard to the following Regulations, recommend the award of Honours to such a candidate. A candidate who is awarded not fewer than 200 credits at Levels 2 and 3 but who fails to satisfy the Examiners in respect of the other criteria above may be recommended for the award of a Pass Degree.

(ii) The Examiners may recommend that a candidate for an Integrated Master's Degree who is awarded not fewer than 320 credits at Levels 2 and 3 and 4, of which not fewer than 90 credits of those taken at Levels 3 and 4 are at FHEQ Level 7, and to whom the Regulation as to Aegrotat cases is inapplicable, be deemed to have passed the Final University Examination provided that the candidate has obtained a weighted mean grade of not less than *General Regulations for First Degrees* 49.5 in the Examination as a whole. A candidate who is awarded not fewer than 320 credits at Levels 2, 3 and 4 but who fails to satisfy the Examiners in respect of the other criteria above may be recommended for the award of a Bachelor's Degree, with or without Honours.

44. The Examiners may in their discretion, but only with the specific concurrence of the External Examiner, recommend that a candidate who is awarded not fewer than 180 credits at Levels 2 and 3 (or 280 credits at Levels 2, 3 and 4), and to whom the Regulation as to Aegrotat cases is inapplicable, be deemed to have passed the Final University Examination, but shall not recommend the award of Honours to such a candidate.

For candidates commencing Level 2 of a programme of study in or after September 2006

45. In the case of a candidate commencing Level 2 of a programme of study in or after September 2006, a grade awarded at Level 3 or Level 4 has twice the weight of a

grade awarded at Level 2.

46. In the case of a candidate commencing Level 2 of a programme of study in or after September 2006, the Examiners for each programme of study shall adopt the method set out in the following Regulations.

Calculations

47. The Examiners shall have regard to the outcome of the following Calculations, which shall in each case be either a class or a borderline to a higher class.

48. **Calculation 1** (the weighted mean grade) is made in accordance with the following principles

(a) where a candidate's weighted mean grade is of a value indicated in the first column, the outcome of Calculation 1 shall be the corresponding class indicated in the second column

69.5 or higher Class I

59.5 or higher Class II—Division 1

49.5 or higher Class II—Division 2

44.5 or higher Class III

39.5 or higher Pass

(b) (For candidates commencing Level 3 or Level 4 of a programme of study in September 2010) where a candidate's weighted mean grade falls within the band indicated in the first column, the outcome of Calculation 1 shall be the borderline to the corresponding class indicated in the second column

67.0-69.4 Class I

57.0-59.4 Class II—Division 1

47.0-49.4 Class II—Division 2

43.5-44.4 Class III

37.0-39.4 Pass

(c) (For candidates commencing Level 1 or Level 2 of a programme of study in or after September 2010) where a candidate's weighted mean grade falls within the band indicated in the first column, the outcome of Calculation 1 shall be the borderline to the corresponding class indicated in the second column

68.0-69.4 Class I

58.0-59.4 Class II—Division 1

48.0-49.4 Class II—Division 2

43.5-44.4 Class III

38.0-39.4 Pass

49. **Calculation 2** (the distribution of grades) is made in accordance with the following principles

(a) where the best half of a candidate's weighted grades are of a value indicated in the first column, the outcome of Calculation 2 shall be the corresponding class indicated in the second column

69.5 or higher Class I

59.5 or higher Class II—Division 1

49.5 or higher Class II—Division 2

44.5 or higher Class III

39.5 or higher Pass

(b) where the best five twelfths of a candidate's weighted grades are of a value indicated in the first column, the outcome of Calculation 2 shall be the borderline to the corresponding class indicated in the second column above.

Classifications

50. In recommending the class of degree to be awarded to each candidate, the Examiners shall take into account the outcomes of Calculations 1 and 2 in accordance with the following principles

(a) where one Calculation places the candidate in one class and the other Calculation places the candidate in either the same class or the borderline to the same class, the candidate shall normally be recommended for the award of a degree of that class;

(b) where one Calculation places the candidate in one class, and the other Calculation places the candidate in the borderline to the class immediately above, the candidate shall normally be recommended for the award of a degree of the lower class;

(c) where one Calculation places the candidate in one class, and the other Calculation places the candidate in the class immediately below, the candidate shall be considered as being in the borderline to the higher class, and the class of the degree to be recommended by the Examiners shall normally correspond to the class indicated by the weighted mean of the grades at the final Level of study;

(d) where both Calculations place the candidate in the same borderline, the class of the degree to be recommended by the Examiners shall normally correspond to the class indicated by the weighted mean of the grades at the final Level of study;

(e) where one Calculation places the candidate in one class, or borderline to a class, and the other Calculation places the candidate in another class, or borderline to a class, neither immediately above nor below, the Examiners shall recommend the classification which, having regard to all the evidence before them, best reflects the overall performance of the candidate.

51. In the case of a candidate for the Degree of MBiolSci, MBiomedSci, MChem, MEng, MEnvSci, *General Regulations for First Degrees* MMath or MPhys who is being considered for the award of a Bachelors Degree, the recommendation of the Examiners as to the class of Degree to be awarded shall take into account the performance of the candidate at Level 2 and Level 3.

For candidates commencing Level 2 of a programme of study in or after September 2000

52. In the case of a candidate commencing Level 2 of a programme of study in or after September 2000, the Examiners for each programme of study shall, in carrying out their task, adopt one of Methods A and B set out in the following Regulations as the primary determinant of the appropriate classification. The Examiners may also take into account the effect of adopting the other Method. That effect must be taken into account where a significant proportion of the programme of study consists of units taught in Departments or Faculties where the other Method would be applied by the Examiners. The practice to be followed under this Regulation for a programme of study shall be published to candidates following that programme.

Method A

53. The Examiners shall take into account the weighted

mean grade in accordance with the following principles:

(a) where the weighted mean grade is of a value indicated in the first column, the candidate shall normally be placed in a class not lower than that indicated in the second column:

69.5 or higher Class I
59.5 or higher Class II—Division 1
49.5 or higher Class II—Division 2
44.5 or higher Class III
39.5 or higher Pass

(b) where the weighted mean grade falls within the band indicated in the first column, the Examiners shall give consideration to placing the candidate in the class indicated in the second column:

68.0-69.4 Class I
58.0-59.4 Class II—Division 1
48.0-49.4 Class II—Division 2
44.0-44.4 Class III
38.0-39.4 Pass

Method B

54. The Examiners shall take into account the distribution of grades in accordance with the following principles:

(a) the grades received for a candidate shall be converted so that a grade falling within the band indicated in the first column is represented by the number of points indicated in the second column:

70 or higher 5
60-69 4
50-59 3
45-49 2
40-44 1

0-39 0

(b) where the weighted mean of the points so obtained is of a value indicated in the first column, the candidate shall normally be placed in a class not lower than that indicated in the second column:

4.5 or higher Class I
3.5 or higher Class II—Division 1
2.5 or higher Class II—Division 2
1.5 or higher Class III

(c) where the weighted mean of the points so obtained falls within the band indicated in the first column, the Examiners shall give consideration to placing the candidate in the class indicated in the second column:

4.33-4.49 Class I
3.33-3.49 Class II—Division 1
2.33-2.49 Class II—Division 2
1.33-1.49 Class III

SUBSTITUTION OF UNITS

55. A candidate entitled under the above Regulations to enter for a subsequent examination at any Level may, with the permission of the Faculty, substitute another unit for that in respect of which the candidate has failed to satisfy the Examiners. Except at Level 1, a candidate satisfying the Examiners in the examination for the substituted unit or other part will be awarded a bare pass grade in that examination. Permission to make a substitution under this Regulation shall not increase the number of occasions on which a candidate may enter an examination.

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.