



The  
University  
Of  
Sheffield.

**Information  
School.**

# **Research Students' Handbook**

## **2011-2012**

# Information School

**Address:**

Information School  
Regent Court  
211, Portobello  
Sheffield S1 4DP  
UK

Tel: (0114) 2222630  
Fax: (0114) 2780300

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

**Information School Website:**

[www.shef.ac.uk/is](http://www.shef.ac.uk/is)

**University Student Services Information Desk (SSiD) Website:**

[www.shef.ac.uk/ssid](http://www.shef.ac.uk/ssid)

# Welcome to the Information School

Welcome to the Information School at the University of Sheffield. This booklet contains basic information about the School and the postgraduate research programmes we offer. Further information and resources for research students, including staff and student listings, are available via the School's website at [www.shef.ac.uk/is](http://www.shef.ac.uk/is).

Academic advice will be available to you throughout the year from your research supervisor or supervisors. In addition, if you need personal advice, information or assistance, please contact any staff member, who will be happy to help as much as possible. Matters of general interest or concern to all students may be passed to student representatives of each research group, who are able to raise issues at the regular meetings of the Research Staff/Student Committee.

When you wish to see any member of staff, it is generally advisable to make an appointment since we all have commitments which do not appear on the timetable. Please, however, do feel free to approach us at any time if you encounter a problem needing urgent attention. Again, may I welcome you very warmly to the Information School. I am delighted that you are joining us and hope that you will find your time here very rewarding.

**Professor Phil Levy**  
**Head of School**

Welcome to the iSchool research community. As Graduate Research Tutor, my role includes the coordination of the applications process for research students prior to arrival and monitoring of your progress and support throughout your time at Sheffield. With the assistance of Matt Jones, our Research and Resources Assistant, I deal with matters such as the submission of your application to read, leaves of absence, annual progress reports, MPhil/PhD transfers and changes of candidature. I am also the Chair of the Research Staff-Student Committee, where you can raise general concerns through the representatives for your research group. In addition, I am the person that you should contact if you have any specific concerns or problems related to your personal situation, including issues related to your supervision or progress. Please email me about your concerns or to arrange a meeting with me ([s.m.corrall@sheffield.ac.uk](mailto:s.m.corrall@sheffield.ac.uk)).

I wish you success with your programme of study and hope you enjoy your time in Sheffield.

**Professor Sheila Corrall**  
**Graduate Research Tutor**

## Table of Contents

|   |    |
|---|----|
| CODE OF PRACTICE FOR RESEARCH DEGREE PROGRAMMES | 6  |
| INDUCTION OF NEW RESEARCH STUDENTS              | 6  |
| Induction Checklist for New Research Students   | 7  |
| RESEARCH SUPERVISION                            | 8  |
| General Research Supervision                    | 8  |
| Changing Supervisor                             | 8  |
| Fieldwork Abroad                                | 8  |
| RESEARCH ETHICS PROCEDURE                       | 9  |
| MONITORING RESEARCH PROGRESS                    | 10 |
| Role of the Supervisor                          | 10 |
| Student Attendance Monitoring                   | 10 |
| Supervision Record Form                         | 11 |
| Annual Progress Reports                         | 11 |
| Working Hours and Holidays                      | 12 |
| Annual Progress Report                          | 12 |
| 6-monthly Reporting                             | 12 |
| Research Presentations                          | 12 |
| Upgrading from MPhil to PhD                     | 13 |
| Requirements of the PhD Upgrade Report          | 13 |
| The Upgrade Form                                | 15 |
| Writing Up and Extensions to Time Limit         | 15 |
| Applying for Leave of Absence                   | 15 |
| Short Term Absences                             | 15 |
| General Publications about Research             | 16 |
| RESEARCH TRAINING                               | 17 |
| Doctoral Development Programme (DDP)            | 17 |
| Registering on the DDP                          | 18 |
| Core DDP Modules                                | 18 |
| DTC Induction Events                            | 18 |
| ELTC Modules                                    | 18 |
| Training Needs Analysis                         | 19 |
| Research Training Programme (RTP)               | 21 |
| Registration for RTP Modules                    | 22 |
| RTP Modules                                     | 22 |
| Guided Self-study                               | 22 |
| Method of Citation                              | 23 |
| Submission of work for DDP/RTP Modules          | 24 |
| Assessment of work for DDP/RTP Modules          | 24 |
| UNFAIR MEANS                                    | 25 |
| ACADEMIC AND PASTORAL ADVICE                    | 27 |
| Staff Academic and Pastoral Responsibilities    | 27 |
| Religious Holidays and Examinations             | 27 |
| Central Support and Welfare                     | 27 |
| English Language Teaching Centre                | 29 |
| Student Course Evaluations                      | 29 |
| Information School Research Seminars            | 29 |
| RESEARCH STAFF/STUDENT COMMITTEE                | 30 |
| GENERAL SCHOOL INFORMATION                      | 32 |
| Rooms, Offices and Laboratories                 | 32 |
| Access to the School                            | 32 |
| General Office                                  | 33 |
| Incoming Mail                                   | 33 |
| Outgoing Mail                                   | 33 |

|  |    |
|--|----|
| Pre-paid Envelopes   | 33 |
| Notice Boards  | 34 |
| Photocopying Facilities                                      | 34 |
| InterLibrary Request Service                                 | 34 |
| Telephone Calls  | 34 |
| Smoking, Drinking and Eating                                 | 34 |
| Children   | 34 |
| Security   | 34 |
| Parking  | 35 |
| Estates Issues   | 35 |
| Demonstrating and Teaching Assistance                        | 35 |
| Right to Work Checks   | 36 |
| GENERAL UNIVERSITY INFORMATION                               | 37 |
| Semester Dates   | 37 |
| Student Services Information Desk                            | 37 |
| University Student Record                                    | 38 |
| Changing your Address  | 38 |
| Printing Policy  | 39 |
| PROGRESS and PG Café Forum                                   | 40 |
| COMPUTING FACILITIES   | 41 |
| PCs  | 41 |
| UNIX-based Computing Facilities                              | 41 |
| CD-Rom, Online and other Information Sources                 | 41 |
| Additional Computing Resources                               | 41 |
| Software Availability  | 41 |
| Software Legality  | 42 |
| Electronic Mail Etiquette                                    | 42 |
| Usage of Computer Facilities                                 | 42 |
| LIBRARY FACILITIES   | 43 |
| Information School Publications Database                     | 43 |
| Information Commons and University Library Services          | 43 |
| CAREERS INFORMATION  | 44 |
| University Careers Service                                   | 44 |
| Information School Careers Information                       | 44 |
| Careers/Job Information for the Library & Information Sector | 44 |
| Referees for Job Applications                                | 44 |
| UNIVERSITY CODES OF PRACTICE                                 | 45 |
| University of Sheffield Students' Charter                    | 45 |
| Students' Personal Details                                   | 45 |
| Personal Harassment  | 46 |
| Equal Opportunities Policy                                   | 46 |

If you have queries regarding the contents of the Information School's Research Students' Handbook, or if you spot any errors or omissions, please contact the Information School's Research and Resources Assistant, [Matt Jones](#).

# Code of Practice for Research Degree Programmes

A "Code of Practice for Research Degree Programmes 2011-2012" is published online by the University to provide further guidance on a variety of academic, supervisory, training and welfare matters. All students receive an electronic copy of this when they commence their studies in the Information School, and are encouraged to view or download this publication upon its re-release each academic year. The Code of Practice for 2011-12, as well as for previous years, can be found at: <http://www.shef.ac.uk/ris/pgr/code>. Full details of many of the administrative issues discussed in this handbook can be found in the Code of Practice.

## Induction of New Research Students

### Purpose of Induction

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

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

### Who is Involved?

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

### iSchool Induction Sessions

The Information School now holds 2 annual induction sessions – one in October; one in February. These induction sessions are essential to all new students, as they involve talks from various iSchool staff on health and safety, research ethics, ICT Systems, libraries and related resources, as well a general welcome to the School. It is an excellent opportunity to meet other new research students, the Head of School, Graduate Research Tutor, Director of Research and many other key staff members. Where students are unable to attend the induction sessions, their supervisor should arrange for them to meet all key staff members as soon as possible after their arrival.

The dates for the 2011-12 induction sessions are:

Tuesday October 11<sup>th</sup>, 1:30pm – 4:00pm, RC-204

February date – TBC

### Meet-and-greet Sessions

As well as the essential Induction Sessions, all staff and PGR students are encouraged to attend the informal meet-and-greet sessions in November and February each year. These are casual events which allow new and existing students, as well as administrative and academic staff, to get to know one another in an informal, social setting.

The next meet-and-greet session is to take place on Wednesday, 9<sup>th</sup> November at 4:00pm in the Professor Wilf Saunders Meeting Room (RC-324).

## Email Distribution List

Once you have registered, you will be added to the Information School PGR students email distribution list. You are advised to check your University email account daily, as important information will be sent to you from Information School staff members, including your supervisor.

Students may also search for other mailing lists that may be of interest, and subscribe to these, by exploring the myLists portal at: <http://www.shef.ac.uk/cics/mylists>.

## Induction Checklist for New Research Students

| Before Arrival                             | Responsibility            | Complete |
|--|---------------------------|----------|
| Inform Graduate Research Tutor             | Supervisor                |          |
| Student contact with the supervisor        | Supervisor                |          |
| Provide for any special needs or equipment | School Disability Officer |          |
| Issuing of laptop                          | IT Manager                |          |

| On Arrival   |                                       |  |
|--|---------------------------------------|--|
| University registration  | Registry services, University House   |  |
| Obtain student ID card ('U Card')  | CiCS Computer centre, Hounsfield Road |  |
| Access to Regent Court   | Research & Resources Assistant        |  |
| Obtain key   | Research & Resources Assistant        |  |
| Add to Research Students email distribution list                         | Research & Resources Assistant        |  |
| "Application to read" form submitted to Research and Resources Assistant | Supervisor                            |  |
| Email to whole School to introduce the student                           | Supervisor                            |  |
| Attend PGR Induction Session   | Student                               |  |
| Complete draft TNA and discuss with supervisor                           | Student and Supervisor                |  |

| Ongoing  |                        |  |
|--|------------------------|--|
| Explain use of Supervision Record forms and Student Attendance Monitoring procedures                                   | Supervisor             |  |
| Agreement for regular meetings   | Student and supervisor |  |
| Enrolment on appropriate core modules as part of the Doctoral Development Programme                                    | Student and supervisor |  |
| Provide appropriate information on research topic and group to Research & Resources Assistant for the School's website | Student                |  |

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

# Research Supervision

## General Research Supervision

All students have a supervisor agreed by the Graduate Research Tutor ([Professor Sheila Corral](#)). Many students will also have a second supervisor, within the iSchool, in another department or in a collaborating organisation, depending on the research topic, the nature project and availability of expertise within the iSchool. Students should note that additional support is available from the Graduate Research Tutor, Research Group Head, Head of School and support staff as appropriate.

## Changing Supervisor

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

In the unlikely event that difficulties arise between the student and their supervisor, attempts should be made to resolve the issues by discussing them with the supervisor concerned. Taking this step will help to promptly and effectively resolve any such issues. However, if difficulties remain, the student should discuss these with either their secondary supervisor where one exists, or with the Graduate Research Tutor, [Professor Sheila Corral](#). In the majority of cases, such steps will resolve any difficulties without the need for the student to consider changing their supervisor.

However, if a breakdown of the supervisory relationship occurs, the student should make application for a change of supervisor to the Graduate Research Tutor, [Professor Sheila Corral](#). The matter will then be discussed by the Research Committee and a member of the Committee will interview the student to establish the grounds made for the change. The present supervisor will also be interviewed and, finally, the RC will accept or reject the application, as appropriate. Any change of supervisor will ultimately depend on the availability of a suitable alternative supervisor and his or her willingness to take on the student.

## Fieldwork Abroad

Fieldwork abroad is carefully controlled to ensure that the period spent abroad is appropriate to the data-collection part of the research. Methods and frequency of communication with the research supervisor should be planned and agreed *in advance of the student travelling overseas*.

The *minimum* requirement for all Information School students working on fieldwork away from the University is to supply a written account of around 300 words on activities undertaken during the period covered by the report at monthly intervals. This report should be sent by email to the supervisor(s) with a copy to the Research and Resources Assistant, who will place it on the student's file. Individual supervisors may require additional information or communication from students beyond this minimum level, depending on the nature and stage of the student's project. If an extended period of work abroad is necessary for the successful completion of the research, a Special Supervisor (normally in a local university) would be appointed with the approval of the relevant Faculty.

# Research Ethics Procedure

Ethics approval is **required** by the University of Sheffield for all research carried out by staff or students that involves human participants, their data or tissue. The procedure for obtaining ethical approval for postgraduate researchers is as follows:

1. Complete the University's Research Ethics Application Form, Participant Information Sheet and Consent Form in consultation with your supervisor.
2. Email the completed forms to the School's Research Ethics Administrator ([Professor Elaine Toms](#)) **at least 2 months** before data collection is due to begin.
3. Ethics review will be carried out within the School by members of staff appointed as Ethics Reviewers.
4. The Research Ethics Administrator will report the outcome of the review back to the researcher as one of the following:
  - a) Approval granted
  - b) Approval granted with changes suggested
  - c) Approval granted with changes required – in this case the researcher must submit revised documents before approval is granted
  - d) Approval not granted

**Note that data collection, including pilot studies, MUST NOT take place before ethics approval has been granted and students who have not obtained appropriate ethics approval before collecting data may not be allowed to continue their studies.**

Any research that involves **patients** in the UK National Health Service (NHS) requires NHS Research Ethics approval. Contact the School's Research Ethics Administrator for further details. Research that involves staff, but not patients, in the NHS is now reviewed via the University's research ethics procedure.

More information (including links to the above forms) at: <http://www.shef.ac.uk/is/research/ethics>

A seminar will be held during semester 1 (time to be arranged) in which the research ethics procedure will be discussed in more detail. All post-graduate research students are expected to attend.

Research ethics applications and enquiries should be directed to the School's Research Ethics Administrator, [Professor Elaine Toms](#).

# Monitoring Research Progress

## Role of the Supervisor

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

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

See <http://www.shef.ac.uk/ris/pgr/code/reg-period.html> for details, including part time equivalent periods.

## Student Attendance Monitoring

In line with UK Border Agency requirements, the Information School monitors the attendance of all PGR students on a minimum of 12 occasions per year for full-time students (6 occasions for part-time students). Of these 12 occasions, at least 6 must be face-to-face meetings (such as supervisory meetings and your six-monthly and annual progress reviews), unless you are based away from the University. Records of these meetings, and of any unexpected absences, will be recorded on a central online database. Attendance at any other iSchool events or meetings may also be logged as part of your attendance monitoring. Students who have a series of unauthorised absences may be reported to Research and Innovation Services, who in turn may (if appropriate) refer the case to the UK Border Agency.

Further details of the SAM Process can be found at: <http://www.shef.ac.uk/ssd/sam>.

## Supervision Record Form

The frequency of the regular supervision sessions will vary, but there should be a clear understanding between student and supervisor about the frequency of meetings, which should at a minimum fall in line with the requirements of Student Attendance Monitoring (above), i.e. approximately monthly meetings for full-time students. The University of Sheffield has developed a scheme for the monitoring of meetings between research students and supervisors. The Information School has adopted this scheme for monitoring such meetings to cover all research candidates in the School.

The supervision record can be completed as an MS Word document, or by using the online supervisory record. These can be access at: <http://www.shef.ac.uk/ris/pgr/code/supervision>.

Supervision record forms are to be used to record **all** supervisory sessions of a substantive nature for graduate research students in the School. This includes informal supervision, although it does not need to include casual interactions, email or phone discussions of a non-substantive nature.

The aims of the record are:

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

### **How to use the supervision record:**

At the start of each supervisory session, the student and supervisor(s) should use the supervision record form completed at the previous supervisory session/meeting to review what was discussed during that session and in particular to discuss progress in achieving the objectives that were set.

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

**Students are expected to complete the supervision record and forward it electronically to their supervisor within 3 working days of the meeting.** Further, a copy should be kept by the student, and an additional confirmed copy forwarded by the supervisor to [Matt Jones](#) to place on the student's file.

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

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

## **Working Hours and Holidays**

Students should be aware that there is an optimum efficiency to be achieved by pacing oneself between work and recreation: some students become so exclusively work oriented that they take little or no time off, and they and their work consequently suffer.

However, research students are expected to study across the whole academic year, and are not entitled to the long vacation periods they have become accustomed to as undergraduates. It is expected that research students will continue with supervisory meetings during university vacation periods, including the period from mid-June to late September, unless absence has been agreed with the supervisor.

In all cases, students **must** obtain written agreement from their supervisor before taking a holiday or break from their studies. Unless there are exceptional circumstances, the break should not normally exceed one month at a time.

It should be noted that research students sponsored by the UK Research Councils may, subject to the agreement of their supervisors, take reasonable holidays, not exceeding eight weeks in the year (including public holidays). Up to a maximum of four weeks holiday may be taken at the end of the period of award. These Research Council rules may be used as a guide by all full-time research students not subject to the rules of other sponsoring bodies.

## **Annual Progress Reports**

Annual Progress Reports are required by Faculty towards the end of each academic year. Students may be required by their supervisors to produce a 2-page A4 report outlining the progress made in the current academic year on the research study topic. This report, together with any supervision record forms completed in the year will be used by the Supervisor to inform their response on the Annual Progress Report form. Subsequently, the Head of School countersigns the Annual Progress Reports, recommending continuation of registration or not, depending upon the outcome of discussions. The student must also sign the report to indicate agreement with the content. The Annual Progress Reports containing the recommendations are then forwarded to the Faculty.

## **6-monthly Reports**

Independent of the annual progress reports, students are required to formally update the School on their progress at approximately 6-monthly intervals via a short form/report, at which time they will also be asked to provide their current research plan, details of achievement to date, and other documents as required to satisfy the School's Research Committee that adequate progress is being made. The form will be emailed to all students who have been registered for more than 3 months in November and May of each year. Students who are deemed not to be making satisfactory progress will be contacted by the RC chair, who may appoint a 'reviewer' to work closely with the student to resolve any problems they may be experiencing.

## **Research Presentations**

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

## Upgrading from MPhil to PhD

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

1. *A student must have been registered for a minimum of 9 months.*
2. *A student must have made a presentation on their research*
3. *A student must have achieved appropriate progress in the University-wide Doctoral Development Programme (DDP), or for students who registered before 1<sup>st</sup> August 2010, have achieved an appropriate number of credits on the Research Training Programme (RTP).*
4. *A student must have submitted a PhD Upgrade Report (see below) and had it approved by the Research Committee.*

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

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

It is a requirement that all PGR students who commenced in the 2011-12 academic session should have at least half of their upgrade report completed within 12 months of registration (24 months for PT students), with a view to submitting their completed upgrade report within 18 months of initial registration (36 months for PT students).

### Requirements of the PhD Upgrade Report

A student should submit their Upgrade Report to the Chair of the School's Research Committee, [Professor Val Gillet](#) via the Turnitin system (see below). The Upgrade Report should be a report of at least 10,000 words, and at most 20,000 words, that has been read and approved by the supervisor(s). The purpose of the report is to demonstrate the extent of the research undertaken to date, and to present the plans for the remainder of the research and its potential to reach PhD standard within the required timeframe.

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

- **Abstract.** This should be an informative rather than a structured or indicative abstract of the report.
- **Introduction.** This should provide background information to the study and the overall aims and objectives of the research.
- **Summary review of the research literature.** In addition to defining key areas in the literature, the review should provide a synthesis of current understanding and knowledge, as well as a summary of the gaps in the research literature. The review should describe any conceptual frameworks or models that are of particular relevance to the study. This section should conclude with a discussion of what the research questions are, how the proposed research will aim to fill the gap(s) and how it will contribute to new knowledge and understanding in the area.
- Explanation of the **Methodology** that is being adopted for the study. This section should discuss why the methodology is appropriate as well as the methods that are being used,

with appropriate reference to research methods literature to support the proposed design.

- **Research progress to date.** It is expected that a student wishing to upgrade to PhD will have made substantial progress in a pilot or first stage of the empirical part of the study and this work should be described in some detail. For example, while someone may not have completed all of the interviews and analysed them, or may still be continuing statistical analyses of survey data, or not have used their new program on all of the data available, it would be expected that they would present substantive results/findings, relate their findings to the literature and indicate what further work will be done in this part of the study. Any problems encountered in this part of the study should be discussed and any implications of these for the remainder of the research should be highlighted.
- **Conclusion.** The report should conclude with reflections on the student's progress to date (including progress in undertaking research training as part of the doctoral development programme), details concerning the next phases of the research and a timetable for expected completion of the research and preparation of the thesis.

Another possible structure would be for the student to submit several chapters of the developing thesis, including the literature review, the methodology, and a set of experimental results or analyses of a substantive data collection exercise.

These guidelines are intended to be a guide for the structure and format expected, but the content is expected to include the above details. The precise details of each report will clearly vary from student to student, and students should discuss the content and balance of the sections with their supervisor(s) during preparation of the report. If there are any problems with this, the student and/or supervisor should discuss it with the Chair of Research Committee and/or Graduate Research Tutor.

Students should submit their Upgrade Report through Turnitin. To do this, students should:

- 1) Log into MUSE
- 2) Click on the MOLE2 icon at the top of the page
- 3) Click on the INF Upgrade Report Submission link in the Organisations List
- 4) Click on the Turnitin link
- 5) Click on the Upgrade Report link
- 6) Complete the 'Submit Paper: by file upload form', and attach your Upgrade Report. **NB: Your Upgrade Report must be uploaded as a .pdf file.**
- 7) Email [Matt Jones](#) to confirm you have submitted your Upgrade Report, who will then pass this on to the Director of Research to process.

It is normally expected that the report will be completed and submitted within 12-15 months of the start of the research for full-time students (depending on the nature of the research project) and within 2-2.5 years of initial registration for part-time students.

## The Upgrade Form

The Assessment Form for the Upgrade from MPhil to PhD will be completed by the Director of Research and signed by your supervisor, after successful completion of the process. The form is available from: <http://www.sheffield.ac.uk/ris/pgr/code/upgrading>.

## Writing Up and Extensions to Time Limit

Details of the “normal period of registration”, writing-up your thesis, and extensions to the time limit can be found in the Research Students’ Code of Practice, available at: <http://www.shef.ac.uk/ris/pgr/code>.

Details can also be found on the RIS webpages:  
<http://www.shef.ac.uk/ris/pgr/code/timelimits.html>.

Should you have any queries, contact your supervisor, or the Research and Resources Assistant, [Matt Jones](#).

## Taking leave of absence (LOA)

Details of how to apply for a Leave of Absence, and the circumstances in which this may be appropriate, can be found in the Research Students’ Code of Practice.

Details can also be found on the RIS webpages:  
<http://www.shef.ac.uk/ris/pgr/code/loa.html>.

Should you have any queries, contact your supervisor, or the Research and Resources Assistant, [Matt Jones](#).

## Short-term absences

Students who are unable to attend the Information School due to medical or other personal circumstances for a period of 7 days or more, but less than 1 month, are required to submit the Special Circumstances form (PGR) to their personal tutor or supervisor. This form is available from: <http://www.shef.ac.uk/is/current/pgrscform.html>.

You are advised to discuss all absences with your supervisors and/or personal tutor **before** completing the Special Circumstances (PGR) Form.

Should you have any queries, contact your supervisor, or the Research and Resources Assistant, [Matt Jones](#).

## General Publications about Research

Useful guidance on carrying out research can be found in the following publications. Several titles are also available as e-books.

- Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social science* (4th ed.). Maidenhead: Open University Press.
- Blaxter, L., Hughes, C., & Tight, M. (2010). *How to research* (4th ed.). Maidenhead: Open University Press.
- Bryman, A. (2008). *Social research methods*. 3rd ed. Oxford: Oxford University Press.
- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). London: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2010). *Designing and conducting mixed methods research* (2nd ed.). London: Sage
- Cryer, P. (2006). *The research student's guide to success* (3rd ed.). Maidenhead: Open University Press.
- De Vaus, D. (2002). *Surveys in social research* (5th ed.). London: Routledge.
- Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). Maidenhead: Open University Press.
- Gillham, B. (2005). *Research interviewing: The range of techniques*. Maidenhead: Open University Press.
- Greenfield, T. (Ed.) (2002). *Research methods for postgraduates* (2nd ed). Oxford: Hodder Arnold.
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. London: Sage
- Keats, D. (2000). *Interviewing: A practical guide for students and professionals*. Maidenhead: Open University Press.
- Orna, E., & Stevens, G. (2009). *Managing information for research: Practical help in researching, writing and designing dissertations* (2nd ed.). Maidenhead: Open University Press.
- Phillips, E. M. & Pugh, D. S. (2010). *How to get a PhD: A handbook for students and their supervisors* (5th ed.). Maidenhead: Open University Press.
- Pickard, A. J. (2007). *Research methods in information*. London: Facet.

Guidance on writing essays, reports and dissertations can be found in the following:

- Clanchy, J., & Ballard, B. (1998). *How to write essays: A practical guide for students* (3rd ed.). Melbourne: Addison Wesley Longman.
- Cottrell, S. (2008). *The study skills handbook* (3rd ed.). Basingstoke: Macmillan.
- Creame, P., & Lea, M. R. (2008). *Writing at university: A guide for students* (3rd ed.). Maidenhead: Open University Press.
- Dunleavy, P. (2003) *Authoring a PhD*. Basingstoke: Palgrave Macmillan.
- Fairbairn, G. J., & Winch, C. (2011). *Reading, writing and reasoning: A guide for students* (3rd ed.). Maidenhead: Open University Press.
- Hall, G. M. (Ed.) (2003). *How to write a paper* (3rd ed.). London: BMJ Publishing Group. [Contains medical related examples, but the general principles are still useful.]
- Lindsay, D. (1995). *A guide to scientific writing: Manual for students and research workers* (2nd ed.). Melbourne: Longman. [Includes advice about giving oral presentations.]

# Research Training

## Doctoral Development Programme (DDP)

All PGR students registering with the University for the first time on or after 1<sup>st</sup> August 2010 will be required to participate in the DDP, as part of your development as a researcher. The DDP is a flexible, ongoing training plan that is an integral part of your research degree, and is tailored to your individual needs. It helps you progress through your research studies by identifying the skills you already have and providing opportunities to improve these and acquire new skills and experience. The aim of the DDP is to provide you with a range of skills and competency-based training opportunities orientated both towards your specific study and towards future employment, equipping you with transferable skills that will make you not only a successful researcher, but also able to easily assimilate skills that have wider utility, thus extending your employability to other professions.

The DDP Support team has recently released a new series of webpages, the DDP Portal, which can be found at: <http://www.shef.ac.uk/ris/pgr/ddportal>. All students are strongly advised to read through these pages in full.

The DDP is student-specific, designed to complement your individual research project and is carried out in agreement between you and your supervisory team. The training plan reflects four particular areas, enabling you to demonstrate the following:

- generic skills to become a high-level professional
- subject-specific advanced training
- subject-specific craft skills
- broad scholarship and wider engagement within the full community of scholars (e.g. networking, dissemination of knowledge, conferences, demonstrating impact and public value of research).

You will take ownership of your development through various tools including the Training Needs Analysis (TNA), the development plan and the student e-Portfolio, which is a record of evidence of achievement that can be shown to prospective employers. The TNA for Social Science researchers can be found on pages 19-20. The Training Needs Analysis (TNA) is an important part of the DDP and will form the basis of your ongoing development throughout the period of your research. It involves the attainment of skills in the four areas listed above, which are delivered through shell modules and provided at different levels, through the course of your MPhil/PhD registration. The TNA should be completed at the point of initial registration, and discussed with your supervisor at your first meeting. The form should then be completed approximately once every 12 months, to keep effective track of your progress.

Inherent in the DDP is an understanding that different students will have different background and different needs: a student who has just completed a first degree is likely to have a more limited skill set than, for example, one who has spent time working in industry before starting their research degree. Your development plan is reviewed annually so that as your skill level changes and your research develops, you can tailor your further training accordingly.

Full details of the registration process for the DDP, including the management of your e-Portfolio, can be found at: <http://www.shef.ac.uk/ris/pgr/ddportal/reg>. As well as undertaking taught modules within the University, students are able to undertake electronic training courses from an extremely broad selection within the electronic Learning Management System, at: <http://www.shef.ac.uk/hr/sd/book/lms/>. Students can self-enrol on modules here at any time, and are encouraged to discuss which courses would be most suitable for their development with their supervisor(s).

## Registration on DDP Modules

Full details on how to register on DDP modules can be found at: <http://www.shef.ac.uk/ris/pgr/ddpportal/reg>. By completing the online registration form (step 3 on this webpage), students are able to electronically enrol on available modules. RIS will email you to confirm that you are enrolled on your selected modules, and you can keep track of the lectures you need to attend by referring to the online timetable.

## Core DDP Modules

All new Social Science PGR students who registered on or after 1<sup>st</sup> August 2011 are expected to enrol on 4 core DDP modules, as part of the new White Rose Social Science Doctoral Training Centre.

Students are expected to undertake the following modules, unless their agreed TNA Form demonstrates that they are already competent in the areas covered by the modules:

FCS660 – Foundations of Social Science Research  
FCS670 – Qualitative Methods for Social Science Research  
FCS650 – Quantitative Methods for Social Scientists  
FCS6100 – Research Ethics and Integrity

Students will be automatically enrolled onto FCS6100 (Research Ethics and Integrity), and are expected to enrol on the other core modules online by visiting <http://www.shef.ac.uk/ris/pgr/ddpportal/reg>, (unless their TNA demonstrates and their supervisor agrees that they are already competent in the areas covered). These modules are only running in the Autumn Semester of the 2011-12 academic session. As such, students who commence after 1<sup>st</sup> November 2011 will be expected to register on these core modules in the Autumn Semester of the 2012-13 academic session.

## DTC Induction Events

All new students are expected to attend the Sheffield DTC Induction Event on **Tuesday 18<sup>th</sup> October 2011**, at 10am in the ICoSS Building (<http://www.shef.ac.uk/icoss/about>) on Portobello. This event will provide detailed information on all the core modules that students are expected to complete, as well as information on how the DDP will help you to develop as a researcher, training on the new PebblePad (the e-portfolio system), and much more. All first and second year research students are also expected to attend the Pebblepad Training Session in the Student Union Auditorium, from 2:30pm-3:30pm on **Wednesday, October 26<sup>th</sup> 2011**.

Students are also warmly invited to attend the White Rose DTC Launch Day on 1<sup>st</sup> November 2011, at The Edge (<http://www.shef.ac.uk/newstudents/locations/edge>). The WRDTC Launch Day is for all new PGR Social Science students – in the morning, students will be introduced to the WRDTC and what it offers. In the afternoon, DTC clusters will facilitate groups of students to discuss topics in their discipline and explore ideas for networking, etc.

## ELTC Modules

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

### **GSC6050 - Thesis Writing: Principles & Practice**

Full details can be found at: <http://www.shef.ac.uk/rtpwebsite/unitDetail/3346.html>

### **GSC6060 - Speaking Skills for Research Purposes**

Full details can be found at: <http://www.shef.ac.uk/rtpwebsite/unitDetail/3347.html>

## TRAINING NEEDS ANALYSIS -FACULTY OF SOCIAL SCIENCES

**[Skills and experiences that a PGR student should obtain by the end of their higher degree studies]**

To become an effective researcher in the social sciences, you need to have extensive knowledge and experience of a range of areas and need to develop a variety of skills. Please indicate your current experience and understanding by placing an "X" in the most appropriate box where

- 1 = I have no competency in this: for example, I have no knowledge or experience of this
- 2 = I have limited competency in this: for example, I have some knowledge, but no experience of this
- 3 = I have some competency in this: for example, I have done this only occasionally
- 4 = I am moderately competent in this: for example, I do this regularly, but require more experience to become proficient
- 5 = I am sufficiently competent in this: for example, I have extensive knowledge and experience of this
- 6 = I consider myself highly competent at this: for example, I could train others in the area

Evidence may come from formal education experiences (e.g. degree transcripts, training courses) or other experiences (e.g. jobs held, voluntary work, etc.)

| Skills  | Competency |   |   |   |   |   | Evidence/Comments | Training Needs |
|---|------------|---|---|---|---|---|-------------------|----------------|
|   | 1          | 2 | 3 | 4 | 5 | 6 |                   |                |
| <b>Becoming an effective social science researcher - Generic Research Skills</b>              |            |   |   |   |   |   |                   |                |
| An understanding of research in social sciences <i>in broad terms</i>                         |            |   |   |   |   |   |                   |                |
| Philosophical issues in the social sciences   |            |   |   |   |   |   |                   |                |
| Research ethics   |            |   |   |   |   |   |                   |                |
| An understanding of research <i>methods</i> used in social science                            |            |   |   |   |   |   |                   |                |
| Bibliographic and literature skills   |            |   |   |   |   |   |                   |                |
| Understanding plagiarism and how to avoid this  |            |   |   |   |   |   |                   |                |
| Effective dissemination techniques  |            |   |   |   |   |   |                   |                |
| Advanced understanding of methods and analysis techniques                                     |            |   |   |   |   |   |                   |                |
| Anything else identified and agreed by the supervisor and the student [please specify: _____] |            |   |   |   |   |   |                   |                |
| <b>Research and career skills for social scientists</b>                                       |            |   |   |   |   |   |                   |                |
| Time management   |            |   |   |   |   |   |                   |                |
| Effective Communication   |            |   |   |   |   |   |                   |                |

|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| Networking  |  |  |  |  |  |  |  |  |
| Project management  |  |  |  |  |  |  |  |  |
| Team working  |  |  |  |  |  |  |  |  |
| Interdisciplinary work  |  |  |  |  |  |  |  |  |
| Teaching  |  |  |  |  |  |  |  |  |
| Getting published   |  |  |  |  |  |  |  |  |
| Thesis writing  |  |  |  |  |  |  |  |  |
| Preparing for the viva  |  |  |  |  |  |  |  |  |
| Knowledge transfer and Impact   |  |  |  |  |  |  |  |  |
| Applying for research grants  |  |  |  |  |  |  |  |  |
| How to keep up to date with new research  |  |  |  |  |  |  |  |  |
| Anything else identified and agreed by the supervisor and the student [please specify: _____] |  |  |  |  |  |  |  |  |
| <b>Subject specific skills</b>  |  |  |  |  |  |  |  |  |
| Substantive subject training  |  |  |  |  |  |  |  |  |
| Advanced subject specific training  |  |  |  |  |  |  |  |  |
| Research methods appropriate to the student's field   |  |  |  |  |  |  |  |  |
| Working knowledge of statistical analysis techniques relevant to the discipline               |  |  |  |  |  |  |  |  |
| Application of software packages relevant to the research area                                |  |  |  |  |  |  |  |  |
| Awareness of relevant journals and other outlets for dissemination                            |  |  |  |  |  |  |  |  |
| Up to date knowledge of current debates in the relevant literature                            |  |  |  |  |  |  |  |  |
| Anything else identified and agreed by the supervisor and the student [please specify: _____] |  |  |  |  |  |  |  |  |

|                              |              |
|------------------------------|--------------|
| <b>Student signature:</b>    | <b>Date:</b> |
| <b>Supervisor signature:</b> | <b>Date:</b> |

## Research Training Programme (RTP)

Students who initially registered before 1<sup>st</sup> August 2010 are not required to meet the requirements of the DDP – instead, they need to complete a specified number of credits on the Research Training Programme (RTP).

Every unit taken as part of the RTP will provide the skills associated with one or more of the following objectives:

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

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

### Full-time PhD Students

All students who register for full-time research with the intention of progressing to the degree of PhD are required by the University to take **45 credits** (inclusive of exemptions) on their RTP.

### Part-time PhD Students

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

### Full-time and Part-time MPhil Students

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

## **Registration for RTP Modules**

Full details of how to re-register on the RTP can be found on the website of the Graduate Research Office at <http://www.shef.ac.uk/ris/pgr/rtp/rereg>.

Students will initially need to undertake a new Training Needs Analysis with their supervisor, and review the units available to them. Students should then complete the Registration Form, available from the URL above, and return it to the North Campus Graduate Research Centre. Any exemptions that are being applied for should also be submitted on the same form.

## **RTP Modules**

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

## **Guided Self-Study**

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

# Method of Citation

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

The Information School currently uses a version of the Harvard method of citation, but is in process of adopting the more widely used American Psychological Association (APA) style. Students registered before September 2011 may continue to use the Harvard style if they prefer to do so. Students registered from September 2011 onwards are expected to use the APA style when citing published works. Please do NOT use any other method of citation unless explicitly asked to (for example, when preparing a paper for submission to a journal or conference).

A free tutorial, *The basics of APA style*, is available from the APA website at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. (Slide 13 onwards deals with the method of citing works in a text and the style used for the list of references at the end of the text.)

A full explanation of the Information School's current Harvard System can be found in the tutorial, *Harvard referencing for Information School*, which is part of the Library's Information Skills resource, available at <http://www.librarydevelopment.group.shef.ac.uk/department/dis.html>. (When you click the link to the tutorial, you will be asked to log in with your University username and password.)

You are advised to familiarise yourself with these tutorials, and to access the relevant guidance every time you cite published works.

## Submission of work for DDP/RTP Modules

The procedures for the submission of work for modules undertaken as part of your Training Needs Analysis towards the DDP, or towards your RTP credits, vary depending on the Department or School running the module. Please note that for submission of coursework on modules offered by other departments students should follow the instructions given by the relevant department.

You are required to observe the conditions laid down by the School or Department (or individual lecturer) running the module in respect of the submission of material for assessment purposes. These conditions include the date and place of submission of the material, number of copies required, method of presentation and any other special requirements.

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

If you are undertaking a module run by the Information School as part of your TNA towards the DDP or towards your RTP credits, please ensure you refer to the 'Submission of Work' section of the School's website, <http://www.shef.ac.uk/is/current/sub.html>. Alternatively, this information can be found by reading the 'Submission of Work' section of the Information School's Postgraduate Students' Handbook 2011-12, available from: <http://www.shef.ac.uk/is/current>. Information on Special Circumstances and Extensions to Time Limits for Information School modules can be found at: <http://www.shef.ac.uk/is/current/forms.html>.

## Assessment of work for DDP/RTP Modules

The procedures for the assessment of work for modules undertaken as part of your Training Needs Analysis towards the DDP, or towards your RTP credits, vary depending on the Department or School running the module. Please note that for information regarding assessment of coursework on modules offered by other departments students should follow the instructions given by the relevant department.

If you are undertaking a module run by the Information School as part of your TNA towards the DDP, or towards your RTP credits, please ensure you refer to the 'Assessment of Work' or the School's website, <http://www.shef.ac.uk/is/current/assess.html/>. Alternatively, this information can be accessed in the 'Submission of Work' section of the Information School's Postgraduate Students' Handbook 2011-12, available from: <http://www.shef.ac.uk/is/current>.

# 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. The University's guidance can be found in full at: <http://www.shef.ac.uk/lets/design/unfair/intro.html>. **Students are strongly advised to read these pages 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.**

## **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. Rules about these forms of cheating apply to all assessed and non-assessed work. You can full find definitions of these terms in the 'guidance for students' document at: <http://www.shef.ac.uk/lets/design/unfair/intro.html>.

## **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.

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 Information School strongly recommends that students use reference management software (also known as personal bibliographic software) to store and manage references to journal articles, books and other publications for their research. A reference management software package allows you to import references from bibliographic databases, library catalogues, etc, to format citations automatically in different styles and insert them in word-processed documents. The iSchool currently recommends Zotero, a free open-source reference management tool, which can be downloaded from <http://www.zotero.org/>.

## **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**

[http://www.shef.ac.uk/ssid/ourcommitment/guidance\\_taught](http://www.shef.ac.uk/ssid/ourcommitment/guidance_taught)  
[www.shef.ac.uk/ssid/procedures/grid.html#discipline](http://www.shef.ac.uk/ssid/procedures/grid.html#discipline)

# Academic and Pastoral Advice

## Staff Academic and Pastoral Responsibilities

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

**International Student Advisor:** [Dr Angela Lin](#)

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

**Disability Liaison Officer:** [Dr John Holliday](#)

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

**SOCRATES/ERASMUS Exchange Scheme Advisor:** [Dr. Ana Cristina Vasconcelos](#)

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

**Study Abroad Tutor:** [Dr. Ana Cristina Vasconcelos](#)

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

**Student Placement Tutor:** [Dr Angela Lin](#)

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

**Postgraduate Examinations Officer:** [Dr Paul Clough](#)

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

**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 40.

**Health and Safety Officer:** [Mr Andrew Stones](#)

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

**Harassment Network Officer:** [Prof. Phil Levy](#)

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

## 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 School's Website via the Forms section.

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

## Central Support and Welfare

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

**University Health Service**

Tel.: 2222100 Website: [www.shef.ac.uk/health](http://www.shef.ac.uk/health)

**University Counselling Service**

Tel.: 2224134 Website: [www.shef.ac.uk/counselling](http://www.shef.ac.uk/counselling)

**Disabled and Dyslexic Students**

Tel.: 2221303 Website: <http://www.shef.ac.uk/disability>.

The website gives information about services available within the University for visually impaired students, deaf and hard of hearing students, students with physical difficulties and students with specific learning difficulties including dyslexia. The website also provides detailed information regarding sources of financial help. If you require any further advice, or any information related to support offered by the School, please contact the School's Disability Liaison Officer, [Dr John Holliday](#)

**Nursery and Childcare**

Website: [www.shef.ac.uk/ssid/welfare/child.html](http://www.shef.ac.uk/ssid/welfare/child.html).

University Nursery Tel.: 2739361 Website: <http://www.shef.ac.uk/union/nursery/>

**Mature Students**

Website: [www.shef.ac.uk/ssid/welfare/mature](http://www.shef.ac.uk/ssid/welfare/mature)

**International Students**

Website: [www.shef.ac.uk/ssid/international](http://www.shef.ac.uk/ssid/international)

**Financial Help Available**

Website: <http://www.shef.ac.uk/ssid/finance>

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

Further information about Higher Education Student Support provided by the government can be found at the following website <http://www.dcsf.gov.uk/studentssupport/>

**Faith Representatives and Chaplains**

Tel.: 2228923 Website: [www.shef.ac.uk/ssd/chaplains](http://www.shef.ac.uk/ssd/chaplains)

**Harassment**

Website: <http://www.shef.ac.uk/ssid/welfare/harassment>

**Drugs Information**

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

**Nightline**

Listening Tel: 2228787 Information Tel: 2228788

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

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

## English Language Teaching Centre

Tel: 2221780 Website: [www.shef.ac.uk/eltc](http://www.shef.ac.uk/eltc)

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

## Student Course Evaluations

Once you have completed a DDP module, you may be asked to complete a module Evaluation Questionnaire designed to assess your opinion of the module. The module questionnaires may be distributed to you in class or via email, or administered via MOLE.

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

The Information School relies upon the feedback from students in order to monitor and improve the content and teaching of our programmes.

## Information School Research Seminars

The Information School runs a regular programme of research seminars given by staff, students and guest speakers on a wide range of topics and all postgraduate students are encouraged to attend. A number of seminars each year focus particularly on matters relating directly to research students.

The next seminar is usually advertised around the School in the days beforehand, but for a full list of upcoming seminars visit the School's website at: [www.shef.ac.uk/is/research/seminars.html](http://www.shef.ac.uk/is/research/seminars.html) The current seminar organiser is [Dr John Holliday](#).

Students are expected to conduct a seminar as part-fulfilment of the requirements for upgrading to PhD.

The Information School also runs a series of informal Researchers Meetings, which are organised by [Dr Andrew Madden](#). These discussion meetings usually take place at 16.30 on the second Thursday of each month and are open to any research students and staff in the School with an interest in research.

The meetings are informal and aim to be as broad-ranging as possible. Generally, during each session, two topics are discussed. The first is usually based on a short (4-5 minute) presentation about on an ongoing piece of research within the School. The second discussion is on a topic in which interest has been expressed, either by people attending the group, or by people contributing to, or commenting on, the blog (<http://sheffieldschoolresearchers.blogspot.com/>).

## Research Staff/Student Committee

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

### Terms of Reference

1. To facilitate communication between the Information School staff and research students.
2. To foster and maintain an effective research environment within the School.
3. To encourage the development of quality assurance mechanisms for research training and supervision.
4. To liaise with, and make recommendations to, the School's Research Committee, and report back to all affected parties.

### Membership of Committee

- Graduate Research Tutor (Chair)
- Deputy Graduate Research Tutor
- Director of Research
- Head of School
- Research and Resources Manager
- Research and Resources Assistant (secretary to committee)
- One staff representative from each research group not otherwise represented
- One student representative from each research group
- One research staff representative from each research area

### Membership in 2011 - 2012

|  |   |
|--|---|
| <a href="#">Professor Sheila Corral:</a>     | Graduate Research Tutor, Head of Libraries and Information Society Research Group and Chair of Committee                  |
| <a href="#">Dr Ana Cristina Vasconcelos:</a> | Deputy Graduate Research Tutor, Head of Knowledge and Information Management Research Group and Deputy Chair of Committee |
| <a href="#">Prof. Val Gillet:</a>            | Director of Research and Head of Chemoinformatics Research Group  |
| Prof. Phil Levy:                             | Head of School and Head of Educational Informatics Research Group.  |
| <a href="#">Dr. Peter Bath:</a>              | Head of Health Informatics Research Group   |
| Vacant:                                      | Research staff  |
| Vacant:                                      | Research staff  |
| <a href="#">Sonny Gan:</a>                   | Research student, Chemoinformatics  |
| <a href="#">Alexander Schauer:</a>           | Research student, Knowledge and Information Management  |
| <a href="#">Rabab Aljishi:</a>               | Research student, Health Informatics  |
| <a href="#">Murad Abouammoh:</a>             | Research student, Information Retrieval   |
| <a href="#">M. Ramin Naderi:</a>             | Research student, Educational Informatics   |
| <a href="#">Reza Mojtahed:</a>               | Research student, Information Systems   |
| <a href="#">Liz Chapman:</a>                 | Research student, Libraries and Information Society   |
| <a href="#">Tim Nadin:</a>                   | Research and Resources Manager  |
| <a href="#">Matt Jones:</a>                  | Research and Resources Assistant and Secretary to the Committee   |

**Meeting dates**

Research Staff/Student Committee meetings are scheduled to take place in 2011-12 on the following dates:

Monday 10<sup>th</sup> October 2011  
Thursday 19<sup>th</sup> January 2012  
Thursday 5<sup>th</sup> April 2012  
Thursday 5<sup>th</sup> July 2012

**Role of Representatives:**

It is the responsibility of representatives to alert their fellow students in good time of any forthcoming Research Staff/Student Committee meetings that they will be attending, so that students may forward any items for the agenda to their student representative. The student representative should forward all agenda items they have collected to the Research and Resources Assistant, [Matt Jones](#) before the meeting. Representatives should be prepared to discuss in more detail, at the meeting, any agenda items that they have been asked to raise.

**Membership of the Committee**

If you are interested in joining the Research Staff/Student Committee, please email [Matt Jones](#) for more details.

# General Information

## Rooms, Offices and Laboratories

The Information School is located in Regent Court on Portobello. Members of academic staff have rooms situated on the 2nd and 3rd floors of Regent Court. Offices for research staff and full-time research students are also located on the 2nd and 3rd floors of Regent Court. Full details of all Information School staff members' offices, email addresses and telephone numbers can be found at: <http://www.shef.ac.uk/is/staff>

Most new research students are provided with a new laptop PC on arrival and a two-drawer lockable filing cabinet for their personal use in one of the research laboratories, where they can store books, papers, equipment and other personal possessions. Students have the option to use one of a number of 'hot desks' in the school to carry out their work. Hot desks are available in all the research labs and occupied on a 'first-come, first served' basis each day. Many students find the increased mobility offered by a laptop beneficial. Some students may be allocated personal desktop machines for technical reasons (for example, because of their need to access specialist software or data sets).

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

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

- The Professor Wilf Saunders Meetings Room (Room 324 - third floor)
- Lecture Room (Room 204 - second floor)
- Seminar Room (Room 207 - second floor)
- Seminar Room (Room 208- second floor)

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

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

## Access to the School

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

You should obtain a key to the lab where you have been allocated your desk/filing cabinet from Matt Jones. You are required to sign for the key, are responsible for its safe-keeping and you are required to return it when you leave. You should also collect your University U card once you arrive in Sheffield, as not only is this your library card, but you will also need to use it as a swipe

card to enter the Regent Court building outside normal hours of working (following completion of appropriate First Aid and Fire Safety training). The corridors on the 2nd and 3rd floors where research staff and research student offices are located have alarm systems fitted and these must be set out of normal working hours when there is nobody left in any of the offices and laboratories. New research students should see the Research Manager ([Dr. John Holliday](#), Room 323) as soon as possible after they first arrive, for an explanation on how to set the alarms.

Anybody working out of normal hours in the Regent Court building (i.e. before 8:00am or after 6.00pm during the weekdays, and at weekends) is legally required to sign in and out in the signing-in book held at the Porters' Lodge on the ground floor. This is so that the porters (and emergency service personnel if necessary) know who is in the building out of normal working hours for safety and security reasons. Anyone wanting to work out of hours should also have attended a fire training session in the last year and a university safety course within the last two years. See the School's Health and Safety Officer ([Andrew Stones](#), Room 323) for more details.

## General Office

The General Office is located on the 2nd Floor of Regent Court.

Research students should contact the Research and Resources Assistant ([Matt Jones](#), ext. 26346) in the first instance with any enquiries.

## Communication between the School and Students

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

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

## Incoming Mail

Students' mail is placed in a set of boxes in the General Office. You should check the boxes regularly as you will receive important mail from central departments throughout your study. Additionally, students are reminded to check their e-mail daily, as messages from the School's staff and other University departments are often sent electronically.

## Outgoing Mail

Students are permitted to use the School's franking machine to send mail **directly relating to their research**, but if you find you have lots to frank (e.g. for a bulk mailout) please check with the Research and Resources Manager ([Tim Nadin](#)) first.

Students who wish to send mail should ensure that it is correctly weighed and franked before placing it in the appropriate tray for collection at the end of the day. Students requiring instruction in the use of the franking machine should contact a member of the General office. The General Office staff are not responsible for weighing and franking students' mail.

**The School's outgoing mail services MUST NOT be used for personal correspondence that is not directly related to students' research.**

## Royal Mail Pre-Paid Envelopes

Students whose work involves the use of bulk mailing in order to contact, for example, questionnaire respondees should note that *pre-paid* return envelopes are available from the General Office. Pre-paid envelopes are only for incoming mail as they are pre-printed with the

School's address. Outgoing mail should be franked as normal. Use of this service may be subject to monitoring to ensure fair usage.

### **Notice Boards**

The research students' notice board can be found in the 3rd floor research computing laboratory (Room 323). Other general notices may be placed on taught course students' notice boards, located in the 2nd floor teaching laboratory (Room 205). There are also notice boards in the second floor foyer area, the second floor common room and reception area for information of a more general nature, including careers and jobs information.

### **Photocopying Facilities**

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

### **InterLibrary Request Service (formerly Document Supply Service)**

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

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

### **Telephone Calls**

Telephones are provided in the Laboratories for the purpose of research-related telephone calls. Students are reminded that these telephones MUST NOT to be used for personal calls.

### **Smoking, Drinking and Eating**

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

### **Children**

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

### **Security**

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

## Parking

Parking is very limited in the areas around the 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 [Parking Services](#) the Department of Estates.

## Estates Issues

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

Please report any other Estates Issues (including blown light bulbs, a broken down lift, etc.) to our point of contact with the Estates Team, [Matt Jones](#).

## Demonstrating and Teaching Assistance

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

- Supporting a member of staff teaching a topic to a large group students
- Leading a “practical” session for a small group students
- Meeting a small group of students on a regular basis to discuss their coursework
- Liaising with individual students about their coursework
- Marking course work which is subsequently moderated by the module co-coordinator

The reasons are pragmatic and pedagogic:

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

The benefits to research students are many:

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

Enquiries about being a teaching assistant in the School should be made to the research student’s supervisor in the first instance. Research students should note that [Tim Nadin](#) liaises with all Module Coordinators prior to the start of each academic session to determine the teaching assistance requirements for each module. An annual budget is set for the School’s teaching assistance. [Tim Nadin](#) manages this budget, and will therefore be able to confirm to research students both what hours and what hourly rates payable have been defined on a module for the teaching assistance required.

## Training for Demonstrators and TAs

The Information School runs an annual Away Day for research students who wish to work as Teaching Assistants. The Away Day incorporates group activities, talks and discussions with several Information School staff, and provides advice on large and small group teaching, as well as how to

overcome common problems. The date of this Away Day varies from year to year. Students will be informed of the date, and invited to the session, once the details of the session have been finalised.

The University has recently launched a programme of Sheffield Teaching Assistant Workshops, aimed at research students who are involved (or are likely to be involved) in teaching during their time at the iSchool. The Information School expects all teaching assistants to have undertaken some training before working with UG or PGT students – however, no previous experience of teaching is needed to take part in the Sheffield TA programme. Research students who complete the programme successfully will be eligible for an internal University of Sheffield Certificate.

The programme consists of a series of half-day workshops on the following topics:

- Large Group Teaching (available on Fri 11 Nov, Mon 30 Jan or Fri 30 Mar)
- Small group teaching: laboratory demonstrating (available on Mon 12 Dec or Wed 18 Jan)
- Small group teaching: seminar facilitation (available on Fri 26 Jan)
- Supervising UG and PGT research projects (available on Fri 2 Dec, Thu 8 Dec, Wed 15 Feb or Wed 14 Mar)
- Assessment and feedback (available on Tue 13 Dec, Fri 24 Feb or Wed 25 Apr)

Further details of what is covered in each workshop can be found at <http://www.shef.ac.uk/lets/sta>, where you will also find a link to the registration form. As always, before registering, you should discuss your participation with your supervisor to ensure that it fits with your research project timetable.

## Right to work checks

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

This evidence should be provided to the Research and Resources Assistant, Matt Jones, in the General Office **before** the work is undertaken. Normally, a passport as well as any appropriate visa or endorsement will be sufficient. The School also reserves the right to repeat these checks as required by the Act. Full details of our procedures can be found at: <http://dagda.shef.ac.uk/atypical-workers/>. If you require further guidance on this, please contact [Matt Jones](#).

# General University Information

## Semester Dates

(Also available at [http://www.sheffield.ac.uk/about/dates/2011\\_12](http://www.sheffield.ac.uk/about/dates/2011_12))

The dates of semesters for 2011-2012 are:

### Autumn Semester

|          |   |                |
|----------|---|----------------|
|          | [Intro Week 19 September - 25 September 2011] |                |
| Monday   | 26 September 2011                             |                |
| Saturday | 17 December 2011                              | Total 12 weeks |
|          | [4 Weeks Christmas vacation]                  |                |
| Monday   | 16 January 2012                               |                |
| Saturday | 4 February 2012                               | Total 3 weeks  |

### Spring Semester

|          |   |               |
|----------|---|---------------|
| Monday   | 6 February 2012                                   |               |
| Saturday | 31 March 2012                                     | Total 8 weeks |
|          | [3 weeks Easter vacation Easter Day 8 April 2012] |               |
| Monday   | 23 April 2012                                     |               |
| Saturday | 9 June 2012                                       | Total 7 weeks |

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

## Student Services Information Desk

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

## University Student Record

It is a student's responsibility to ensure that their University Student Record is kept up-to-date. Students can access their Student Record via MUSE. Your Student Record contains:

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

## Changing your Address

It is very important that the University has your correct address details. This is so that any correspondence the University or the School sends gets to you. You can view and change the addresses that the University has recorded for you by going to the SSiD webpage [www.shef.ac.uk/ssid/record/pin.html](http://www.shef.ac.uk/ssid/record/pin.html).

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

## Printing Policy

### Use of Information School Research Printing Facilities

All research laboratories in the Information School are equipped with mono laserjet printers. These printers are for RESEARCH PURPOSES ONLY and must not be used for private or personal printing. **The School does not permit the use of its facilities for the printing of private or personal documents.** Personal printing must be carried out using the University's Pre-pay Print Service (see <http://www.shef.ac.uk/cics/printing>).

In order to reduce the considerable cost to school and to ensure compliance with the University's Green Impact Policy ([http://www.shef.ac.uk/finance/green\\_impact](http://www.shef.ac.uk/finance/green_impact)), please follow these guidelines:

- Print documents only when necessary.
- Use alternative methods for reading electronic documents where possible – PC, Laptop, Kindle or alternatives.
- Print on both sides of the paper. All printers are full duplex models, which allows double-sided printing. For advice on how to configure you PC for double-sided printing, contact the ICT staff.
- Where possible, print two pages per sheet. This reduces paper and print toner usage considerably. However, be aware that some graphics may not print correctly when reduced, so please print an example page in advance.
- Print in Economode. EconoMode is a feature that allows the printer to use less toner per page. Selecting this option may extend the life of the print cartridge and reduce our cost per page. However, it will also reduce print quality. The printed image is lighter, but it is adequate for printing drafts or proofs.

## PROGRESS and PG Café Forum



PROGRESS is the University's postgraduate (PG) society, run by PG students for PG students. PROGRESS' primary mandate is to organise and run social events, thereby creating a casual environment where PGs can make new friends, meet peers and colleagues from other disciplines, and enrich their University experience.

PROGRESS hosts a variety of regular events every month, including after-work socials, pub quizzes, and meals out. The monthly special event, selected by membership vote, has included bowling, African drumming, laser quest, walking in the Peak District, visiting Lincoln Christmas Market, and picnics in the Botanical Garden. Further information can be found at: <https://sites.google.com/a/sheffield.ac.uk/progress/home>.

PROGRESS also represents PGs within the greater academic community, has close links with the Sheffield Students' Union and their Academic Secretary serves as a voice on issues affecting PGs. In 2010, PROGRESS collaborated with Science Brainwaves to create PG Café Forum, an informal gathering where PGs can share their work.



The PG Café Forum is a student-led initiative, which creates an informal space in which postgraduate students can share their work, socialise and network. It is designed to support postgraduates from all disciplines and backgrounds to improve their presentation skills and gain confidence in communicating their topic to a non-specialist audience.

Three talks of approximately 15 minutes each are featured per session and cover various disciplines balancing the arts and sciences. The casual and inquisitive environment encourages cross-pollination of ideas and lateral thinking. Following each talk, the speaker will entertain a period of questions and answers, and receive peer-review from the audience.

For information on dates and venues, please email [pgcafeforum@sheffield.ac.uk](mailto:pgcafeforum@sheffield.ac.uk), refer to <http://www.shef.ac.uk/ris/pgr/rtp/gsc630.html> or visit the Facebook page "PG Cafe Forum".

# Computing Facilities

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

## PCs

[Paul Fenn](#) is the School's IT Manager and can be found in room 209 (Tel. 222 2695) on the second floor of Regent Court. Support is also available from the Computer Technician, [Andy Stones](#), who is located in the ICT support Room 209. The School's Local Area Network is fully integrated with the campus network which allows full use of Internet facilities, including email and the Internet, and access to a number of freely-available online information services and databases provided via University Corporate Information and Computing Services and the University Library. Students are given a username and password for the system as part of the University registration process. The 50 PCs in the Professor Tom Wilson Teaching Laboratory run the campus managed XP service whilst the 19 PCs in the Online room are used for running the more specialised software requirements of the school. The School also supports a wireless network; details on how to connect to this are available from the technical staff or on the internet at <http://www.shef.ac.uk/cics/wireless/>.

Further details on the School's Computing facilities are available on the School's website.

## UNIX-based Computing Facilities

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

## CD-Rom, Online and other Information Sources

Networked CD-ROMs are available and accessible via any networked PC; in addition all PCs in the School have internal CD-Drives.

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

## Additional Computing Resources

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

University of Sheffield Corporate Information and Computing Services (CiCS) also offer campus-wide computing services. CiCS has a number of reception centres, which provide a range of services, including the IT centre in The Edge on Endcliffe Crescent and in the Mappin building on Mappin Street. Both centres have a large number of open access PCs available for use by students. There are also a number of PCs for use by students in the St. George's Library Building on Mappin Street. CiCS also runs an Advisory Service, to assist with user queries, and throughout the year it gives courses on particular aspects of computing.

## Software Availability

There is a wide range of software available on the Local Area Network: most of these packages have a "help" system included and some have a tutorial. There are also many software packages

which are specifically designed as computer-based tutorials; you are encouraged to make full use of them. In the majority of cases you will be able to access all the available software from any PC on the campus, however some specific packages can only be accessed from the School's labs.

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

## **Software Legality**

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

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

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

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

## **Electronic Mail Etiquette**

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

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

## **Usage of Computer Facilities**

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

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

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

# Library Facilities

## Library Holdings

Most of the University Library's holdings of current books that cover the main subject areas taught on the programmes and modules in the School are held in the Information Commons, with some pamphlets, printed periodicals and background reading material also held in St George's Library and the Western Bank Library. The subject areas covered include: information science; librarianship; computing and management. Online manuals and newsletters and some thesauri are available in the School and may be used in the Online Laboratory (but they are not loanable under any circumstances). Dissertations produced by former students on the School's MA and MSc degree programmes from 2005/2006 onwards are also available for loan from the General Office; many PhD theses produced by the School's former research students can also be found in the General Office. The loan period for any dissertation is normally 48 hours, but this is extendable if no-one else has put in a loan request. Most recent Masters dissertations are also available online as full text pdf files, and can be accessed via the School's Database, <http://dis.shef.ac.uk/dispub/>.

## Information School Publications Database

Ready access to bibliographic details of all publications produced by staff and students in the School of Information can be obtained by searching the School's Publications Database available at <http://www.shef.ac.uk/is/research/publications>. A separate database provides details of all the Masters level dissertations completed by students on the School's programmes in previous years (<http://dis.shef.ac.uk/dispub/>). The database has entries starting from 1963.

## Information Commons and University Library Services

For full information on the services offered by the Information Commons and University Libraries, including opening times, please visit <http://www.shef.ac.uk/library/>.

The Library provides advice services to all students and the Liaison Librarian for the Information School is [Alastair Allan](#), who is also a member of the Information School's teaching team. Additionally, the Library offers special support to any student who has a disability. If you believe that such support could assist you, please e-mail Lois Burt ([l.burt@sheffield.ac.uk](mailto:l.burt@sheffield.ac.uk)) in the Information Commons.

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

The School has its own Library Committee chaired by [Barbara Sen](#). The Deputy Chair is Peter Stordy, who will chair the Committee during Semester 1 of 2011-12, while Barbara is on study leave. 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, [Julie Priestley](#). 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, [Alastair Allan](#).

# Careers Information

## University Careers Service

The University has an excellent Careers Service, located at 388 Glossop Road, with a library containing a large collection of reference information, books and reports. The University Careers Advisor assigned to the Information School is [Kevin Mahoney](#). Comprehensive information about the Careers Services and its services is available at [www.shef.ac.uk/careers](http://www.shef.ac.uk/careers).

## Information School Careers Information

The School's Careers Liaison Officer ([Ms Pam McKinney](#)) provides a contact for Information School with the University Careers Service and is also able to give careers/jobs advice to students who require it. Other academic members of staff are also able to provide careers advice and guidance to students. There are two notice boards in the School's foyer area on the second floor on which notices and information from the University Careers Service, notification of library and information job vacancies, etc. are pinned throughout the year and particularly from May onwards. The table near these noticeboards generally has careers and job-related leaflets on it. Additionally, visits from recruitment agencies which specialise in library and information work and talks by representatives from relevant professional bodies are organised during the period just before and after the Easter vacation for the benefit of students.

## Careers/Job Information for the Library & Information Sector

Comprehensive information related to careers in library and information work and to information and statistics related to our own graduate employment rates and job destinations is available on the School's website at [www.shef.ac.uk/is/careers](http://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 School's [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, approach their primary supervisor, who will generally be the most appropriate person. You should always consult staff **before** naming them as referees, to ensure that they are willing to provide a reference and to check their availability at the time when they are likely to be contacted.

# University Codes of Practice

## University of Sheffield Students' Charter

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

## Students' Personal Details

### Principle

*The personal details and circumstances of every student are confidential*

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

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

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

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

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

### Procedure

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

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

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

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

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

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

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

## **Personal Harassment**

The University of Sheffield has produced a code of practice relating to personal harassment.

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

## **Equal Opportunities Policy**

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

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.