This handbook tells you about your programme of study and the School for Policy Studies. However, much information you need as a student within the School is explained in the Faculty Post Graduate Handbook.

Please read this handbook in conjunction with the Faculty of Social Sciences & Law Postgraduate Student Handbook for Taught & Research Students and the University Regulations and Code of Practice for Taught Postgraduate Degree Programmes.

You can find both the Faculty Handbook and the Code of Practice online at:

https://www.bris.ac.uk/fssl/current-students/fssl-postgraduates/fsslpghandbook1415.pdf

http://www.bristol.ac.uk/esu/assessment/codeonline.html
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1. OVERVIEW OF THE PROGRAMME

Welcome to the Masters in Advanced Social Work with Children and Families at the School for Policy Studies, University of Bristol. The Programme Management Group wishes you well with your studies. We hope that the learning opportunities offered to you will enable you to update and develop your practice, knowledge and skills and so lead to a new level of professional confidence and competence. The aim of all those involved with the programme, whether based at the University or in your employing agency, is to ensure that children, young people and their families/carers receive the necessary high quality social services appropriate to their needs.

The Programme is delivered by the University of Bristol and partners and will be run in place of the BSc (Hons)/Graduate Diploma in Social Work with Children and Young People (the Post-Qualifying Specialist Social Work award).

Dr. Danielle Turney, Programme Director.

The University

The University of Bristol is a world-class university offering a stimulating academic environment with centres of excellence in all faculties. It was founded in 1876 as University College, Bristol and was the first higher education institution in England to admit women on a basis of equality with men. Its mission statement is “to pursue and share knowledge and understanding, both for their own sake and to help individuals and society fulfil their potential”. Organised in six faculties (Arts, Engineering, Medical and Veterinary Sciences, Medicine and Dentistry, Science, Social Sciences and Law), the University comprises approximately 5,500 staff, 12,500 undergraduate and 5,500 taught and research postgraduate students. Further information about the University of Bristol is available at www.bristol.ac.uk/university.

In the 2008 Research Assessment Exercise (RAE), over 61 per cent of the research work assessed in 48 research fields at Bristol was awarded either the top 4* rating, defined as ‘world leading’, or the 3* rating, classed as ‘internationally excellent’.

Overall, nearly 93 per cent of research at Bristol has been deemed to be of international standard. Over 90 per cent of eligible staff at Bristol were included in the submission – thought to be one of the highest percentages in the sector making Bristol among the UK’s top research universities. You can find out more information about the RAE at www.bristol.ac.uk/research/assessment/.

The University is an integral part of the City of Bristol, a thriving and beautiful city with a history going back 1000 years. Bristol is a multicultural city of balloons and kites, clubs and DJs, festivals and carnivals, architecture and park land, business and new technology, theatres and museums, artists and animators, music and film. It has been officially designated a ‘Centre of Culture’ and a ‘Science City’ by the Government. In 2008, Bristol was given the European City of the Year Award by the Academy of Urbanism. Bristol has its own international airport and offers easy rail and motorway links to London, Birmingham and the North, Oxford, Wales and the West Country. Find out lots more about Bristol at www.bristol.ac.uk/citybristol/.
The Faculty of Social Sciences and Law (FSSL)

The School for Policy Studies is part of the Faculty of Social Sciences & Law which also includes the School of Sociology, Politics and International Studies, the School of Law, the School of Economics, Finance and Management and the Graduate School of Education. The School of Geographical Sciences has joint membership with the Faculty of Social Sciences & Law and the Faculty of Science. The Faculty is one of the UK’s top social sciences and law faculties. Each department and centre within the Faculty has high ratings in research and teaching quality. The Faculty achieved a very strong performance in the RAE 2008 outcomes with over 87% of its research outputs being judged of international quality. Teaching excellence has been clearly demonstrated in Departments’ QAA Subject Review scores. More details are on the Faculty website www.bristol.ac.uk/fssl/.

The School for Policy Studies (SPS)

Head of School: Professor Alex Marsh

The School delivers highly-rated research, undergraduate and postgraduate programmes, professional training and seminars in social policy, public policy, disability studies and social work. Our multidisciplinary team of policy experts come from a wide variety of backgrounds in social policy research, social work, education, sociology, history, human geography, economics, psychology and nutrition and health sciences based within seven specialist research centres.

- **Centre for Exercise, Nutrition and Health Sciences**
  Centre Head: Professor Ashley Cooper
- **Centre for Family Policy and Child Welfare**
  Centre Head: Dr. Dendy Platt
- **Centre for Gender and Violence Research**
  Centre Head: Professor Marianne Hester
- **Centre for Research in Health and Social Care**
  Centre Head: Dr. Patricia Lucas
- **Centre for the Study of Poverty and Social Justice**
  Centre Head: Dr. Eldin Fahmy
- **Centre for Urban and Public Policy Research**
  Centre Head: Dr. Misa Izuhara
- **Norah Fry Research Centre**
  Centre Head: Dr. Val Williams

Research excellence

The Research Assessment Exercise 2008 (RAE2008) determined that 60% of the research activity in Social Policy and Social Work at the School is of world-leading (4*) or internationally excellent (3*) quality, in terms of its originality, significance and rigour. The strength and depth of the School’s research culture is further highlighted by the fact that the School included 99% of its eligible staff in the RAE submission and also by coming fourth out of 66 UK institutions in the field of Social Policy and Social Work according to research power. The School’s Centre for Exercise, Nutrition and Health Sciences entered the RAE2008 separately. The Centre was rated third
out of 39 institutions in the field of Sports Related Studies. Entering all eligible research active staff, 55% of the Centre's research activity was considered to be world-leading (4*) or internationally excellent (3*).

Staff in the School research and publish on a wide variety of policy issues and are closely involved in major national research in the fields of urban policy, family policy, personalisation, health and community care. A full list of all academic staff within the School, with their research and teaching interest, and their contact details, is available on the School website at www.bris.ac.uk/sps/aboutus/sps-staff-details/

The School is committed to multi-disciplinary and inter-disciplinary working, integrating theory with practice, and to working at an international, national and local level. A commitment to equal opportunities practice also informs all the School's activities. The School has a large and thriving postgraduate student body of around 280 students with around 90 postgraduate research students studying full-time or part-time for PhD, MPhil and Doctorate degrees. The full range of postgraduate and undergraduate programmes offered at the School is listed at www.bristol.ac.uk/sps/studying/.

The School is located in several houses on Priory Road and Woodland Road. Appendix 1 provides you with a map showing you key places you will need to know. You can also find other useful maps on the University website at http://www.bristol.ac.uk/maps/.

**Sustainability**

The University’s Education Strategy commits the institution to incorporating Education for Sustainable Development (ESD) into its teaching and learning. See http://www.bristol.ac.uk/environment/policy/

The School and Faculty are all committed to enhancing and promoting Education for Sustainable Development. UNESCO defines Education for Sustainable Development in a broad manner covering four main areas: social and economic justice, cultural diversity, human rights of future generations and the protection and restoration of the Earth’s ecosystems. It also stresses the importance of critical thinking, inter-disciplinary, multi-method approaches to assessment, and challenging approaches to, and ideas about, teaching and learning. You will encounter many of these issues and approaches both directly and indirectly during the course of your studies, although the School acknowledges that not all will be encompassed within your particular subject-area. We encourage you to think creatively and critically about how your own subject addresses some or all of the following:

- A strong, stable and viable economy
- A healthy and just society
- Diversity
- Effective and participative governance
- Environmental limits and ecological wellbeing
- Quality of life
- Cultural heritage
- The rural and the urban (conflict and balance)
- Preparing for the imagined future
- Ethical questions
Student Representation
Student representation is operated in partnership with UBU (the Students' Union), who will elect, train, and provide continuing support to our student representatives. The aim is to ensure that reps are equipped to help us to jointly solve any problems together with our students, able to feed back any concerns you may have to the academic team, and are well known to you and feedback the results of conversations they have on your behalf.

Our representative structure means that you have the opportunity to pass on feedback through a representative, or the opportunity to work closely with the academic staff yourself on behalf of those studying on your programme. An on-going, constructive dialogue about how we can improve your time studying at Bristol is enormously important to us. If this interests you, we would urge you to think about standing as a student representative at the beginning of the year. Elections will be run by UBU online. For more information please visit www.ubu.org.uk/reps

2. CALENDAR/TIMETABLE 2014/15

2.1 Teaching blocks

Welcome Week (week 0) 22 - 28 September 2014
Teaching Block 1 29 September - 19 December 2014
Teaching Block 2 26 January - 8 May 2015

2.2 Vacation dates 2014/15

Christmas vacation 22 December 2014 - 09 January 2015
Easter vacation 30 March - 17 April 2015
Summer vacation 2014 15 June - 18 September 2015
Bank Holidays 4 and 25 May 2015
## 2.3 Key programme dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Units</th>
<th>Room No.</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>26th Sept 2014</td>
<td>Mandatory for new students: Induction day:</td>
<td>Whole group• sessions all take place in 10 Woodland Road, 10G4/5</td>
<td></td>
</tr>
<tr>
<td>1st/ 2nd/ 3rd October</td>
<td>Optional unit: Philosophy and Research Design in the Social Sciences</td>
<td>Please go to 7 Priory Road room G1 at the start of the unit. Other rooms TBC</td>
<td>14th November 2014</td>
</tr>
<tr>
<td>Oct 2014**</td>
<td>[SPOLM0013]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22nd/23rd/24th Oct 2014 and 14th Nov 2014</td>
<td>Optional unit: Leadership and Management in Social Work [SPOLM0029]</td>
<td>Whole group• sessions all take place in 10 Woodland Road, 10G4/5</td>
<td>10th December 2014</td>
</tr>
<tr>
<td>5th/6th/ 7th Nov and 28th Nov 2014</td>
<td>Mandatory unit: Child Development, Health and Wellbeing [SPOLM0025]</td>
<td>Whole group• sessions all take place in 10 Woodland Road, 10G4/5</td>
<td>19th December 2014</td>
</tr>
<tr>
<td>21st/22nd/23rd Jan 2015 and 13th Feb 2015</td>
<td>Mandatory unit: Contemporary Law and Policy for Child Welfare Services [SPOLM0020]</td>
<td>Whole group• sessions all take place in 10 Woodland Road, 10G4/5</td>
<td>20th March 2015</td>
</tr>
<tr>
<td>18th/19th/20th Feb 2015, 20th Mar</td>
<td>Optional unit: Advanced Practice with Looked After Children, Adoption, fostering and kinship [SPOLM0023]</td>
<td>Whole group• sessions all take place in 10 Woodland Road, 10G4/5</td>
<td>17th Apr 2015</td>
</tr>
<tr>
<td>25th, 26th, 27th March and 24th April 2015</td>
<td>Mandatory unit: Assessment, Risk and Decision making [SPOLM0024]</td>
<td>Whole group• sessions all take place in 10 Woodland Road, 10G4/5</td>
<td>22nd May 2015</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td><strong>Units</strong></td>
<td><strong>Room No.</strong></td>
<td><strong>Assignment Due</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>25&lt;sup&gt;th&lt;/sup&gt;, 26&lt;sup&gt;th&lt;/sup&gt;, 27&lt;sup&gt;th&lt;/sup&gt; March 2015**</td>
<td><strong>Optional unit:</strong> Researching Child and Family Welfare [SPOLM0011]</td>
<td>7 Priory Road, 7G1</td>
<td>08&lt;sup&gt;th&lt;/sup&gt; May 2015</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;/4&lt;sup&gt;th&lt;/sup&gt;/5&lt;sup&gt;th&lt;/sup&gt; June 2015, 19&lt;sup&gt;th&lt;/sup&gt; June</td>
<td><strong>Mandatory unit:</strong> Social Work with Children and Families with Complex Needs [SPOLM0021]</td>
<td>Whole group sessions all take place in 10 Woodland Road, 10G4/5</td>
<td>17&lt;sup&gt;th&lt;/sup&gt; July 2015</td>
</tr>
</tbody>
</table>

• DETAILS AND LOCATION OF SEMINAR GROUPS WILL BE AVAILABLE ON BLACKBOARD

** Please note: THESE TWO UNITS RUN TO A SLIGHTLY DIFFERENT SCHEDULE FROM THE OTHERS AND ARE DELIVERED IN A 3-DAY BLOCK, FROM 9.30–5.30 EACH DAY.
3. PROGRAMME INFORMATION

The Masters in Advanced Social Work with Children and Families is an integrated programme of academic and professional learning targeted at students who are professionally qualified and experienced social workers, currently practising in a children and families setting.

It is intended to develop students’ knowledge and understanding to enable them to progress to advanced level (as practitioners or managers) with children, young people and families/carers, and to demonstrate ‘advanced’ professional capability, in line with the appropriate levels of the Professional Capability Framework (PCF) for social work.

3.1 Aims of the Programme

The programme aims:

• to extend and enhance students’ existing knowledge, skills and values to enable them to address the requirements of complex social work practice with children and families, and to develop their abilities (as practitioners or managers) to promote and protect the well-being of children, young people and their families

• to promote critical reflection and the development of critical and analytical thinking to support the effective exercise of professional judgement in practice

• to contribute to students’ continuing academic and professional development by promoting research-mindedness and an appreciation of and commitment to evidence-informed practice

• to support and develop students’ professional commitment to child-centredness, supporting families, social justice, user empowerment, and the process of bringing about positive change for children young people, their families and carers

• to link theory, research, policy and practice

• to foster students’ personal and professional development, and their ability to support the development of others

• to provide teaching & learning opportunities that support the development of professional capabilities to an advanced level, as specified in the PCF, in the context of improving outcomes for children and young people, and to prepare students for more complex and demanding professional responsibilities.

Full details of the Programme Aims and Learning Outcomes can be found in the Programme Specification.
3.3 Timings and Organisation

The Programme is delivered through a series of intensive block visits (mainly arranged as 3 consecutive days plus a further University-based day approx 3-4 weeks later) held in Bristol. The units are delivered in this way so as to be most accessible to busy managers and practitioners. The block delivery allows you to accumulate credits flexibly and organise the pattern of visits to suit your own needs and circumstances.

The Programme consists of a combination of mandatory and optional (elective) 20 credit units plus a dissertation (60 credits, equivalent to three units) and can be undertaken over a period of between two* and five years.

Note: All units – mandatory and optional – run only if sufficient students express an interest in registering at any particular time. If less than six students plan to register it is unlikely that the unit will run at that time.

[*The Programme can only be accessed on a part-time basis; completion within two years would be dependent on individual circumstances.]

The MSc in Advanced Social Work with Children and Families starts with an Induction Day on Friday 26th September 2014, which is mandatory for new students enrolling on the programme.

The Programme comprises the following components:

- 4 mandatory units (each 20 credits)
- 2 option units (each 20 credits) chosen from a prescribed list
- Dissertation (60 credits)

Mandatory Units
- SPOLM0025 Child Development, Health and Wellbeing
- SPOLM 0020 Contemporary Law and Policy for Child Welfare Services
- SPOLM 0024 Assessment, Risk and Decision-Making
- SPOLM0021 Social Work with Children and Families with Complex Needs

Option Units
- SPOLM0026 Advanced Practice in Communication and Direct Work with Children
- SPOLM0023 Advanced Practice with Looked After Children – Adoption, Fostering and Kinship Care
- SPOLM0028 Inter-Professional Working and Integrated Services
- SPOLM0029 Leadership and Management in Social Work
- SPOLM0013 Philosophy and Research Design in the Social Sciences
- SPOLM0011 Researching Child and Family Welfare
- SPOLM 0022 Supervision & Assessment of Professional Practice (Practice Educator Stage 2)
PG Certificate students must take three units, normally including at least 2 of the four mandatory units. If only 2 mandatory units are taken as part of the PG Certificate, the remaining 20 credits will be taken from the prescribed option courses (a total of 60 credit points).

PG Diploma and Masters students must take all four mandatory units and two of the elective units (a total of 120 credit points)

Masters students are required to undertake research methods training before accessing the Dissertation Unit. This will normally be achieved through successful completion of the optional research methods unit Philosophy and Research Design in the Social Sciences (SPOLM0013), identified below.

Successful completion of the Dissertation or Work-Based Project (SPOLM0027) leads to the full award of Masters in Advanced Social Work with Children and Families (a total of 180 credit points).

**Units available in 2014-2015**

The MSc in Advanced Social work is a new Programme; it started in September 2013 and is replacing the current post-qualifying award, the BSc (Hons)/Graduate Diploma in Social Work with Children and Young People. To ensure a smooth transition to the new award, the Programme is being phased in gradually.

From 2014-15, it is anticipated that all four mandatory units will run each year, along with a set of option units. Please note that most option units will be offered in alternate years only. However, the Programme staff will endeavor to publish the options for each year well in advance so students can identify their preferred route through the Programme.

**Mandatory Units (available each year)**

- SPOLM0025 Child Development, Health and Wellbeing
- SPOLM0020 Contemporary Law and Policy for Child Welfare Services
- SPOLM0024 Assessment, Risk and Decision-Making
- SPOLM0021 Social Work with Children and Families with Complex Needs

**Option Units**

The following options will run in 2014-15 (subject to sufficient numbers of students registering)

- SPOLM 0023 Advanced Practice with Looked After Children – Adoption, Fostering and Kinship Care
- SPOLM0029 Leadership and Management in Social Work
- SPOLM0013 Philosophy and Research Design in the Social Sciences
- SPOLM0011 Researching Child and Family Welfare

As noted, not all options will be available every year, so the following are scheduled for delivery in 2015-16
Awards
The Programme leads to one of three awards: MSc, Post-Graduate Diploma or Post-Graduate Certificate in Advanced Social Work with Children and Families. The MSc is awarded for the successful completion of six units (four mandatory and two electives) plus a dissertation (equivalent of three units), and can be taken in not less than two and not more than five years. The Programme can only be accessed on a part-time basis. The PG Diploma is awarded for the successful completion of six units (four mandatory and two electives) but does not require a dissertation. The PG Certificate is awarded for the successful completion of three units. Students should discuss with the Programme Director which set of units they would like to take, bearing in mind that at least two should normally be selected from the mandatory units. The award of the MSc, PG Diploma and PG Certificate requires all assessed work to achieve a mark of at least 50%.
3.4 The Professional Capabilities Framework (PCF)

Relationship of the Awards to the Professional Capabilities Framework

The Professional Capabilities Framework sets out the broad parameters of expectations at experienced and advanced levels, and full details can be found on the College of Social Work website at [http://www.tcsv.org.uk/professional-capabilities-framework/](http://www.tcsv.org.uk/professional-capabilities-framework/)

The MSc Programme in Advanced Social Work with Children and Families has been designed to enable students to meet the requirements of the PCF in different ways depending on the final qualification chosen. Details are set out below.

### Summary of Professional Capabilities Level by Award

<table>
<thead>
<tr>
<th>Award</th>
<th>Professional Capabilities Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc in Advanced Social Work with Children and Families</td>
<td>Working Towards Advanced Level Professional Capabilities</td>
</tr>
<tr>
<td>Postgraduate Diploma in Advanced Social Work with Children and Families</td>
<td>Achievement of Experienced Social Worker Level Capabilities (must have taken Practice Education Unit)</td>
</tr>
<tr>
<td>Postgraduate Certificate in Advanced Social Work with Children and Families</td>
<td>Working Towards Experienced Social Worker Level Capabilities</td>
</tr>
</tbody>
</table>

It should be noted that these summary statements indicate the PCF levels that completion of the awards confirms. It is acknowledged that there will be individual candidates who are performing in excess of these levels; at the present time the programme does not offer further assessment of those achievements.
### Detail of Professional Capabilities achieved by Award

(Mapping of the programme to each individual area of the Capabilities at Advanced and Experienced levels is available on request)

<table>
<thead>
<tr>
<th>MSc in Advanced Social Work with Children and Families</th>
<th>Advanced Level Capabilities</th>
<th>Working towards the level defined by the following domains:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Professionalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Values &amp; Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Rights, Justice and Economic Wellbeing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Critical Reflection &amp; Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Intervention and Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Contexts and organisations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Professional Leadership</td>
</tr>
</tbody>
</table>

Achieved the level defined by the following domain:

5. Knowledge *(Candidates who take Practice Education and Leadership & Management only)*

<table>
<thead>
<tr>
<th>Experienced Level Capabilities</th>
<th>Achieved the level defined by all domains <em>(provided the candidate successfully completes the Practice Education unit)</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Postgraduate Diploma in Advanced Social Work with Children and Families</th>
<th>Advanced Level Capabilities</th>
<th>Working towards the required level in ALL domains</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Experienced Level Capabilities</th>
<th>Achieved the level defined by the following domains:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Professionalism <em>(provided the candidate successfully completes the Practice Education unit)</em></td>
</tr>
<tr>
<td></td>
<td>2. Values &amp; Ethics</td>
</tr>
<tr>
<td></td>
<td>3. Diversity</td>
</tr>
<tr>
<td></td>
<td>4. Rights, Justice and Economic Wellbeing</td>
</tr>
</tbody>
</table>
| Postgraduate Certificate in Advanced Social Work with Children and Families | Experienced Level Capabilities | Achieved the level defined by the following domain:
3. Diversity
5. Knowledge

Working towards the level defined by the following domains:
1. Professionalism
2. Values & Ethics
4. Rights, Justice and Economic Wellbeing
6. Critical Reflection and Analysis
7. Intervention & Skills
8. Contexts & Organisations

*Students are not assessed on the PGCert in respect of the following domain:*

9. Professional Leadership

### 3.5 Programme Administration

All programme administration is carried out through the Programme Administrator’s office. The Programme Administrator, Chris Rushton, is the first point of contact for enquiries, submission of work, assessment, feedback and all the administrative business connected with the course.

As there is little face to face contact with the Programme Administrator, **it is important that your personal details are kept up to date.**
You can inform Chris of any changes in writing:

Chris Rushton, Programme Administrator
MSc in Advanced Social Work with Children and Families
School for Policy Studies
8 Priory Road
Bristol
BS8 1TZ
Email: christopher.rushton@bristol.ac.uk
Tel: +44 (0)117 954 6743.

You will also need to keep the University informed of your personal and course details. There is a very simple way of doing this online — go to www.bristol.ac.uk/studentinfo, log in using your UoB username and password, and any amendments you make will automatically be updated on the University central records system.

3.6 Programme Director

Dr Danielle Turney
Email: danielle.turney@bristol.ac.uk
Tel: +44 (0)117 954 6726

School for Policy Studies:
School for Policy Studies
University of Bristol
8 Priory Road
Bristol BS8 1TZ
Tel: +44 (0)117 954 6755
Fax: +44 (0)117 954 6756
Email: sps-enquiries@bristol.ac.uk
3.7 Programme Registration

3.7.1 New Students

This takes place on the Registration and Induction Day prior to the beginning of the first unit on Child Development, Health and Wellbeing. Provided you have signed an acceptance on Hobsons, you will receive an email from FSS&L informing you about the following:

- a details form which you must check, sign and return to the secretary;
- your computing details (a UoB username and password that will give you access to all the university computer systems);
- faculty handbook
- programme handbook
- proof of registration card – present this with your computer details at the library to receive your library card
- All new students must attend FSS&L registration

3.7.2 Returning Students

You will need to re-register every subsequent year of study. You can do this very simply online – you will receive a reminder email from the University to prompt you.

3.8 Unit Enrolment

In late August/early September you will receive a timetable of Mandatory and Option units for the forthcoming year and you are required to indicate which units you will be taking. The information must be returned to the Programme Administrator in order that registers can be drawn up and students registered on Blackboard. For newcomers to the programme it is advisable to discuss your unit choices with the Programme Director and your agency’s training officer first.

If there are any changes to your planned programme of study you MUST inform the Programme Administrator at the earliest possible notice.
3.9 Roles and Responsibilities

Introduction

The Programme Director carries day-to-day responsibility for the management of the programme. There are however a number of other roles that are important to this programme and these are discussed below. The roles and responsibilities outlined form the basis of the Learning Agreement.

Since the programme is managed as a partnership and not simply by the University in isolation, students should be aware that information relevant to their progress may be shared between appropriate University and agency representatives.

The role of the Practice Assessor

The responsibility for deciding who should be the student’s Practice Assessor will generally rest with operational management in each agency. Practice Assessors are usually drawn from those who have direct line management responsibility, senior practitioners and training department staff.

Only those staff who have a practice background in work with children and families will act as Practice Assessors.

It is an essential requirement that Practice Assessors are qualified (registered) social workers and it is desirable that they have other qualifications such as the ‘Enabling Others’ module or similar, D32 D33 Assessment, or Certificate in Management. However, in circumstances where an agency does not have a registered social worker available in the student’s location, specific tasks may be taken on by other suitable people provided there is a Practice Assessor (perhaps based in another location) who takes overall responsibility for the assessment of the student.

The Practice Assessor is involved in the completion of the programme Learning Agreement and will assess the student’s practice by:

• Observing practice on the required occasions, examining the written work in respect of the observed practice and writing a report of each of the direct observations. The report should assess the student’s practice in relation to the assessment criteria for the relevant observation. For at least one of the observations of practice, the Practice Assessor should ascertain the service user’s views on the student’s performance.

• Verifying the practice and documentary evidence submitted by students.
The role of the Manager

In most agencies the Practice Assessor will also be the student’s Line Manager. The following are the expectations of line managers.

The Line Manager will meet with the student (and mentor if provided) to complete a Learning Agreement in which the Manager will undertake to:

- Facilitate the student’s learning through the provision of suitable practice opportunities to meet the requirements of the programme.
- Provide opportunities for discussion of the knowledge and practice elements of the programme through the process of supervision.
- Ensure the student is able to attend taught elements of the programme, or undertake any required distance / on-line learning.
- Ensure that the student is able to take agreed study time per unit of the programme in addition to class-based attendance. The days are for private study and completion of assessment tasks.

It is therefore envisaged that the Line Manager will be actively involved in the learning of the student. The relationship between student, manager and mentor will be crucial for the student’s development.

The role of the Mentor

In agencies where the Mentor is also the Practice Assessor these roles are in addition to those listed in the Practice Assessor section. In agencies where the Mentor is a different person from the Practice Assessor their role is to support and enable the student. The responsibility for mentoring arrangements rests with the operational staff in each agency. The recommended allocation of mentoring time is three hours per student per unit.

The Mentor will:

- Complete a Programme Mentoring Agreement with the student.
- Liaise with the student, Practice Assessor/Line Manager and Tutor (where necessary).
- Meet with the student within agreed time-scales, through:
  - One-to-one mentoring and/or group learning
  - Telephone contact
  - Reading draft submissions
• Clarify outstanding and ongoing issues relating to the programme.
• Refer to the Programme Director or personal tutor if necessary, in respect of any particular barriers to student learning.
• Advise on preparation and content of programme assignments (though final responsibility for the submitted work rests with the student).
• Liaise with the Line Manager to assist in the identification of suitable practice learning opportunities.

The role of the Personal Tutor

Taught postgraduates are assigned a Personal Tutor within the School for Policy Studies to whom they can turn for help and advice on both academic and personal matters. It is recommended that Students and Personal Tutors have contact (face-to-face, phone, email) at least once per term (in other words, three times in the academic year).

The primary role of the Personal Tutor is to provide advice and to refer the student to specialist agencies where appropriate. The Personal Tutor is expected to make contact with his/her tutees during induction week (or within two weeks of initial student registration) and subsequently at least once per term, as required.

The Programme Director oversees the Personal Tutor system on the Programme. The allocation of Personal Tutors to tutees will take account of staff workloads and the student cohort.

Additional information at: http://www.bristol.ac.uk/esu/studentlearning/pt

It is important that you see your personal tutor at an early stage if:
• You believe your written work and attendance is being affected by some problem;
• You wish to suspend studies;
• You are reported to the Faculty Progress Committee as an unsatisfactory student;
• You fail a unit;
• You need to negotiate an extension
Students' responsibilities and expectations about study and attendance

The MSc in Advanced Social Work with Children and Families is a part-time, modular programme. As an adult learner the teaching emphasis will be on your own motivation to learn, so you will need to take positive responsibility to plan your work and organise your time effectively. In addition to your personal tutor, all the teaching and assessment staff connected with the course will, of course, help and advise you where possible, but the primary responsibility lies with you. Regarding the overall workload for each unit, the programme recognises that learning will take place in the workplace, whilst undertaking routine social work tasks, and the importance of this is valued as part of the overall experience.

Students will be expected to prepare and deliver presentations on relevant topics as part of their work in seminar groups.

**Full attendance is expected for all teaching sessions, seminar groups and any other timetabled sessions. Students must achieve a minimum of 80% attendance on each of the taught units to meet the requirements of the programme.** Attendance registers must be signed for all sessions and details of students’ attendance may be notified to their sponsoring authorities. Students must account for any absence, completing an absence form for each session missed and clearly setting out any exceptional circumstances. Please see section 7 for further information about absence due to ill-health and self/medical certification. If the absence is due to work commitments a letter is required from your manager confirming the circumstances and reasons for absence.

Students are expected to make up the work from any missed sessions. And agency partners have agreed that in the rare event that a student may be required to miss teaching for work reasons, they will be allowed additional study leave to make up the time lost.

**Students who are absent for more than 20% of any unit will fail the unit unless there are exceptional circumstances to justify the absence.** In such circumstances, an alternative will be considered to allow the student to meet the learning outcomes for the unit. This may, at the discretion of the Examination Board, include submission of an additional piece of assessed work to address relevant learning outcomes, attendance at missed sessions when the unit is next offered, repeating the teaching block, or other responses as appropriate.

**Any student who is concerned about being able to meet the attendance requirements is strongly advised to contact their tutor to discuss their situation at the earliest opportunity.**

As indicated earlier, students should be aware that when enrolled on the course they are part of a partnership programme and not simply registered with the University of Bristol. Consequently, it is regarded as good practice that their progress may be monitored and discussed, within appropriate bounds of confidentiality, between University staff and staff representing the employing organisation.
3.10 Academic Staff Involved on the Programme

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>David Berridge</td>
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3.11 Mandatory Units (2014-15)

**Registration and Induction Day (1 day)**

Convenor: Danielle Turney

The Registration and Induction Day acts to formally introduce students to the School and University via a one-day programme of information sessions and events. The morning offers a general introduction to the Programme and concludes with registration for all new students. In the afternoon the focus is on preparation for the Child Development, Health and Wellbeing unit, which includes a child observation element. **Attendance is required by all students who will be taking this unit in 2014-15.**
Child Development, Health and Wellbeing

SPOLM0025  
20 credit points

Convenor: Danielle Turney

Unit Aims: This unit will enable students to:

- Extend their knowledge of, and ability to apply, child development and relevant theoretical perspectives, such as attachment theory
- Understand and evaluate the developmental needs of children and young people and the factors that promote and those that hinder optimal development
- Develop their knowledge of child observation methods and their application to practice
- Broaden their appreciation of individual, family and environmental factors that adversely affect parenting capacity and impact on child well-being, health and development.

Learning Outcomes:

On successful completion of this unit, students should be able to:

- Demonstrate a systematic understanding of, and ability critically to appraise, current thinking in child development
- Evidence critical awareness of new insights in the field, including contemporary debates in neuroscience in relation to child development
- Understand and apply knowledge of the effects of trauma on children’s health, development and well-being, and show a critical appreciation of factors that support resilience in children and young people
- Critically reflect on the relationship between parenting/care-giving and development
- Critically appreciate the ways in which vulnerability to poverty and social exclusion affect particular groups, and the impact of these experiences on parenting capacity and children's developmental outcomes.
- Demonstrate skills of child observation underpinned by a critical awareness of different methodological approaches
- Demonstrate critical understanding and application of core social work values, including anti-oppressive practice, child-centred practice and service user perspectives.
Methods of Teaching and Learning

The unit will combine lectures, seminar discussion and practical exercises. Students will also undertake six observations of a nominated child.

Methods of Assessment

A reflective assignment of 3500 - 4000 words based on a series of observations of a nominated child. The assignment will require the student to demonstrate advanced understanding of relevant child development theory and research and its critical application in practice.

Students will be expected to submit supporting practice evidence; all practice-based elements of the assessment are must-pass but zero-weighted.

Key Reading


Unit Aims:

This unit provides an opportunity for students to update and extend their knowledge of law and policy as they relate to social work with children and families. The unit aims to:

• Provide a critical overview of developments in law relating to child welfare, including reference to youth justice and the legal framework addressing asylum seeking and young people who are refugees and other groups of children who may come into contact with social services.

• Critically examine the policy context for current practice with children, young people and families

• Enhance and extend students’ theoretical understanding of key current issues affecting child welfare, for example the impact of poverty and social exclusion

• Explore the application of human rights provisions in complex situations that arise in children and families social work.

Learning Outcomes:

• On successful completion of the unit, students should be able to:

• Understand, critically analyse and apply current legal provisions in relation to child care and child welfare

• Demonstrate critical appreciation of the legal context affecting the different groups of children or young people who may come into contact with social work services.

• Interpret and use legislation and guidance to protect and/or advance people's rights and entitlements

• Critically appraise and choose from available options in complex legal situations and promote best practice in supporting human and civil rights

• Demonstrate critical understanding and application of core social work values, including anti-oppressive practice, child centred practice and service user perspectives.
Methods of Teaching and Learning

The unit will combine lectures, seminar discussion and practical exercises.

Methods of Assessment

3500 – 4000 word written assignment, critically analysing a complex scenario involving the application of detailed legal provisions.

Key Reading


http://www.bristol.ac.uk/law/research/researchpublications
Assessment, Risk and Decision-Making

SPOLM0024  20 credit points

Unit Convenor: Dendy Platt

Unit Aims:

This unit focuses on a critical examination of current research and theoretical knowledge related to the assessment of children and families and its application to practice. It aims to:

• Consolidate students’ knowledge and skills in relation to risk assessment and the assessment of children and families with a range of complex needs, including assessing whether to reunite, with their parents, children who have been in the care system.

• Develop students’ theoretical and practical understanding of, and skills in, decision making in complex and challenging situations

• Explore interagency working and decision making within professional networks in the context of risk

• Consider theory and practice in relation to the involvement of service users in decision making

• Support and enhance the development of skills in analytical and critical thinking in assessment

Learning Outcomes:

On successful completion of the Unit, students should be able to:

• Demonstrate critical understanding of current frameworks for, and approaches to social work assessment of children, young people and families, and apply this understanding and analysis in the practice context

• Critically appraise different approaches to risk assessment and the use of risk assessment tools in practice

• Evaluate and explain the factors that support or hinder inter-professional decision making in situations of risk

• Critically evaluate the range of theoretical, conceptual and practical issues affecting parental engagement with services, when children may be at risk of harm, and apply this understanding appropriately to practice

• Devise approaches to support constructive decision making with service users, where possible
• Demonstrate critical understanding and application of core social work values, including anti-oppressive practice, child-centred practice and recognition of service user perspectives

**Methods of Teaching and Learning**

The unit will combine lectures, seminar discussion and practical exercises.

**Methods of Assessment**

Summative assessment will consist of:

- A reflective assignment (3500 – 4000 words) critically analysing a piece of complex assessment work. The assignment should demonstrate advanced understanding and critical application of relevant theory, research and practice knowledge. Documentary evidence from the practice context will be required alongside the assignment.

- Assessment through observation of a relevant aspect of the student’s practice by a practice assessor. This assessment will be based on criteria linked to the Professional Capabilities Framework.

The assignment will be marked and graded. The observation of practice will be assessed on a Pass/Fail basis; all practice-based elements of the assessment are must-pass but zero-weighted.

Both pieces of work must be passed to gain the credit points for the Unit.

**Key Reading**


Social Work with Children and Families with Complex Needs

SPOLM0021 20 credit points

Convenor: Danielle Turney

Unit Aims:

The unit will enable students to:

• Examine and evaluate the current research and practice context of work with children in need, children in need of protection, children looked after by public authorities, and issues around reunification.

• Apply in practice a critical understanding of the impact on children and families of domestic violence, drug and alcohol misuse, parental mental ill-health, learning disability, and managing complex medical/health needs, and familiarise themselves with current knowledge about effective evidence-based interventions.

• Evaluate the effects of poverty, marginalisation, and social exclusion on children and families.

• Explore best practice in working in partnership with parents/carers and children, the role of social work values, of service user perspectives, and the place of social work in relation to minority groups.

Learning Outcomes:

On successful completion of the unit, students should be able to:

• Understand and critically evaluate the range of social care provision for children in need (including those in need of protection) and their families within the current policy context.

• Critically analyse key theoretical and research perspectives on child neglect and child abuse.

• Evidence a critical awareness of a range of factors that can adversely affect parenting capacity, such as domestic violence, substance misuse, parental mental illness, and parental learning disability.
• Demonstrate a thorough understanding of evidence-based interventions and their appropriate use to address identified needs and promote best outcomes for children and their families/carers

• Critically evaluate the evidence for best practice with children looked after by the state, reunifying children, and children placed for adoption.

• Demonstrate critical understanding and application of core social work values, including anti-oppressive practice, child-centred practice and recognition of service user and carer perspectives.

Reading and References:


3.12 OPTION UNITS

THE FOLLOWING OPTIONS WILL BE OFFERED IN 2014/15:

Advanced Practice with Looked After Children: Adoption, Fostering and Kinship Care

SPOLM0023 20 credit points

Convenor: Danielle Turney
Unit Aims:
Within a broad understanding of theories and models of child welfare, this unit aims:

• to examine the evidence base for permanency planning and to consider the different ways permanency can be provided for children in care

• to consider the most recent evidence on kinship care, long-term fostering and adoption

• to understand factors that can lead to poor outcomes for children including poor well-being and placement breakdown

• to explore the evidence base for contact and issues associated with the quality and purpose of contact

• to consider the current evidence on what is known about interventions that are effective in supporting parents and substitute cares

Learning Outcomes:
By the end of the Unit, students should be able to:

• Understand the development of permanency planning as the framework for all social work practice, its theoretical underpinnings, and critiques of the approach.

• Identify the different models of providing permanency planning in the UK.

• Consider the evidence base for choosing adoption, special guardianship, long term fostering or kinship care placements and be able to identify the strengths and weaknesses of each type of placement

• Understand how stability has an impact on children's development and longer term health outcomes and be able to use this understanding to promote children's rights and best interests.

• Be aware of current evidence on children's contact with their families and be able to plan contact that will be in the best interest of the child.

• Understand why placements break down and how practice could be improved to reduce the stress on adoptive, foster and kinship families

• Identify evidence-based strategies to support adoptive/foster/kinship families under stress
Reading and References:


Leadership and Management in Social Work

SPOLM0029  20 credit points

Convenor: Danielle Turney

Unit Aims:

The Unit is aimed at team managers within local authority children’s services and other social work staff within children’s services who provide professional supervision and/or are working towards taking on management responsibilities. It is designed to:

• Develop students’ understanding of leadership and management in social care services for children and families, and of the factors that support effective team work

• Examine best practice in relation to professional supervision

• Support the development and improvement of leadership and management skills

• Explore current theoretical ideas about innovation and change management, and their application to practice

• Promote reflective practice and professional/organisational learning

• Critically consider relevant current research knowledge to support ethical decision-making in complex childcare practice
• Contribute to personal and professional development of both new and experienced team managers and supervisors

Learning Outcomes:
On successful completion of this unit, students should be able to:
• Demonstrate knowledge and understanding of theories of management and leadership and relate these to their professional context
• Critically evaluate different approaches to professional supervision and organise and implement appropriate supervision strategies
• Critically appraise theories of organisational change and their application to practice
• Demonstrate a critical understanding of factors that build and sustain effective team work
• Critically reflect on the application of social work values within a management role

Key Reading and References:

Philosophy and Research Design in the Social Sciences*
SPOLM0013 20 credit points
Convenor: Demi Patsios
(* Note: This unit is available annually)

Unit Aims:
The unit aims to provide foundation knowledge and skills for the design of research in the social sciences, including an appreciation of philosophical, practical and ethical issues. Students will apply these in the particular context of their own discipline.
Learning Outcomes:

- Have an understanding of the differing philosophical bases of social science research.
- Appreciate the relevance of social science theories to the design of research.
- Understand the principles and processes of research design
- Appreciate a range of ethical issues in the design and conduct of social research.

Methods of teaching

Teaching will take place over a three-day block. The unit will combine lectures, demonstration and class/group exercises.

Methods of assessment

*Formative assessment:* Group exercise/presentation (15 min.) on principles and processes of research design with verbal feedback from unit convenors.

*Summative assessment:* Completion of a 4,000-word essay. The essay should demonstrate that the student has a clear understanding of: the relevant epistemological and theoretical debates underpinning policy and practice research, the research process and the relationship between policy making, policy implementation and policy/practice research.

Key readings


**Researching Child and Family Welfare**

**SPOLM0011**

Convenor: David Berridge

This unit focuses on research with children, young people and families and their relationships with education, health and welfare services. It is taught by researchers in the School for Policy Studies who have undertaken significant work for government and charitable foundations on the processes and outcomes of children’s services, including adoption and fostering, safeguarding children, residential care, family support and services for disabled children and their families. The unit considers a range of advanced research methods and does so by applying them to child welfare studies in which they have been used. The use of quantitative and qualitative methods will be exemplified. Ethical issues in research concerning children are explored in detail together with skills in engaging children and families in research.

**Learning Outcomes**

On successful completion of this unit students should be able to demonstrate:

- An understanding of the political, social, and ethical context for research in relation to child and family welfare
- Knowledge of the advantages and disadvantages of different methods for understanding users’ and carers’ experiences of services and the outcomes of those services
- An understanding of the difference between research on children and research with children and young people
- An understanding and skills in the process of ensuring informed assent and consent from children and young people, and their carers, to participate in research
- The acquisition of basic skills in understanding children’s, including disabled children’s views and experiences, using a variety of methods including interviewing and observation.

**Methods of Teaching**

Teaching will take place in 12 x 1.5 hour sessions over a three-day block. The unit will combine lecture, seminar discussion and practical exercises.
Methods of Assessment

A written assignment of not more than 3,500 words that requires the student to demonstrate an understanding of the political, social, and ethical context for research in relation to child and family welfare, to justify an appropriate methodology for researching a selected topic, and to discuss the skills required for the methods proposed. Students often apply this to their dissertation topic.

Initial Reading


Further information about each unit will be available in the Unit Handbook.
4. **ADMINISTRATION AND COMMUNICATION**

**University Card**

Your UCard (University Card) is also your Library card and should be available for collection from Faculty Registration on the Introductory Day if you have uploaded your photo in time. Keep this card safe as it allows you access to important areas around the University and shows you are a University of Bristol student. The first time you use your UCard you will need to initialise it by holding it against a card reader for 10-15 seconds, while the system checks your card details. You should **carry your UCard at all times** when you are on the University precincts at Bristol and do not give your UCard to anyone else, or allow anyone else access to buildings or facilities using your card. You can find out more about your UCard at [www.bristol.ac.uk/cardservices/](http://www.bristol.ac.uk/cardservices/).

**Blackboard**

The School uses the Blackboard virtual learning environment as the principal medium for delivering supporting materials for its teaching programmes. There is an overall Blackboard site for your programme, which is used for general administration and communication. You will be expected to submit your essays through this site (see the section below on ‘Essay submission using Blackboard’).

As well as the programme site, each unit on a teaching programme has its own Blackboard site and you should expect materials associated with each unit you are studying to be available on the site. Lecturers will normally provide printed handouts or photocopies of supplementary materials in class.

When a lecturer distributes paper handouts in class, the materials should subsequently be available on Blackboard, unless there are technical or copyright reasons why this is not possible.

The Blackboard site associated with each unit should contain:

- the unit outline, including lecture programme, class topics (if appropriate, and reading list
- the requirements and tasks set for all types of written assignment
- copies of any Powerpoint presentations associated with lectures
- any written materials associated with classes (eg. briefings for class exercises, where relevant)
- any messages from the unit convenor regarding changes to arrangements.

It may also have other resources like external links or additional reading. Some units may have discussion boards and fora, but these depend on how the unit convenor wants to use their Blackboard site.
Access Blackboard through your ‘MyBristol’ page, which you reach from the University home page. It is on the ‘Course’ tab at the top of your home page. Accessing via MyBristol means you are logged in to the system.

If you experience problems accessing or using Blackboard, please contact bb-help@bris.ac.uk. Questions about the content of a Blackboard unit site should be addressed to the contact point for that unit (usually the unit convenor).

5. ASSESSMENT

General principles

The programme’s assessment procedures reflect the University’s Examination Regulations, available at: www.bris.ac.uk/secretary/studentrulesregs/examregs.html and the University’s Assessment Guidelines and the Regulations and Code of Practice Taught Postgraduates, available at www.bristol.ac.uk/esu/assessment/

Marking criteria and scales

For full information, see sec. 20 of the Regulations and Code of Practice for Taught Programmes.

The marking criteria provided below describe in broad terms the considerations that inform the decisions of examiners. The details of each unit will identify for you any more detailed and specific marking criteria for that unit.

| 80-100% Distinction | • Work is worthy of publication or dissemination as appropriate to the field.  
| | • Clear evidence of originality and independent thinking, as appropriate to the task.  
| | • Exceptional in-depth knowledge across specialised and applied areas of relevant literature, policy and conceptual issues as appropriate to the task.  
| | • The work is very well written and presents an excellent synthesis of appropriate available information, coherently structured and draws valid conclusions.  
| | • Outstanding evidence of acquisition of relevant skills and their application.  
| | • Excellent presentation including the consistent use of an appropriate referencing system. |
| 70-79% Distinction | • Commanding knowledge of relevant literature, policy and conceptual issues appropriate to the field.  
| | • Evidence of originality and independent thinking, as appropriate to the task.  
| | • Demonstrates the ability to make good judgements and draw valid conclusions, as appropriate to the assessment task.  
<p>| | • The work is very well written and presents an excellent synthesis of |</p>
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| 60-69% Merit | Good knowledge of relevant literature, policy and conceptual issues appropriate to the field.  
Material from relevant sources is carefully and critically selected, interpreted, compared and evaluated.  
The work is well written and presents a good synthesis of appropriate available information, coherently structured.  
Draws valid conclusions.  
Good evidence of acquisition of relevant skills.  
Very good presentation including the consistent use of an appropriate referencing system. |
| 50-59% Pass | Adequate understanding of relevant literature, policy, available information, and conceptual issues appropriate to the field.  
Some interpretation, evaluation and comparison of sources is attempted but not pursued in depth.  
Adequate synthesis of available information but analysis of underlying principles and themes not developed, valid but limited conclusions.  
Work is coherent and adequately structured.  
Evidence of acquisition of relevant skills.  
Good presentation including the consistent use of an appropriate referencing system. |
| 40-49% Fail | Demonstrates a limited understanding of relevant literature, policy, available information, and conceptual issues appropriate to the field.  
Demonstrates clear but limited attempt to become acquainted with relevant source material and draw relevant conclusions, but draws conclusions that do not all follow logically from the work undertaken.  
Work is not fully coherent, poorly structured, and indicates that key concepts are generally not understood.  
Little evidence of acquisition of relevant skills.  
Poor presentation including inconsistent referencing.  
Changes required to content and/or structure and presentation in order to achieve a pass on resubmission. |
| <40% | Makes little attempt to become acquainted with relevant source material.  
Does not draw conclusions or if it does then they consist of unsupported assertions.  
Work is not coherent, very poorly structured, and indicates that key concepts are not understood.  
Little or no evidence of the acquisition of key skills.  
Very weak presentation.  
Major changes required to content, structure and presentation in order to achieve a pass on resubmission. |
Marking procedures

Generally, the assessed work for units on this Programme is single-marked by academic assessors, with a process of internal moderation covering a sample of each group of assignments.

For all assessed work, students receive a percentage mark and comment sheet giving feedback on the work.

Please note that all marks are recommendations by the markers to the Examination Board and are therefore provisional until confirmed at the Examination Board.

Note: Unit assignments are checked through Turnitin for suspected plagiarism.

Confirmation of marks and student notification

All summative unit assessments are confirmed by the Programme Examination Board, which is held twice yearly (once in July and once in September). Following confirmation of the marks (and the assessment of any penalties) students are notified via email that their unit assignment marks have been ratified. Students can then check these through the MyBristol portal. Students will only receive a letter from the Programme Administrator if there have been any penalties assessed for lateness or over word length or in instances of suspected plagiarism. Final awards are first recommended by the Programme Examination Board and then decided by the Faculty Board of Examiners, who are also informed about any potential issues regarding student progression.

Referencing

It is essential that you acknowledge the sources of your information and it is very important to get their referencing right. This is one of the criteria on which your work is assessed. The School expects a high standard of technical detail and accuracy, especially for the dissertation which is a public document.

The purposes of referencing are to:

- show that you can locate your work in the context of existing thought and writing (commonly referred to as "the literature"). It is never acceptable to say "research has shown ..." and then fail to cite any books, articles or reports.
- acknowledge that you have drawn on the arguments and evidence of other writers.
allow the reader (or marker) to check the original source of evidence or argument, for example if you cite something that the reader finds particularly contentious or surprising. It is for this reason that you must be as precise as possible.

A complete list of all references contained in essays, dissertation or project reports must appear at the end of the assignment. You should be sure to go through the text painstakingly and check them off. Please note that you are asked for a reference list not a bibliography. You should not include publications which you have looked at but not actually referred to in the text.

For the School for Policy Studies, the standard system used is the Harvard system of referencing, which uses (name, date) in the text, and an alphabetical list of citations at the end. This is the one most commonly found in social science texts and journals and is the most flexible to use, though it may be slightly different from the ‘house style’ of some publications. Unless you are told otherwise by your programme staff, assume that you must use the Harvard system of referencing in your assessments. Appendix 2 gives you a basic guide to using the Harvard system, and you can find further help at the following websites:

- library.leeds.ac.uk/info/200232/referencing.
- iskillzone.uwe.ac.uk/RenderPages/RenderConstellation.aspx?Context=10&Area=8&Room=25&Constellation=39 provides a list of resources for help with referencing using different standard styles.

Plagiarism

Passages quoted or closely paraphrased from other authors must be identified as quotations or paraphrases, and the sources of the quoted or paraphrased material must be acknowledged. Use of unacknowledged sources may be construed as plagiarism. More information about plagiarism can be found at: www.bristol.ac.uk/esu/studentlearning/plagiarism/

The Library also provides Plagiarism information and advice found at: http://www.bristol.ac.uk/library/support/findinginfo/plagiarism/.

Please also look at the Faculty Postgraduate Handbook where there is a more detailed explanation section of what we consider to be plagiarism, and at the University Regulations and Procedures Relating to Plagiarism which can be found at: www.bristol.ac.uk/esu/studentlearning/plagiarism/.
It is your responsibility to read these!

You will see from these that there can be very serious consequences, including the possibility that you would not be awarded a degree at all, or that your degree classification would be lowered. Some of the very serious forms of plagiarism may be treated as disciplinary offences. Because of the seriousness with which we regard plagiarism, we scrutinise work submitted for assessment using the Turnitin Plagiarism Detection software. For this reason you are required to submit all work electronically, through Blackboard.

**NB:** The extensive use of material which you have written as part of an assignment for one unit in another unit assignment (whether at this university or another university) is ‘self-plagiarism’. It is easily detected by Turnitin. In Master’s programmes, there is sometimes an overlap in assignments, for example because they may ask you to develop a research proposal. Clearly, you must not submit essentially the same proposal for more than one unit. However, you may draw on this material for your dissertation, so long as your unit assignment is clearly referenced at the beginning and end of the included material. For example, you might write:

“The policy context/theoretical framework/methodology [as appropriate] discussed in the following section was previously presented as part of my/the author’s assignment for Further Qualitative Research.

…[at the end of the section] (Author, FQual assignment, 2013).

Subsequent reflection on this proposal suggested that…[new material].

If you are uncertain about self-plagiarism, you are strongly advised to speak to your personal tutor, dissertation supervisor or the programme director.

**Plagiarism procedures**

Where a case of suspected plagiarism is identified, a decision is made about whether it is to be considered major or minor. For major cases, the student will be invited to appear before a Faculty plagiarism panel. For minor with the student will be interviewed within the School.

**Essay submission using Blackboard**

You must submit all essays through the relevant essay submission area in Blackboard by the deadline. **In addition**, you will need to provide **one printed copy of each essay and any accompanying documents** (eg Practice Assessor Report, if required; practice evidence; etc. The print copies should be submitted to Chris Rushton.
You will be enrolled onto the relevant submission area in Blackboard. There will be instructions in this area as well as a test area for you to practice with before you submit your first essay. Please contact the Programme Administrator if you cannot see the essay submission area in your Blackboard course list.

Please be aware that all essays are processed through the Turnitin Plagiarism Software Detection Service. You can find out more about this at: http://www.bristol.ac.uk/esu/e-learning/support/tools/turnitin/. You are required to submit an essay through Blackboard in one of the following formats:

Word file (.doc)
Rich text format (.rtf)

Before you are able to submit you are required to complete an electronic checklist which includes a plagiarism declaration and also asks you to confirm that the essay is the final version and in the correct format, that you have used only your candidate number and included a word count. Please note that the word length will be checked.

**Dissertation submission**

Dissertations must also be submitted via Blackboard. Please note that two bound paper copies of the dissertation are also required. Further instructions about format and binding are provided in a separate Dissertation Handbook.

**Penalties for late and overlength submissions**

Assignments that are submitted late, with no agreed extension, or after the date of an agreed extension, are subject to penalties. You will lose one percentage point for every three days (or part of three days) late, up to a maximum of 15 days late (5 points). After 15 days, the assignment will be treated as a failed submission. You will be permitted to resubmit, once, for a capped mark of 50%.

Assignments that are overlength are also subject to penalties. You will lose one percentage point for every 300 (or part of 300) words. If the penalty takes you below the pass mark, you will be permitted to re-submit, once, for a capped mark of 50%.

**Resubmission**

Students normally are allowed to resubmit each failed assignment once for a capped mark of 50%. In order to be permitted a second attempt (i.e. re-sit) in any failed unit(s), taught postgraduate students must gain at least half of the credit points (i.e. 60 credit points) in the taught component by achieving the pass mark at the first attempt AND must have satisfied any additional criteria at the time they are considered by the progression board, or equivalent (see sec. 31 of Regulations and
**Student Progression and Completion in Taught Postgraduate Modular Programmes**

Students must satisfy certain minimum criteria to be allowed to progress from the taught component of the programme to the dissertation. In other words, they must pass the necessary units before they are allowed to take the dissertation. The following paragraphs summarise these requirements. For full information, see sec. 31 of the [Regulations and Code of Practice for Taught Programmes](#). In the event of any discrepancy between this summary of the arrangements, and the University Regulations and Code of Practice, the Regulations and Code of Practice will take precedence.

Students must achieve the pass mark for the unit (normally a mark of 50 out of 100 at postgraduate level) and meet any additional criteria, if applicable, to be awarded the associated credit. The criteria for the award of credit points, and an explanation of how the award of credit may be affected by criteria additional to marks in an examination or other formal assessment, are described in the relevant unit and programme specification and communicated to the students in advance of the commencement of their study of the unit. Students must gain at minimum half the credit points of the programme at the first attempt, and pass all the units by the second attempt, although some exceptions are allowed in certain circumstances (see below).

A student who is not awarded the credit for a unit may be permitted a second attempt to achieve a satisfactory standard to progress (i.e. a ‘re-sit’). A “re-sit” need not be in the same form as the original assessment, as long as it: tests the same learning outcomes, does not compromise any competence standards; and applies to the entire cohort of students who are undertaking the re-assessment.

A re-sit examination should normally take place as soon as possible after the learning experience, while re-submission of essays and coursework should normally be within 4-6 weeks for full-time taught postgraduate students.

In order to be permitted a second attempt (i.e. re-sit) in any failed unit(s), taught postgraduate students must gain at least half of the credit points in the taught component by achieving the pass mark at the first attempt AND must have satisfied any additional criteria at the time they are considered by the progression board, or equivalent.

A student who does not achieve the specified additional criteria for a unit (regardless of the mark achieved) will be permitted a second attempt to meet the criteria in order to be awarded the credit for the unit.
If a student does not achieve the necessary requirements, s/he will be required to withdraw from the programme, with an exit award if appropriate, unless there are validated extenuating circumstances (see section 27 of the Regulations and Code of Practice for Taught Programmes). In exceptional circumstances, the relevant faculty Board of Examiners may permit the student to undertake a supplementary year (See section 27 of the Regulations and Code of Practice).

A flow diagram of the options available for the progression of students on taught programmes is available in annex 11 of the Regulations and Code of Practice for Taught Programmes.

**Programme Awards**

The **MSc** is awarded for the successful completion of six units (four mandatory and two electives) plus a dissertation (equivalent of three units) and can be taken in not less than two and not more than five years. We anticipate most students will take between two and three years to gain the MSc.

The **Diploma** is awarded for the successful completion of six units (four mandatory and two electives) but does not require a dissertation.

The **Certificate** is awarded for the successful completion of three units. Students should discuss with the Programme Director which set of units they would like to take, bearing in mind that at least two should be selected from the mandatory units.

The award of the MSc, Diploma and Certificate requires all assessed work to achieve a mark of at least 50.

**Final Programme Mark**

For full information, see sec. 34 of *Regulations and Code of Practice for Taught Programmes*.

The final programme mark is calculated by averaging the weighted individual unit marks, which are recorded to one decimal place. The overall final programme mark should be rounded to the nearest integer (up if 0.5 and above or down if below).

The weighting of each unit mark, in calculating the ‘final programme mark’, will correspond to the credit point value of the unit. See annex 13 of the Regulations and Code of Practice for Taught Programmes for an example of how to do this calculation.

An award with Merit or Distinction is permitted for postgraduate taught masters, diplomas and certificates, where these are specifically named entry-level qualifications.

An award with Merit or Distinction is not permitted for exit awards where students are required to exit the programme on academic grounds.
An exit award with Merit or Distinction may be permitted where students are prevented by exceptional circumstances from completing the intended award.

The classification of the award in relation to the final programme mark is as follows:

**Award with Distinction**: at least 65 out of 100 for the taught component overall and, for masters awards, at least 70 out of 100 for the dissertation. Faculties retain discretion to increase these thresholds.

**Award with Merit**: at least 60 out of 100 for the taught component overall and, for masters awards, at least 60 out of 100 for the dissertation. Faculties retain discretion to increase these thresholds.

**Pass**: at least 50 out of 100 for the taught component overall and, for masters awards, at least 50 out of 100 for the dissertation.

**Fail**: 49 or below out of 100 for the taught component overall or, where relevant, 49 or below out of 100 for the dissertation.

**MEDICAL AND OTHER EXTENUATING CIRCUMSTANCES**

If you feel your work has been affected by medical or other circumstances, you may notify the Exam Board and ask for extenuating circumstances to be taken into account. Please read section 27 of Regulations and Code of Practice for Taught Programmes. This will explain what we mean by extenuating circumstances and the procedures followed.

If you want to present a case to the Exam Board for extenuating circumstances to be taken into account in the treatment of your marks, you must do so on the Extenuating Circumstances form which you can find on the Programme's Blackboard site, in advance of the Exam Board meeting. Such cases are considered by a small subgroup of the Exam Board (Special Circumstances Committee), which then makes a recommendation to the full Exam Board. All such cases are dealt with anonymously at the full exam Board.

Students must complete the University’s form for extenuating circumstances (available at: [www.bristol.ac.uk/academicregistry/studentforms/](http://www.bristol.ac.uk/academicregistry/studentforms/)) and submit the form to the relevant School or Faculty Office. The deadline for receipt of this form will be the day before the Programme Extenuating Circumstances Committee meeting. Relevant evidence must be provided.
ABSENCES, ATTENDANCE, EXTENSIONS AND SUSPENSIONS

Absences

If you are ill and unable to attend classes or submit work for any length of time, you must inform us. Please treat this as you would if you were in employment and unable to attend work; very similar rules apply about self certifying illness and when you need to obtain medical certification. Please refer to the guidance available on the Faculty website at www.bristol.ac.uk/fssl/current-students/forms/self-certification-and-guidance.doc, where you can also find downloadable self certification and medical certificate forms.

If you are an international student and so hold a Tier 4 visa, please be aware that it is important to keep us informed of any absence and the reasons for it, as we are required to report on points of contact with you.

Attendance and Progress Monitoring

All taught postgraduate students are monitored in terms of attendance and performance on the programme. Students are required to maintain a very good level of attendance and remain engaged with their programme of study.

This is defined as attendance at 80% of sessions of the programme unit.

Students who fail to maintain good attendance may be referred by the School to the Faculty. On the basis of the information received, the Faculty will contact the student to check on their status and/or make changes to their student status as appropriate to the circumstances (e.g. deem them withdrawn or suspended). Please note that where students are sponsored by their employers, attendance issues may be discussed with their sponsoring agency.

In order to fulfil its statutory obligations, Schools are required to monitor the attendance of Tier 4 students via expected contact points between students and their programme of study, and report on these monthly through an online monitoring system. Expected contacts may include, but are not limited to, the following:

- attendance at lectures, tutorials or seminars;
- attendance at test, examinations or assessment board;
- attendance at practicals, laboratory session or, clinical sessions;
- submission of assessed or un-assessed coursework;
- submission of dissertation/coursework/reports;
- attendance at any meeting with a supervisor or personal tutor;
- attendance at an appointment with a welfare advisor or an international student advisor;
- attendance on field trips.
Extensions

If you require an extension to a deadline for an assessment, you must request this in advance. Please look on the Programme’s Blackboard site for information about how you do this for your programme.

If you require an extension for your dissertation, which will mean you do not complete your programme of study at the normal time, this will need to be agreed by the Faculty Graduate Dean. Please see the Faculty Handbook, and website for information and request forms.

Please remember that deadlines for submission are set within the examination board timetable. Any extension for submission may have an impact on when your work can be received by an exam board and ultimately may affect whether you can complete your programme and so graduate within the normal timeframe.

Suspensions

The University expects students to complete their study in a single continuous period. However there are occasions when students need to suspend studies for a period. A suspension of study will only be granted where there are good grounds and supporting documentation, and will need to be agreed by the Faculty Graduate Dean. If you think you may need to suspend studies, please discuss this with your Personal Tutor or Programme Director as early as possible. Please see the Faculty Handbook, and website for information.

LIBRARY

Journals and government publications as well as many books that will be especially useful for the units you are studying are available on-line. Hard copies will mostly be found in the Arts and Social Sciences Library in Tyndall Avenue. However, you may also need to use the Medical School Library, the Social Medicine Library on Canynge Hall, the School of Education Library in Berkeley Square, and the Law Library in the Wills Memorial Building. You can find all of these on a map at www.bris.ac.uk/library/using/branches/maps.

Many books which are in heavy demand will have been put on Short Loan, transferred to the Temporary Reserve Collection or be limited to Library use only. Please make sure that you check well in advance the availability of books you need for essays or class presentations. Please use the Reserve facility in the catalogue if a book you want is on loan, books will be recalled for you, and the reservations list gives the Library information about which books it needs to buy extra copies of.

While the library does still have print journals you are likely to be using eJournals - online editions of journals - most of the time. Make sure you understand how to search for and use these.

You should also familiarise yourself with the online bibliographic databases and other resources available through the library, as these will help you locate the widest range
of academic reading material for your programme. Please take the time to explore the library webpages and find what is available. There are some helpful online tutorials that will help you use the library effectively at www.bristol.ac.uk/studentskills/content/ilitskills/tutorials/

The Library offers particular support to students who are part-time or distance based. You can find information about this at www.bris.ac.uk/library/using/addlibs/

Please discuss any Library queries with the Library staff on the Issue Desk and Information Point. If there are books you wish to see ordered or where you think additional copies might be helpful, please contact your programme director in the first instance.

INFORMATION TECHNOLOGY AND COMPUTING SERVICES

The Student guide to IT services (PDF) provides a full list of computing and IT services available to you as a University of Bristol student.

The University has provision for students in university residences to access the university network and the internet from their rooms. Please refer to the resnet site, www.resnet.bristol.ac.uk/

The University states that you will need a certain minimum level of IT skills to meet the requirements of your course. These are detailed in Appendix 3, and you should check that you can perform the tasks mentioned.

There are a number of computer suites available around the University precinct, some of which are open on a 24-hour basis. Further information on locations and access can be found at www.bris.ac.uk/it-services/locations/computerrooms/. The majority of the Faculty is wireless enabled. Signs show where there are wireless hotspots in the Social Sciences and Faculty Building at 8 Woodland Road.

Nothing should be saved on (nor deleted from) the hard drives on University PCs (this includes “Desktop”, “C” drive, “My Documents”). If you do save something in these locations, the University reserves the right to wipe it clean without letting you know. Bring your own, virus-free, memory sticks or writable CDs, (available from Students’ Union on Queens Rd – see Precinct Plan in Appendix 1) or use your allocated file space (100Mb) on the University o: drive (formerly the k: drive). To run the virus check facility right click on the Windows “Start” button, and select “scan for viruses”.

All students are eligible for an email account and most have an account set up automatically before they start their programme.

Students are encouraged to use MyBristol, the University of Bristol portal, for accessing university services (including Blackboard VLE, email, course and exam information) by logging into the portal at: portal.bris.ac.uk/mybristol/ from any internet connected system, no matter where they are in the world.
You are also encouraged to use the Student Remote Desktop. This service allows you to access the University from any computer with an Internet connection. You will have a full remote desktop, which works in exactly the same way as if you were sat at a PC on Campus. You will have access to your central filespace (o: drive, formerly the k: drive), most departmental file stores and all of the common University applications [www.bristol.ac.uk/it-services/advice/homeusers/remote/studentdesktop](http://www.bristol.ac.uk/it-services/advice/homeusers/remote/studentdesktop).

**OTHER INFORMATION**

**Study Time for Each Unit**

It is important that you understand how much work we are expecting from you as a student. The University guidelines state that one credit point is broadly equivalent to 10 hours of total student input. This includes teaching, private study, revision and assessments. Therefore a 20 credit point unit will normally require 200 hours of student time.

**Support for Learning**

Beyond the School, there are a range of resources available to you to support your learning. This webpage will give you access to a range of courses, workshops and online resources: [www.bristol.ac.uk/studentskills/cobs](http://www.bristol.ac.uk/studentskills/cobs).

In particular, the Student Development Unit runs a series of very good study skills workshops. These are open to students from all subject disciplines and provide opportunities to develop skills in:

- Critical thinking
- Essay writing
- Presentations
- Report writing
- Seminar skills
- Coping with exams.

All the workshops are free of charge and will be held in the Student's Union building. You can book places for these sessions online at [www.bris.ac.uk/studentskills/cobs](http://www.bris.ac.uk/studentskills/cobs). You'll need your university username and password to log in. From those pages you'll be able to view detailed course descriptions and book and cancel places.

The Careers Service provides career-orientated workshops, practice interviews and individual guidance as well as a variety of courses to help develop student employability at [www.bristol.ac.uk/careers](http://www.bristol.ac.uk/careers). It also offers support and resources to help students applying and considering placements, including a range of placement opportunities. In addition, the Careers Service has an extensive information and resources web site aimed specifically targeted at postgraduate students [www.bristol.ac.uk/careers/postgrads](http://www.bristol.ac.uk/careers/postgrads).
Another resource you may find useful is the Personal Development Planning (PDP), guide for students on learning from experience, enhancing learning through reflection, skills development and goal setting to enhance your future employability. [http://www.bris.ac.uk/careers/pdp/](http://www.bris.ac.uk/careers/pdp/).

If English is not your first language, you may be encouraged to get additional language tuition if you have only achieved the entry level language score (e.g., IELTS score 6.5). If you feel your language skills need improving then contact the Centre for English Language and Foundation Studies (CELFs), Students' Union Building, Richmond Building, 105 Queen's Road, Bristol BS8 1LN (see Precinct Map in Appendix 1). [http://www.bristol.ac.uk/english-language/](http://www.bristol.ac.uk/english-language/).

Their programmes will help you to improve your command of English in connection with (1) your subject area, (2) the study skills necessary for study in a British University, and (3) the 'social' English you will need to settle down and concentrate on your studies. This is especially important given our preference for less formal teaching methods. The International Office, including the International Advice & Support, International Recruitment and Study & Work Abroad teams, is located on the 2nd floor of the Students' Union Building. (see Precinct Map in Appendix 1). Their website is: [www.bristol.ac.uk/international/](http://www.bristol.ac.uk/international/)

The International Advice & Support team runs a comprehensive programme at the beginning of the academic year to welcome you to Bristol and to give you every opportunity to study successfully. They also offer immigration advice and general welfare support throughout your time at Bristol. When you arrive pick up a Welcome Pack available from the Welcome Lounge (in the Students' Union), which contains information about living in Bristol. The Student Services website also provides useful information for international students: [http://www.bristol.ac.uk/studentservices/](http://www.bristol.ac.uk/studentservices/)

### Additional Programme Costs

All students on taught programmes will need to purchase some materials associated with their programme during their time at the University. This will include basic stationery, photocopying and printing cards, course text books, computers and software, dissertation project costs, and possibly offsite visits. If you have any further questions about additional expenses for your programme, please contact the Programme Director.

### Student Complaints and Appeals Procedures

If a student has a complaint about any aspect of University life, it should be raised with an appropriate person at the earliest opportunity. Complaints that are dealt with informally at an early stage have the best chance of being resolved effectively. Students may raise complaints jointly if they wish. In the first instance you should raise a grievance, problem or complaint with the individual concerned. If this does not feel appropriate, or does not resolve the matter, please talk to your Personal
Tutor or to the Programme Director. You may also approach either the School Director of Learning and Teaching or the Head of School (Professor Alex Marsh).

If you wish to appeal about a decision of an exam board, you need to consult the University exam regulations at: www.bris.ac.uk/secretary/studentrulesregs/examregs.html. These explain the grounds for an appeal and the procedure to follow. Please talk to your Programme Director if you think you want to appeal an exam board decision.

If the matter cannot be resolved by talking to people within the School, you may also contact the Graduate Dean of the Faculty. Beyond the Faculty, you can contact the University Student Complaints Officer. Please read the information about student complaints and appeals in the Faculty Handbook and on the University Secretary’s website before taking any action: http://www.bristol.ac.uk/secretary/grievances/index

Disability

The University of Bristol and the School for Policy Studies have a commitment to encourage disabled students to study at the University and to respond to their needs, both academic and social. We aim to ensure that participation in all aspects of University life is full and successful for all students. The School for Policy Studies’ Disability Statement is Appendix 4 of this handbook.

Your Personal Tutor is your first point of contact if you are experiencing difficulties, but you can also contact the School Disability Advisor who is our Student Administration Manager, Ms Jacqui Perry. Outside the School, the University’s Disability Services provides information, advice and support. www.bristol.ac.uk/disability-services

Student Services and Useful Contacts

You can find regularly updated information relating to all aspects of your life at the university, including fees, accommodation, finance, and equal opportunities on the University’s student help pages http://www.bristol.ac.uk/studentservices/

Beyond Your Degree

Careers Office

The Careers Service office, located at 5 Tyndall Avenue can provide careers information and advice, and provide practical help in obtaining employment.

Many employers visit the University both to advise the Careers Service on the skills they are looking for in graduates and to meet and interview potential recruits.
**Doctoral Study**

The School offers opportunities for undertaking doctoral studies through the PhD or DScSci programmes. The School for Policy Studies is an exciting environment for postgraduate research. It particularly welcomes students wishing to pursue topics with direct relevance to national and international policy concerns and can offer supervision across a number of disciplines and subject areas.

Examples of thesis topics of recent/current students include:

- Combating labour market disadvantage among black and other ethnic minority groups;
- Justice in public policy: Hong Kong housing policy as a case study;
- The organisation of work and production: effects of workplace changes on personal, family and community life;
- The impact of human rights organisations in shaping UN policy;
- An ethnographic study of life in a male prison and the impact of prison culture on mental health;
- The production and control of social harm;
- Men and masculinity within a reproductive discourse;
- The new business of aid: the policies and politics of British Development Agencies and NGOs in Southern Africa;
- Domestic Violence in China;

For further details about postgraduate study in the School for Policy Studies, please visit: [http://www.bristol.ac.uk/sps/studying/](http://www.bristol.ac.uk/sps/studying/)

**South West Doctoral Training Centre**

The Universities of Bristol, Exeter and Bath have created the South West Doctoral Training Centre (SWDTC) which draws together the established research excellence of more than 770 academic and research staff at the three institutions. The SWDTC has been accredited by the ESRC and allocated 41 ESRC studentships annually. The SWDTC was recognised in the robust peer review exercise as strong in relation to both quality and quantity variables across the board and as particularly strong in the priority areas of Economics and Quantitative Methods. The collaboration at the heart of the SWDTC was recognised as adding value to the content and delivery of training.

For further information you may like to look at the following web sites:

[http://www.swdtc.ac.uk/](http://www.swdtc.ac.uk/)
[http://www.ncrm.ac.uk/](http://www.ncrm.ac.uk/)
APPENDIX 1: PRECINCT MAP AND TRAVEL INFORMATION

Main reception, 8 Priory Road (building 46 on the map)
The School for Policy Studies occupies buildings 45 thru 48 (see map).

Travel information
There are detailed maps and travel information available on the University's web pages.
APPENDIX 2: HARVARD SYSTEM OF REFERENCING

There are conventions to be followed when citing the work of others. We use the Harvard convention and the examples that follow are based on it. For example, you may want to let the reader know that you are aware of the work of particular authors, eg. Lewis and Meredith’s work about carers. You could indicate as follows:

‘Recent research on caring (Lewis and Meredith, 2011) suggests that .......’

You may also wish to include a short quotation from a book or article. In that case, you would write it, including the page number, as:

‘Recent calls to develop a “more caring, relationship-centred perspective” (Lewis and Meredith, 2011: 159) have attracted some interest .......’

Where you decide to use a longer quotation you should indent the quotation (without quotation marks) and put the reference at the end of the indent, eg:

Recent research suggests that professionals must appreciate the period of institutionalisation as part of the caring sequence and recognise the residual power of the primary caring relationship (Lewis and Meredith, 2011: 159).

Please note above how author, date of publication and page numbers are depicted. Please also note punctuation in the last example given. It is important that you always cite references when referring to the work of authors. It is never acceptable to say ‘research has shown ....’ and then fail to cite any books, articles or reports.

You should list your references at the end of assignments in alphabetical order of authors. If an author has more than one publication they should be listed in date order (earliest first). If the same author has more than one publication in the same year they should be in alphabetic order by title. The rules to remember when referencing are shown below:

For a book:

For an edited book:

For a book chapter:

For a journal:

Please note how the volume number and issue number when there is one (in this case volume 69, issue 1) and page numbers (571-585) for a journal are shown.

In the above examples, you will see that either the book title or the journal is italicised. These can also be underlined or in bold if preferred, but you must choose a preferred option and be consistent in its use. If there is an author with more than one publication in a year, list them as 1988a or 1988b, etc.
For a website:

An accepted standard for electronic sources has not yet been published by the body responsible for setting these standards. However, there is a consensus that references should include author, date of writing, date viewed and organisation name and that urls are underlined. An acceptable example follows:


Other references:

Unpublished sources, parliamentary acts, newspapers, images etc.

There are different guidelines available for each of these sources and you should take some time to find the correct usage, a resource list is available at the end of this section.

Unpublished sources should be stated as unpublished (eg unpublished Ph.D dissertation, University of Bristol). Date of publication and name of publisher is essential (eg Title (date) leaflet produced by XYZ pressure Group, Exeter, UK).

You may have to refer to work you have come across only through reading about it in another book or paper. Secondary referencing is discouraged and should only be used when you are unable to obtain a copy of the original source to read. You should cite it as “(Bowlby, 1979, cited in Trevithick, 2012)” and in the reference list you should give the original work and the secondary source in full, again linked with the words “cited in”.

Sometimes you will have read more material than you have finally mentioned in your essay. Although this may be an essential part of your understanding of the subject, these do not need to be included in your reference list.
APPENDIX 3: ESSENTIAL IT SKILLS

The University states that you will need a certain minimum level of IT skills to meet the requirements of your course. These are detailed below.

You should able to:

Windows
- Use a mouse and keyboard
- Start a word processor from the Start button
- Type a few lines of text
- Use a scroll bar to move up and down a page
- Choose a command from a menu and an icon (button)
- Make a window bigger, smaller or close it
- Open, save and close a file
- Store files, find them again, create folders, and organise your files (very important!)

Email
- Sign in to an email package
- Send, read and respond to email
- Delete unwanted email

Using the web
- Use a web browser (eg, Internet Explorer) to view a website and follow links
- Use a search engine (eg, Google or Altavista) to find information on the World Wide Web
- Type URLs (addresses of websites)

Word (basic)
- Type text
- Format text – eg, bold, italics, underline, and size
- Apply landscape page orientation
- Align text – left, centre, right
- Use Print Preview
- Print
- Copy or move text
- Automatically check your spelling

Word for assignments
- Format paragraphs: indents, space between lines and paragraphs
- Create tables
- Add headers and footers
- Add page numbers
- Add footnotes and endnotes

In addition to these skills there may be others that will be required of you to prepare assignments for your programme. If this is the case, your programme will provide resources to support you with these.
APPENDIX 4: INFORMATION FOR DISABLED STUDENTS

The University of Bristol has a commitment to encourage disabled students to study at the University and to respond to their needs, both academic and social. It also aims to ensure that all students are able to participate in all aspects of University life fully and successfully. The Equality Act 2010 requires that people have equal opportunities to benefit from, and contribute to, the learning and services available in higher education institutions.

Since some people may not self-define as disabled (for example if they have dyslexia or mental health difficulties), we want to make it clear that this section provides information intended to be relevant to people with a range of impairments whether or not they consider themselves disabled.

Accessibility and Practical Issues

The School for Policy Studies complex consists of 5 buildings (6, 7, 8 Priory Road, 10 and 12 Woodland Road). All buildings except No 12 Woodland Road are partially accessible. The Reception area in 8 Priory Rd, the programme offices in 6 Priory Rd and some teaching rooms in the complex are fully accessible. The main School entrance in 8 Priory Rd has automatic doors and is generally staffed by the School’s Receptionist who will be able to assist you with access to other parts of the complex. Accessible toilets are available in all of the School’s buildings, however those in nos 10 Woodland Rd and 6 Priory Rd are accessible via basement entrances only. The toilets on the ground floors of no’s 7 and 8 Priory Rd are more easily accessible.

Some teaching is likely to be outside of the SPS complex in nearby modern blocks with level access/lifts, and accessible toilets. It is recommended that students with mobility or other impairments visit the School at an early stage. Please contact the Administrator for your programme to make the necessary arrangements.

The University’s buildings are extremely diverse, and include both purpose-built properties and buildings converted from other uses. This means that wheelchair access into and within buildings is variable and access for students with mobility impairments can be restricted. The University will make every effort, where practicable, to improve access to its buildings, but cannot guarantee that all of them will be completely accessible.

There are car parks in several locations in the precinct, as well as at Halls of Residence, and some of these have designated spaces for disabled drivers. It is generally possible to make arrangements for individual students, enabling them to have a reserved space reasonably close to their academic department.

The Arts and Social Sciences Library has level access at ground floor level with access to a staff lift for disabled users within the Library. For further information see http://www.bristol.ac.uk/is/info/disabledusers/
Course Material & Assessment

It is possible to provide alternative formats of course materials, e.g. large print, electronic format, coloured paper, Braille.

Reasonable adjustments may be considered and agreed by the School. For example, extensions for assessed work can be negotiated and alternative arrangements for examinations can also be made.

Support Services

University

The University’s Disability Services offers support for disabled students. It provides:

- Confidential information, advice and guidance
- A personal Disability Support Summary detailing agreed support arrangements for individual students
- Access to support where funding is in place, for example; note taking, interpreters, study skills or mentoring
- Advice on accessing and managing the Disabled Students’ Allowance
- Liaison with academic schools and other services to advise on reasonable adjustments

Many home/UK students are eligible for support from a non-means tested government fund called the Disabled Students’ Allowance or DSA. This can fund equipment and help such as note-takers and mentors to help support the study related needs of an eligible student. The support available is determined by a needs assessor external to the University and is personalised to every student. Where a student does not apply for the DSA, the support students may receive in addition to the anticipatory or reasonable adjustments that the University is obliged to provide, will be limited. **It is essential that applicants apply for funding well in advance of the start of the course as it can take a number of months to put in place. If you have not yet applied, please contact Disability Services immediately.** Please note that disabled international/EU students are not entitled to the Disabled Student’s Allowance to cover any support costs. They are expected to make every effort to secure funding prior to entry from their own country. International and EU students are encouraged to contact the Disability Services at least 12 weeks before arrival (see contact details below) to discuss their options.

The Student Union also supports disabled students. Contact [http://www.ubu.org.uk](http://www.ubu.org.uk) (Tel: 0117 331 8600).

The University library has specific services and support for disabled students and a nominated member of staff. See Library information for disabled users at [http://www.bristol.ac.uk/is/info/disabledusers/](http://www.bristol.ac.uk/is/info/disabledusers/)
The Admissions Tutor/Programme Director for your course should be your first point of contact. S/he

- Will provide information on specific programme requirements e.g. study time (and placements where relevant), programme contact hours per week, number of hours spent in reading and writing, and implications for the individual.
- Will discuss any support or access requirements you may require when attending/studying at the School for Policy Studies. For example do you have particular requirements for support that need to be planned in advance or do you need course materials in alternative formats?
- Can discuss with you what information (if any) you are willing to divulge to relevant staff.

For some students, a pre-programme visit to the site may be advisable to allow a more detailed discussion about their programme, this site and any strategies that may need to be developed to assist them. Where funds allow, reasonable expenses for a pre-programme visit may be paid by the School. This must be agreed via the Programme Administrator for your programme in advance of the visit.

School Disability Coordinator

It is a University requirement that each School appoints a disability coordinator whose role is to act as a channel for information about disability, and to provide a point of contact for staff and students in the School in relation to disability issues.

Jacqui Perry is the School Disability Coordinator. In addition to your contact with Programme staff or personal tutors about your disability, she is also available to offer advice and assistance.

Tel: 0117 954 6741

Email: mailto:Jacqui.Perry@bristol.ac.uk

“Early contact is essential”

Students are strongly advised to make early contact with:

1. The Programme Director/Admissions Tutor/Personal Tutor (whichever is relevant).
2. Disability Services to discuss your requirements and any application for the Disabled Students Allowance or other relevant funding.
3. Your Local Education Authority or funding body to discuss your needs and requirements.

4. You are also welcome to contact Jacqui Perry, School for Policy Studies Disability Coordinator

Useful Contacts

Within the University

Disability Services
LGF Hampton House, St Michaels Hill, Bristol, BS6 6JS.
Web: http://www.bristol.ac.uk/disability-services/
Tel: 0117 331 0444
Email: disability-services@bristol.ac.uk

University of Bristol Student Union
Web: http://www.ubu.org.uk
Tel: 0117 331 8600

Student Funding Office
Ground Floor, Senate House, Tyndall Avenue, Bristol, BS8 1TH
Web: http://www.bris.ac.uk/studentfunding/
Tel: 0117 331 7972
Email: student-funding@bris.ac.uk
APPENDIX 5: ETHICAL REVIEW AT THE SCHOOL FOR POLICY STUDIES

All research projects proposed by staff and students at the School for Policy Studies are reviewed to ensure that they conform to the standards for ethical social research. The School’s Ethics Committee, which reports to the School Research Committee, has overall responsibility for ensuring that this occurs. The Chair of the Ethics Committee is currently Beth Tarleton. The committee comprises members of SPS staff with a particular interest and expertise in research ethics, the School’s research data protection officer and postgraduate research student representatives.

When preparing to carry out a research project, including a dissertation, a researcher completes a standard form explaining how they are going to conduct their research and the steps they are going to take to ensure that research subjects are treated appropriately. They also describe the methods used to ensure that research data are stored, analysed and reported ethically. Students should discuss with their supervisor the most appropriate point in the research process to complete their ethics form, but it should always have been completed and reviewed before any fieldwork is undertaken. The form is available in Blackboard on the programme administration unit. The programme administrator can help you find this.

Taught postgraduate students undertaking a dissertation complete a form and submit it to be reviewed by their programme director in the first instance (or by the Norah Fry Ethics Committee, in the case of the MSc in Disability Studies). If the programme director is satisfied that the proposed research is in accord with School policy then they can approve the proposal. If the programme director would like a second opinion then the proposal can be referred to the School Ethics Committee for review. The Ethics Committee will then inform the student of its decision.

The Ethics Committee may ask for any further clarification or further information about the proposed research that it deems necessary before the proposal is approved.

If the School Ethics Committee feels that it is not able to arrive at a decision or wishes to have a further opinion on the proposed research method then it can refer the matter to the Faculty Ethics Committee for consideration.

Certain types of research may also require review and approval by an external Ethics Committee. This is particularly the case for research in the field of health and social care that falls within the research governance framework. It is recommended that clarification regarding the requirement for external review of a project is sought as early as possible.
APPENDIX 6: DIGNITY AT WORK AND STUDY

The University of Bristol acts to ensure dignity at work and study. The School will take steps to protect its staff and students from harassment. Harassment can involve bullying, victimisation or making unreasonable demands on others. The reasons for harassment may include sex, race, religion, sexual preference, gender, political views, trade union membership, disability or age. Harassment may take the form of unfair allocation of work, unreasonable pressure to complete work, ridicule or exclusion from conversation or social events. It may take different forms (for example, verbal, written, photograph) and includes all forms of electronic communication such as email, blackboard, and social networking sites.

Harassment may be deliberate but it may also be unintended. In some circumstances comments or actions that are intended to be positive may be experienced negatively by the person who receives them or is their subject. It is the impact upon the recipient that is the most important consideration. Therefore, the University and the School requests that all staff and students seek to promote a positive learning environment, and at all times bear in mind the impact that their communication or actions can have upon others.

Please refer to the University’s policy statement on ‘Dignity at Work and Study’ including contact details of Dignity at Work and Study Advisers. Copies available from Personnel Office, Senate House, or on their website at www.bristol.ac.uk/secretary/studentrulesregs/digwork.html

APPENDIX 7: IMPORTANT LINKS

a. Student Policy on Intellectual Property

Please read the student policy on Intellectual Property at www.bristol.ac.uk/secretary/studentrulesregs/intelprop.html

b. Data Protection and Data Security: Guidelines for Staff and Students

Please read the guidance on data protection at www.bristol.ac.uk/secretary/dataprotection
DISCLAIMER

The information in this handbook relates to the current academic session. Although it is correct at the time of going to press, amendments may be made from time to time without notice both in relation to the course and the facilities or services available from or provided by the School for Policy Studies and/or the University.

The University reserves the right to withdraw or change courses.

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