MSc in Public Policy 2020-2021

School for Policy Studies

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. You can also find additional information and relevant forms on the SPS Postgraduate Taught Student Blackboard site.

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*.

Faculty Handbook available online at:
http://www.bristol.ac.uk/media-library/sites/fssl/PGT%20Faculty%20Handbook%202020-21.pdf

Code of Practice available online at: http://www.bristol.ac.uk/academic-quality/assessment/codeonline.html

CONTENTS

1. MASTER OF SCIENCE IN PUBLIC POLICY

1.1   Welcome to the MSc in Public Policy at the School for Policy Studies.

The MSc in Public Policy (MPP) is based on the completion of six units and a dissertation of 10,000 to 15,000 words. While the MSc is the principal curriculum, other elements of the graduate programme include a Postgraduate Diploma in Public Policy based on completion of six units, and a Postgraduate Certificate in Public Policy based on completion of three units. Progression within the graduate programme, for example, from Diploma to MSc, is possible subject to satisfactory completion of unit assessments.

1.2   About the programme

This programme aims to develop the students' interest in and knowledge of public policy from an international perspective. The curriculum considers the global political and economic context of public policy, the range of institutional actors, in addition to the models of public policy making. It gives students a grounding in the techniques and methods for appraising policy outcomes and evaluating research evidence that informs public policy. It also gives students the opportunity to develop this generic understanding within chosen policy areas and from an international perspective. Upon completion of this programme, a student is anticipated to have a strong grasp of the policy context and policy making as well as the knowledge about the comparative contexts of public policy in a number of substantive policy areas.

This academic year we have introduced flexible and blended learning, education and student experience. This approach seeks to blend high quality online learning and "live" discussion groups, with some on campus, face-to-face delivery where appropriate. We feel that it offers opportunities through different activities and learning experiences for engaging with students studying entirely off campus as well as those in Bristol and on campus. It enables us to respond to the learning needs of students in very different contexts and with different needs as well as to the impacts of COVID-19 social distancing and other Government advice.

1.3   Programme outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding as well as skills and abilities in the following areas:

Knowledge and understanding of:

➢ The political, economic and institutional context of policy making in an international context
➢ The various models of policy-making
➢ The range of research methods and types of evidence that inform public policy
➢ Ways of appraising and evaluating policy outcomes
➢ International policy concerns in a number of substantive policy areas

Intellectual skills and abilities to:

➢ Analyse a problem and provide reasoned written arguments that are well structured and supported by the literature or/and empirical evidence.
➢ Communicate ideas effectively in oral communication with appropriate reasoning .
➢ Evaluate the appropriateness and quality of research evidence.

➢ Refine a self-directed research question and pursue the research using appropriate research design, method selection and analytical techniques.

Transferable skills and abilities to:

➢ Read effectively

➢ Write effectively

➢ Take notes effectively

➢ Compose a bibliography efficiently

➢ Organise and evaluate a range of information inputs

➢ Manage research (independent and team)

➢ Disseminate ideas effectively (oral and written)

1.4   **Programme organisation**

For full-time students, the programme is delivered across three terms on a weekly basis. During the Autumn term, each student normally completes three mandatory units. In the Spring term, every student is supposed to take three elective units. Students are expected to spend the summer term working on their dissertations.

Part-time students are required to complete two mandatory units in the Autumn term of their first year, and one or two elective in the Spring term of their first year. Depending on which electives are chosen, it is expected that a part-time student will at least attend one day per week. There are no taught components during the Summer term in the first year for part-time student. During the second year, every part-time student will take one mandatory unit in the Autumn term and one/two elective units (total of 3 elective units and 60 credit point over the two years) in the Spring term. A part-time student is expected to spend the summer term of the second year of study completing the dissertation.

1.5   The University of Bristol is a world-class university offering a stimulating academic environment. The University was founded in 1876 as University College Bristol and was the first higher education institution in England to admit women on the 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". 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

The University is an integral part of the City of Bristol, a thriving and beautiful city with a history of about 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 UK 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, Oxford, Wales, the North, and the West Country. Find out lot more about Bristol at www.bristol.ac.uk/citybristol/

2. CALENDAR 2020-2021

2.1 TEACHING BLOCKS

Teaching Block 1   5 October – 15 January 2021

Teaching Block 2   1 February 2021 – 14 May 2021

Dissertation Block 3 15 May 2021 – 11 September 2021

2.1 KEY DATES FOR YOUR PROGRAMME

Registration Day – Monday 28 September 2020

Selection of Option Units for TB2 – by Monday 2 November 2020

First Term Essay Submission for Three Core Units: –

- SPOLM1061: Informing & Evaluating Policy: Research Methods and Analysis: 22 January 2021

- SPOLM1073: Governance, Institutions and the Global Political Economy: Part I 16 November 2020   Part II 13 January 2021

- SPOLM1060: Power, Politics and Policy Process: Part 1 16 November 2020 Part II 18 January 2021

Second Term Essay Submission for All Elective Units - Tuesday, 18 May 2021

(NB the submission date for M0050 Disabled Childhoods will be different as the unit is delivered by a different programme in the School)

Research Ethics Form for Dissertation – Friday 2 July 2021

Dissertation Extension Request – To be confirmed

Dissertation Submission – Monday 13 September 2021

Vacation Dates:

Christmas vacation: 21 December – 8 January 2021

Easter vacation: 29 March – 16 April 2021

Bank Holidays: 3 May 31 May and 30 August 2021

Teaching schedule MPP 2020/2021

TB1

Week Beginning	Teaching week	Notes
28 September		INDUCTION week
5 October	1	
12 October	2	
19 October	3	

26 October	4	
2 November	5	
9 November	6	Consolidation & Assignments
16 November	7	
23 November	8	
30 November	9	
7 December	10	
14 December	11	
21 December	CV1	

TB2

Week beginning	Teaching week	Notes
1 February 2021	13	
8 February	14	
15 February	15	
22 February	16	
1 March	17	
8 March	18	
15 March	19	
22 March	20	
29 March	EV1	
5 April	EV2	
12 April	EV3	
19 April	21	
26 April	22	
Easter Vacation	29 March – 16 April 2021	

3.   PROGRAMME INFORMATION

FULL-TIME PROGRAMME 2020-2021

TERM 1

Core Unit	Core Unit	Core Unit
Power, Politics and the Policy Process	Governance, Institutions and the Global Political Economy	Informing & Evaluating Policy: Research Methods and Analysis

TERM 2

Optional	Optional	Optional

TERM 3

Dissertation

PART-TIME PROGRAMME YEAR ONE 2020-2021

TERM 1

Core Unit	Core Unit
Governance, Institutions and the Global Political Economy	Power, Politics and the Policy Process

TERM 2

Elective

TERM 3

No Taught Elements

PART-TIME PROGRAMME YEAR TWO 2021-2022

TERM 1

Core Unit
Informing and Evaluating Policy: Research Methods and Analysis

TERM 2

Elective	Elective

TERM 3

Dissertation

3. PROGRAMME INFORMATION

Programme Director: Patricia Kennett

The administration of the programme is the responsibility of **Patricia Kennett**, the Programme Director, and **Andrea Osborn**, the Postgraduate Student Administrator. The Programme Director has overall responsibility for the organisation and administration of the programme, including:

➢ Ensuring that all unit essays and dissertations are handed in on time by students and making decisions on any extenuating circumstances which might lead to a delay in submission of essays or discussing difficulties in relation to dissertations with the Chair of the Examination Board.

➢ Arranging and organising internal and external examiners and making arrangements for marking of essays and dissertations.

The Postgraduate Student Administrator, **Andrea Osborn**, is the *first point of contact* for enquiries, submission of work, assessment, feedback, and all of the administrative business connected with the course. Her contact details are:

Andrea Osborn

School for Policy Studies
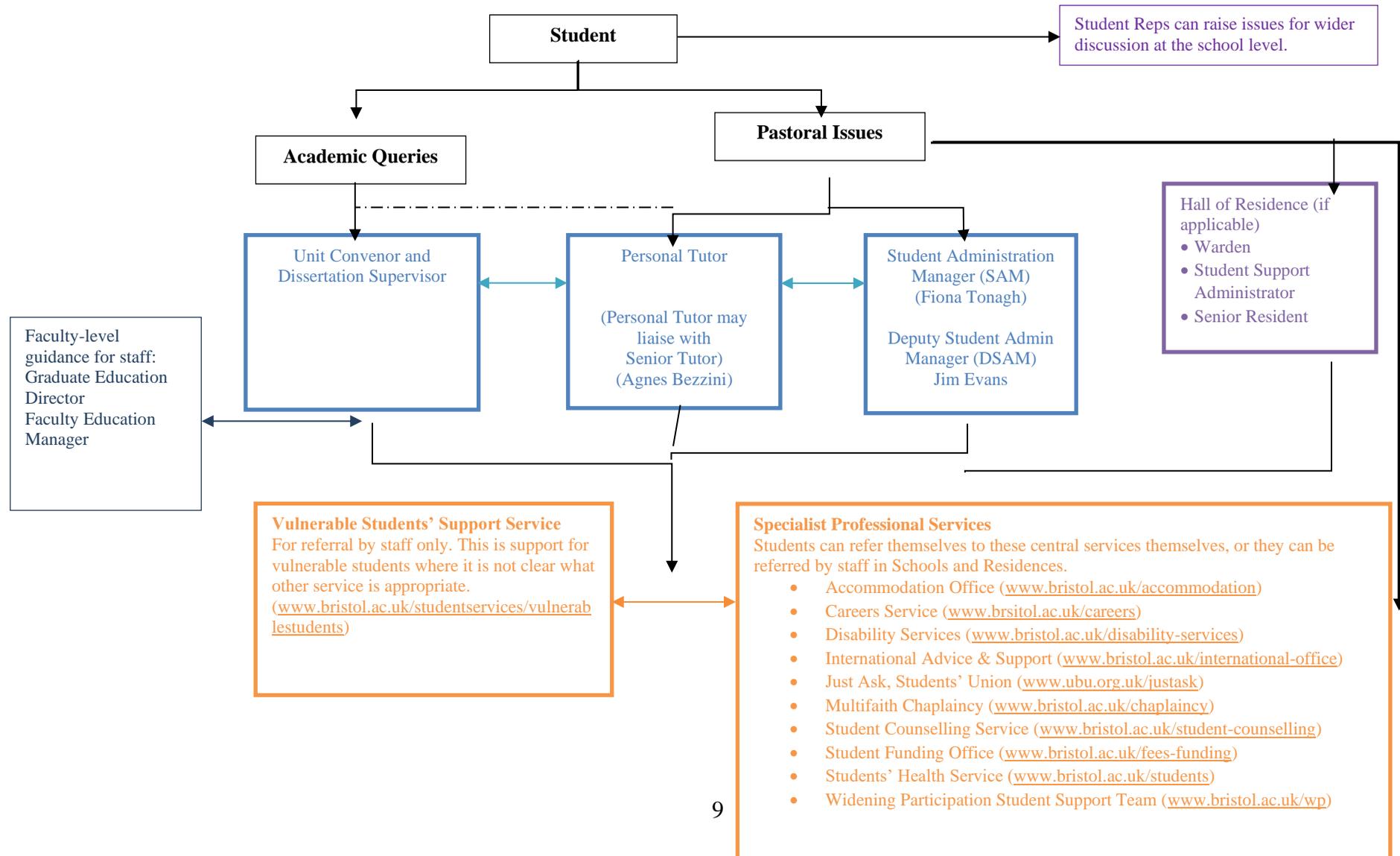Email**: sps-pgadmin@bristol.ac.uk**

Programme team

The Team is made up of the Programme Director and all members of the teaching team. It is responsible for the development, management and quality assurance of the Programme.

Personal tutors

Every postgraduate student registered on a taught programme in the School for Policy Studies will be assigned a Personal Tutor. The role of a Personal Tutor is to provide you with a stable academic point of contact during your study at the University. Personal Tutors can support you to manage the transition to postgraduate study, help you understand what is expected of you academically, and signpost you to other support services elsewhere in the University. Every student is expected to meet formally with their personal tutor three times during the course of the programme.

The Network of Support for PGT Students: A flowchart template

Student

Academic Queries

Pastoral Issues

Hall of Residence (if applicable)
- Warden
- Student Support Administrator
- Senior Resident

Unit Convenor and Dissertation Supervisor

Personal Tutor

(Personal Tutor may liaise with Senior Tutor)
(Agnes Bezzini)

Student Administration Manager (SAM)
(Fiona Tonagh)

Deputy Student Admin Manager (DSAM)
Jim Evans

Faculty-level guidance for staff:
Graduate Education Director
Faculty Education Manager

Vulnerable Students' Support Service
For referral by staff only. This is support for vulnerable students where it is not clear what other service is appropriate.
(www.bristol.ac.uk/studentservices/vulnerablestudents)

Specialist Professional Services
Students can refer themselves to these central services themselves, or they can be referred by staff in Schools and Residences.
- Accommodation Office (www.bristol.ac.uk/accommodation)
- Careers Service (www.brsitol.ac.uk/careers)
- Disability Services (www.bristol.ac.uk/disability-services)
- International Advice & Support (www.bristol.ac.uk/international-office)
- Just Ask, Students' Union (www.ubu.org.uk/justask)
- Multifaith Chaplaincy (www.bristol.ac.uk/chaplaincy)
- Student Counselling Service (www.bristol.ac.uk/student-counselling)
- Student Funding Office (www.bristol.ac.uk/fees-funding)
- Students' Health Service (www.bristol.ac.uk/students)
- Widening Participation Student Support Team (www.bristol.ac.uk/wp)

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Student representation

Students have the right to be represented in terms of the governance of the University. At the University level, this is generally done through the Students' Union. Elections are held for departmental and faculty representatives on the various boards and committees which govern the University's academic business. For each department there will usually be at least two student representatives for each undergraduate year, as well as postgraduate representatives. Elections take place within the first four weeks of the first term of the academic year. The University and Students' Union provide training and support to elected student representatives.

Within the School for Policy Studies, the main input for students is via the individual programme with which they are involved. There are student representatives on the individual programme committees, and all these representatives are members of the School's overall Staff Student Liaison Committee which meets once a term. The MSc in Public Policy Programme usually has at least one student representative who is expected to act as a member of the Programme Committee, which meets once a term. In addition, there are student representatives on the behalf of MPP for the Staff Student Liaison Committee on the School Board.

As staff, we welcome dialogue about the programme and students' learning experience. Students are actively involved in development of the programme through their roles in formal evaluation and development of mutual engagement with the Programme.

In addition, individual students have a number of routes and opportunities to seek information, guidance or assistance, and to raise issues of immediate concern.

➢ Students can raise concerns at the Programme Meeting.

➢ Students can talk directly to Unit Convenors about their units and to other academic staff in the School whose interests may coincide with the students' learning experience.

➢ Students can deal directly with the Programme Administrator over immediate administrative matters.

➢ See section "Complaints and Appeals Procedures" in School for Policy Studies Postgraduate Taught Handbook for more formal situations.

Programme committee meeting

This Committee, which meets termly, is where student representatives meet formally with the Programme Director, to discuss issues relating to the Programme.

Programme evaluation

Students are asked to complete evaluation forms at the end of each unit. You are encouraged to complete and return these to assist with the monitoring of quality as part of the University's 'Policy for Good Practice in Teaching and Learning Quality' and other quality assurance mechanisms. Students should be aware that written evaluation forms are used not only by those directly involved in teaching and managing the course, but may also be used for staff review and development and in University quality assurance exercises.

Programme review

At the end of each year a programme review meeting is held, wherein unit co-ordinators meet to discuss the programme and the feedback provided by Examination Boards, and to consider any changes which need to be made to the content of the programme.

Our expectations with respect to students

These will be addressed more fully as part of the initial induction process. Students are advised to familiarise themselves with *Rules and Regulations for Students,* published by the University at www.bristol.ac.uk/secretary/studentrulesregs/.

Students are required to confirm their dissertation title, have a dissertation supervisor appointed and have completed an ethics form by Friday 26 June 2020.

Cancellation of online/on campus sessions

In the unfortunate event that online and/or on campus sessions needs to be cancelled because of illness, government guidance or some other unavoidable circumstance, the Programme Director will take steps to re-arrange the teaching wherever possible. However, there are times when changes cannot be made, and students should always be prepared to pursue private study, engage with the learning activities on line and with each other on the discussion boards on such occasions, which normally will be very rare.

Final results and degree ceremony

Final results will be determined at the Examination Board which will meet in November 2021. Recommendations are made to the Faculty Exam Board which meets in November and December to make the final decision.

Please see the following website for up to date information about graduation http://www.bris.ac.uk/pace/graduation/

PROGRAMME CONTENT

Core unit titles

➤ SPOLM1060 Power, Politics and the Policy Process
➤ SPOLM1061 Informing and Evaluating Policy: Research Methods and Analysis
➤ SPOLM1073 Governance, Institutions and the Global Political Economy

Optional unit titles (subject to demand)

SPOLM0055 Corruption and Public Policy

SPOLM0050 Disabled Childhoods

SPOLM1062 Economics of Public Policy

SPOLM1066 Health and Health Care in a Global Context

SPOLM1068 International Analysis of Poverty, Inequality and Social Exclusion

SPOLM0042 Migration, Asylum and Human Rights: EU and Global Policy Perspectives

SPOLM1074 Public Management and Organisation

SPOLM1072 Cities, Housing and Public Policy

SPOLM0043 Public Policy for a Complex and Uncertain World

Academic Language and Literacy Sessions

Nobody is born speaking academic English. It is something that we all need to learn if we want to succeed in our studies whether English is our first language or not. There are different expectations and depths of Academic Language and Literacy that are required at different levels of study, such as moving from UG to PG studies. Additionally, different disciplines have different expectations and methods of communicating which we need to learn. To be a successful participant in your Public Policy Masters academic community you need to be aware of these expectations in order to then meet them. For this reason, CELFS has collaborated with your lecturers to offer you **free discipline specific sessions which will help you develop your academic literacy in Public Policy**. These sessions are made unique to your discipline by looking at Public Policy tutors' expectations & feedback given to previous students. Strategies and language to fulfil those expectations are then studied and practised in order to develop your proficiency in Public Policy Academic Language and Literacy. As "Academic Language…is nobody's mother tongue' (Bourdieu et al 1994), these sessions are **open to all students**; Home, European, and International.

Topics include (but are not limited to):
Analysis: *Answering the question |* **Critical Interaction with texts:** *Researching your argument|* **Structure:***Developing your argument |* **Critical Thinking:** *Adding your own voice|* **Organisation:** *Creating flow within a text |* **Being concise & precise**

Timetable: one 2hr session every week from weeks 2, 3, 4 and 8,9 10 with some paired tutorials in week 5 in TB1 (no session in week 6)

CORE UNIT OUTLINES 2020 - 2021
SPOLM1073 Governance, Institutions and the Global Political Economy
Convenor: Patricia Kennett

Unit Description and aims
This unit explores some of the key debates in relation to globalisation, governance and the global political economy. It will consider the nature of the changing political economy and the implications for the integrity and autonomy of the nation state and the policy process. As international activity increases does the nation state lose influence or authority? To what extent is power dissipating both upwards (via supranational organisations) and downwards (via decentralisation) and thus 'hollowing out' the nation state? This unit will explore these debates paying particular attention to the variable geometry of power among nation states; the tension between 'geographical space' and the space of financial flows and global networks; the relationship between supranational and national institutions in the setting of policy agenda: the role and status of international non-governmental organisations and new social movements within international and global policy making; and discourses, theories and policy frameworks for less-developed countries.
The unit will consider the range of approaches to understanding the new institutional structure and patterns of decision-making emerging in this global age. It will focus on the concept of `governance', consider the various interpretations of and theoretical approaches to the term, and its usefulness for understanding the policy process.

The specific aims of the unit are:
➢ To establish an understanding of and the relationship between globalisation, governance and the global political economy
➢ To establish an understanding of the institutions and actors involved in the global political economy and the transnational policy arena
➢ To develop a critical, theoretically informed understanding of the concepts of governance and international political economy
➢ To consider the implications of the changing global political economy for different parts of the world and groups of people.

Unit learning outcomes

➢ Develop a theoretically informed understanding of the relationship between governance, the global political economy and the transnational policy arena;
➢ Develop a critical understanding of the range of actors and institutions which comprise the global political economy, as well as the nature, dynamics and power relations of their interaction;

> ➢ Develop a critical understanding of the implications for the policy process and policy making and the ability to apply this to their own work
> ➢ Demonstrate an understanding of the implications for different parts of the world and different groups of people.

Methods of Teaching

The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live study group discussions and associated learning activities.

Method of Assessment

Annotated Bibliograhy (30%) and Policy Brief (70%)

Key Reading

Cerny, P. (2010) Financial Globalisation, Crisis and the Reorganisation of Global Capital, Rethinking World Politics, 2010 February, pp. 245-270
Kennett, P. (2008) *Governance, globalization and public policy,* Edward Elgar Publishing.
Kjaer, A.M. (2004) Governance Cambridge: Polity Held, D. and McGrew, A (2002) Governing Globalisation, Oxford: Polity Press
Held, D. and McGrew, A. (2002) *Governing globalization and public policy* Oxford: Polity Press.
Weiss, T (2013) *Global Governance*, Policy Press.

SPOLM1060 Power, Politics and the Policy Process
Unit convenor: Sarah Ayres

Description

This unit explores the whole process of public policy beginning from the big picture of the global economy through the complex issues of which policies are chosen for inclusion on the political agenda and the role of individuals in shaping policy design. The concept of political power influences every stage of the policy process and forms a central strand running through the entire course. The unit introduces students to the main theories that seek to explain the nature of policy making and debates these in light of contemporary issues about the nature, scope and effecticeness of policy in modern societies.

This unit has three main aims:

> ➢ To introduce students to the literature of policy studies and to the development of the field over the last fifty years,

> ➢ To introduce the main theories that seek to explain the nature of policy making, including agenda setting, policy formation, implementation and policy evaluation,

> To enable students to apply these theories to understanding and explaining various aspects of policy making in different settings.

Intended learning outcomes

On completion of the unit students should:

> Understand the range of theories and models of the policy process,

> Be able to critically review contemporary debates about the nature, scope and effectiveness of policy,

> Be able to develop a better understanding of policy and policy making in their chosen fields.

Teaching details

> The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live study group discussions and associated learning activities.

Assessment Details

An essay plan (20%) and an essay (80%) in which students should demonstrate an understanding of relevant theories and modes of policy making, and a familiarity with contemporary policy debates and different approaches to policy making.

Reading and References

> Bovaird, T. and Loffler, E. (eds) (2016) *Public management and governance*, Abingdon, Routledge.
> Birkland, T. A. (2016) *An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making, 4th Edition*, Abingdon, Routledge.
> Cairney, P. (2016) *The Politics of Evidence-Based Policy Making*, Palgrave, London.
> Chakrabarty, B. and Chand, P. (2016) *Public Policy: Concept, Theory and Practice*, London, Sage.
> Farnsworth, K. and Irving, Z. (2015) *Social Policy in Times of Austerity*, Bristol, Policy Press.
> Hupe, P., Hill, M. and Buffat, A. (2016) *Understanding Street-level Bureaucracy*, Bristol, Policy Press.
> Hill, M. and Varone, F. (2017) *The Public Policy Process, 7th Edition*, Abingdon, Routledge.
> Hudson, J., Lowe, S. and Horsfall, D. (2017) *Understanding the Policy Process*, Bristol, Policy Press.
> Klijn, E. H. and Koppenjan, J. (2016) *Governance Networks in the Public Sector* (London: Routledge).
> Peters, G. P. (2015) *Advanced Introduction to Public Policy*, Cheltenham, Edward Elgar.
> Pollitt, C. (2016) Advanced Introduction to Public Management and Administration, Cheltenham, Edward Elgar.

SPOLM1061 Informing and Evaluating Policy: Research Methods and Analysis
Unit Convenor: Yiming Wang

Unit descriptions and aims

The unit brings together staff with diverse research interests, approaches and disciplinary backgrounds with the purpose of introducing students to the use of quantitative and qualitative research techniques relevant to different public policy fields and contexts and to a range of methods that can be used to investigate a particular aspect of social life. The unit aims to introduce students to the application and analysis of quantitative and qualitative techniques through a consideration of the following: questionnaire design; sampling techniques, statistical inference and systematic reviews; interviewing; and qualitative analysis. The strengths and weakness of methods will be reviewed in the context of matching appropriate method(s) to specific research questions. Students have to submit a dissertation which must have a strong methodological framework, and the unit has been designed with a view to covering a variety of possible ways students can approach and research a particular topic of inquiry for their dissertation.

The specific aims of the unit are as follows:
➢ To familiarise students with the range of quantitative and qualitative methods and techniques as they apply to public policy contexts; and
➢ To help students make informed judgments about the choice and appropriateness of a range of research methods available to researchers in public policy;
➢ To familiarise students with the conduct and design of research projects.

Unit learning outcomes

Upon completion of the unit students should be able to:
➢ Have an appreciation of reflexivity – a capacity to reflect upon what you are doing, and to recognise that **social research is a form of intervention in social life;**
➢ recognise the contributions and limitations of quantitative and qualitative social science research and their available research techniques and methods;
➢ acquire the knowledge and skills in the construction of measuring instrument(s) and data analysis;
➢ use several qualitative and quantitative methods when answering a research question;
➢ scrutinize and evaluate scholarly research based on the methods/methodology that informed it.

Methods of Teaching
The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live study group discussions and associated learning activities.

Method of assessment

Preparation of a research proposal

Key Texts:

- Action, C., Miller, R., Fullerton, D. and Maltby, J. (2009) SPSS for Social Scientists [2nd edition], Basingstoke: Palgrave.
- Babbie, E. (2013). The Practice of Social Research (11th ed). Belmont: Wadsworth Pub. Co.
- Bryman, A. (2012) Social Research Methods. Oxford: Oxford University Press [Arts and Social Sciences .
- Creswell, J. (2014). Research Design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. Plano Clark, V. (2011) Designing and Conducting Mixed Methods Research. London: Sage
- De Vaus, D.A (2002) Surveys in Social Research, [5th edition] London: Routledge.
- Fielding, J and Gilbert, N (2006) Understanding Social Statistics [2nd edition], London: Sage.
- Flick, U. (2015). An Introduction to Qualitative Research (5th Edition). London: Sage.
- Gilbert, N. and Stoneman P (ed.) (2015) Researching Social Life [4rd edition], London: Sage.
- Gomm, R. (2008) Social Research Methodology: A critical introduction. (3rd edition) Basingstoke: Palgrave Macmillan.
- May, T. (2011). Social Research: Issues, methods, and process (4th edition). Buckingham: Open University Press.
- Moore, D.S., & McCabe, G.P. (2003). Introduction to the practice of statistics (4th edition). New York: Freeman & Company.
- Ritchie, J and Lewis, J (eds) (2014) Qualitative Research Practice, London: Sage.
- Robson, C. (2011). Real world research: a resource for social scientists and practitioner-researchers. (3rd edition) Oxford: Blackwell.
- Seale, C. (Ed.) (2012) Researching Society and Culture (3rd ed). London: Sage.

OPTIONAL UNIT DESCRIPTIONS

SPOLM0055 Corruption and Public Policy

Description

This unit examines the relationship between corruption and public policy processes, as well as policies designed to control corruption. While it is widely accepted within development policy circles that corruption poses a serious threat to international development, the regular coverage of major corruption scandals in the Global North continue to highlight the ubiquitous nature of the phenomenon. Drawing on cases from several contexts, the unit will encourage a critical assessment of what is known and not known about the causes of corruption, where corruption is concentrated in the world, and its consequences for public policy, as well as the effectiveness of anticorruption policies.

The unit will consider how corruption is defined and measured by many groups and how influential definitions of corruption have shaped anticorruption policies and beliefs about who in global society is likely to perpetrate corruption. As identified in different literatures, it will consider the hypothesized causes and consequences of corruption. Within this area, students will engage with competing arguments that suggest that corruption is a symptom or cause of political, economic and social developmental trajectories. Finally, it will introduce specific examples of anticorruption policies from several countries and will critically engage with the evidence available and arguments that have been made for how, and if corruption can and should be controlled.

The unit aims are to:

- Develop an understanding for how corruption is thought to influence public policy processes in several different contexts.
- Identify how corruption is measured and defined, by various groups, and the implications different understandings of corruption has on beliefs about how and where anticorruption efforts should be targeted.
- Critically evaluate the evidence that exists for the causes of corruption and its consequences for developmental trajectories.
- Examine a selection of anticorruption policies and develop an understanding of the critique of anticorruption efforts as being a part of an 'anticorruption industry.'

Intended learning outcomes

By the end of the unit, students will be able to:

1. Critically evaluate the reasons why corruption is thought to impact upon policy processes.
2. Assess how different definitions of corruption have impacted upon beliefs about where and who in global society is likely to perpetrate corruption.
3. Appreciate the methodological difficulties that exist to definitively establishing what impact corruption has on economic, social, and political outcomes.

4. Analyse the key theoretical debates around why anticorruption policies have seemingly failed.
5. Be well informed on the types of anticorruption policies that exist, and able to critically analyse a selection of anticorruption policies that are in use

Teaching details

The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live lectures and group discussions and associated learning activities

Assessment Details

Two x 2,000 word written assessments (50% each).

Assessment one will test the first 3 listed intended learning outcomes with a 2,000 word essay.

Assessment two will require students to produce a 2,000 word report for a policy-making audience, and will test the last 2 listed intended learning outcomes.

Reading and References

Rothstein, B & Varraich, A. (2017). *Making Sense of Corruption.* Cambridge University Press.

Mungiu-Pippidi, A. (2015). *The Quest for Good Governance. How Societies Develop Control for Corruption.* Cambridge University Press.

Whyte, D. (2015). *How Corrupt is Britain?* London: Pluto Press.

Rose, R. & Peiffer, C. (2015). *Paying Bribes for Public Services: A Global Guide to Grass Roots Corruption*. Palgrave.

Johnsøn, J., Taxell,N., and Zaum, D. (2012) *Mapping Evidence Gaps in Anti-Corruption: Assessing the State of the Operationally Relevant Evidence on Donors' Actions and Approaches to Anti-Corruption*. U4 Issue, Chr. Michelson Institute (CMI)

SPOLM0050 Disabled Childhoods 3 Day Block Teaching TB2 (weeks 18,19,20)

This unit will introduce, explore and reflect on notions of 'disability' as they apply to childhoods. The varying contexts explored will include the social world of disabled children, disabled children in the family context and within school, being a looked after disabled child, living with a life-limiting condition; asylum, disability and childhood; access to play for disabled children and the transition to adult life. There will be an emphasis on the inclusion of the views and perspectives of disabled children both in relation to their own lives and in the development of social and public policy. The example of disabled children and young people's input into the development of the UNCRPD will be explored. Methodological

approaches in a research context, which are focused on the inclusion of disabled children will be considered from a practice perspective.

Please note that the essay submission deadline for this unit is set by the MPolRes programme, so it will be different from the MPP deadline.

SPOLM1062 The Economics of Public Policy

This unit examines key ideas from mainstream economics, their relevance to policy, and their application to policy analysis. The unit also introduces alternative perspectives such as behavioural and institutional economics to complement the mainstream approach. The specific topics covered in the unit include, but are not limited to, the welfare economics of market intervention, the economic critique of government, the marketisation of public services, the ethics and economics of public policy, and the application of economic thinking to practical public policy issues, such as transport infrastructure and land value, financialisation of the housing market and global warming/climate change. The unit seeks to set the economic approach to policy alongside other criteria that could be used to inform thinking about public policy.

Intended learning outcomes

➢ Understand a selection of concepts that are key to the mainstream economic approach and an institutional approach to policy.

➢ Identify key differences in the approach that mainstream and institutional economics take to assess policy issues.

➢ Apply economic reasoning to practical public policy contexts

➢ Compare the economic approach to policy with other criteria that could inform policy thinking.

Teaching details

This unit will be delivered through blended learning which is both `live' and asynchronous in 2 hour sessions. Some sessions consist of introductory lectures while others are organised as policy seminars made up of student presentations, discussions and debates.

Assessment Details

Students will complete one 4,000 word written assignment through which they will demonstrate an understanding of (i) concepts that are key to an economic approach to policy (ii) how an economic approach can be applied in practical public policy contexts and (iii) what sort of evaluative criteria the economic approach to policy uses and how that compares with other criteria that could inform policy thinking.

Reading and References

> Akerlof, G and R Shiller (2010). Animal Spirits: How Human Psychology Drives the Economy and Why It Matters for Global Capitalism, Princeton University Press

> Krugman, P. and Wells, R. (2013) Economics, 3r ed, Macmillan

> Le Grand, J. Propper, C. and Smith, S. (2008) The Economics of Social Problems, 4th ed, Basingstoke: MacmillanGoodin, R. (1982) Political Theory and Public Policy, OUP

> Stiglitz, J. (2000) Economics of the Public Sector, 3rd Ed, Norton

> Weimer, D and Vining, A. (2005) Policy Analysis: Concepts and Practice, 4th Ed, Prentice Hall

SPOLM1066 Health and Health Care in a Global Context

This unit will examine current patterns of health and illness in different parts of the world. It will highlight continuing inequalities in morbidity and mortality and explore their links with wider economic and social processes. We will then look at global health governance. This will be followed by an overview of infectious diseases and non-communicable diseases globally. Next global policies important in tobacco, climate change, nutrition and physical activity will be explored in depth. We will then consider various inequalities in health and health care around the world. Aims:

> To provide an overview of the global burden of disease

> To review current debates about the factors shaping these patterns of morbidity and mortality

> To examine the models of health care emerging in different economic and social settings and to review global inequalities in access and quality of services

> To explore possible strategies for promoting healthier public policies.

Intended learning outcomes

> Understanding of key data on global health

> Ability to link changing patterns of health and illness to wider processes of global restructuring

> Understanding of major determinants shaping health care in different parts of the world

> ➢ Capacity for critical reflection on policy options for improving global health

Teaching details

This unit will be delivered through blended learning including synchronous and asynchronous activities.

Assessment Details

An essay will form the full summative assessment for this unit.

Reading and References

- ➢ Buse K, Mays N,Walt G, (2012). Making Health Policy. Second Edition, Maidenhead, Berkshire: Open University Press.
- ➢ Hanefeld, J. (ed) (2015) Globalization and Health – Second edition. Open University Press, Milton Keynes.
- ➢ Kent B, Hein, W and Drager, N. (eds) (2009). Making sense of global health governance: a policy perspective. Basingstoke: Palgrave Macmilla

SPOLM1068 International Analysis of Poverty, Inequality and Social Exclusion

Tackling poverty, inequality and social exclusion are currently core aims of both international and domestic policy. The question of how best to define and measure poverty and social exclusion is of fundamental importance in the development of effective policies to eradicate poverty and social exclusion within the UK and internationally. This unit examines different approaches to the definition and measurement of poverty and social exclusion and their implications for our understanding of the extent, nature and causes of this problem and the policies needed to tackle it. These themes will be illuminated through discussion of a variety of international policy areas, including human rights, global development, migration, gender, and sustainable development. The focus of this unit is upon developing participants' awareness of the range of theoretical approaches and methods involved in research in this area and their implications for the development of effective evidence-based policies. Throughout, the emphasis is upon understanding the relationship between theory, research, and anti-poverty policy development.

Aims:

> ➢ Identify key issues in the definition and measurement of poverty and social exclusion and their implications for research practice and policy development.

> ➢ Critically evaluate different theoretical perspectives on the nature, causes and effects of poverty and social exclusion.

- ➢ Demonstrate an understanding of the dynamics of poverty and social exclusion in different societies and for different groups of people.

- ➢ Assess the implications of existing research evidence for the development of effective policies to tackle poverty and social exclusion within the UK and internationally.

Intended learning outcomes

On completion of the unit, students will:

- ➢ Have a clear understanding of the concepts of poverty, social exclusion and inequality

- ➢ Be confident in critically interpreting quantitative and qualitative evidence on poverty and social exclusion

- ➢ Be well informed on the policy and research debate on poverty and social exclusion

Teaching details

The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live lectures and group discussions and associated learning activities

Assessment Details

The completion of a 4,000 word essay in which students must demonstrate an understanding of relevant concepts and theories and an ability to interpret data. They must exhibit a knowledge of the development and implementation of policy on poverty and social exclusion in an international context.

Reading and References

Atkinson A (2019) *Measuring Poverty Around the World*. Princeton University Press.

Bourguignon F (2015) *The globalisation of inequality*. [2nd Ed., trans. T Scott-Railton]. Princeton University Press.

Craig G (Ed) (2020) *Global Handbook on Social Justice*. Edward Elgar: Cheltenham. (eBook)

Dorling D (2011) *Injustice: Why Social Inequality Persists*. York: Joseph Rowntree Foundation. [HM821 DOR]

Hume D (2015) *Global poverty: global global governance and poor people in the post-2015 era*. London: Routledge. [HC79.P6 HUL]

Midgely J (2020) *Inequality, Social Protection and Social Justice*. Cheltenham: Edward Elgar.

Ravallion M (2016) *The economics of poverty: history, measurement, and policy*. New York: Oxford University Press. [HC79.P6 RAV]

Stiglitz J (2012) *The Price of Inequality: The Avoidable Causes and Invisible Costs of Inequality*. Allen Kane.

SPOLM0042 Migration, Asylum and Human Rights: EU and Global Policy Perspectives

The Unit covers the main elements of the development of asylum and migration policies in a global context of human mobility. It focuses on the consequences of policy implementation within and beyond the borders of the UK and the EU. It addresses human rights and civil liberties of asylum seekers, recent migrants, child migrants, EU citizens and non-EU citizens. The Unit includes an overview of the historical importance of migration in the development of nation-states, international and regional political blocks and of the global economy. The emergence and framing of immigration and asylum as key policy concerns for the EU will be examined in an international context. UK migration policy is set in the context of Brexit and related consequences for border control. The analysis of policy development includes media representation of migrants, the securitisation of migration policy, policy transfer and the role of the EU in the world. The Unit concludes with an overview of emerging trends, including the impact of climate change and the global COVID-19 pandemic.

This Unit is designed to provide:

An up-to-date understanding of population movements in a global context and an overview of the historical development of asylum and migration policy and legislation in the UK and the European Union. It includes a thorough grounding in the role of EU institutions and those of Member States in producing and implementing Justice and Home Affairs policies.

A comparative analysis of UK and EU policies in the context of: the Global Compact for Migration; the UN's 2030 Sustainable Development Agenda, global and regional activities of the IOM and UNHCR and current policy debates.

An understanding of the processes of asylum and migration policy development in the United Kingdom and Ireland, in the context of the EU and Brexit.

A comparative examination of the impact of asylum and migration policies on human rights and citizenship legislation at national, EU and global levels.

Intended learning outcomes

The student will be able to understand:

The emergence of migration and asylum as key policy areas at national, European Union and global levels, specifically how policy in the field of Justice and Home Affairs, on migration and asylum, developed in the European Union before and since the entering into force of the Amsterdam Treaty in 1999 and in the context of Brexit.

How to access sources of data on asylum and international migration and how to critically interpret statistical data on flows and stocks of migrants and asylum-seekers.

How UK policies on asylum and immigration have influenced and been influenced by the development of European Union policies and legislation.

The consequences for human rights and civil liberties of communities and individuals, including unaccompanied minors and trafficked migrants, of the securitisation of asylum and migration policy formation.

Which international fora, in addition to the European Union, are key players in the debates around policy on asylum and migration and how their activities are likely to have an impact on national and EU level policy developments.

Teaching details

The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live lectures and group discussions and associated learning activities

Assessment Details

4,000 word written assignment which tests the learning outcomes of the unit.

Reading and References

- Bertram, CDI, (2019), 'Citizenship, semi-citizenship and the hostile environment: The performativity of bordering practices'. in: Devyani Prabhat
- (eds) *Citizenship in Times of Turmoil: Theory, Practice and Policy*. Edward Elgar Publishing, Cheltenham, pp. 94-111
- Bertram, C. (2019) *Do States Have the Right to Exclude Immigrants?* Cambridge, UK: Polity Press, 2018. 135 pp.
- McAuliffe, M. and Khadria, B. (2019) (eds) *World Migration Report 2020* International Organization for Migration (IOM). Geneva. Available at: https://publications.iom.int/system/files/pdf/wmr_2020.pdf
- Castles, S., de Haas, H. & Miller, M., (2019) *The Age of Migration Sixth edition*. Basingstoke; Palgrave Macmillan Location: JV6032 CAS
- Kraler, A, Jandl, M. & Hofmann, M. (2006) 'The evolution of EU migration policy and implications for data collection, in M. Poulain, N. Perrin & A. Singleton (eds) *Towards Harmonised European Statistics on International Migration*, Louvain-l-Neuve, Presses universitaires de Louvain

- Spencer, S. (2011), *The Migration Debate,* Bristol, The Policy Press. Location: JV7620 SPE
- Steiner, N. (2009), *International Migration and Citizenship Today*. New York, Routledge. Location: JV6035 STE

Websites covering legislation, policy and analysis of asylum, migration and human rights in Europe, providing links to key legislative and policy texts and to key academic reading:

- The Migration Observatory, Centre on Migration Policy and Society, University of Oxford http://migrationobservatory.ox.ac.uk/
- EU Law Analysis. See the regular blogspot for incisive expert analysis of EU asylum and migration law, by Steve Peers http://eulawanalysis.blogspot.com/

SPOLM1074 Public Management and Organisations
This unit will examine a selection of topics related to the restructuring of public sector organisations. These will include: the implications of the fragmentation of the state for efficiency and accountability; the rise of contracting, audit and inspection; the impact of new public management; the implications of consumerism; technological change and service delivery; the scope for leadership and strategic management in a political environment; ethics and corruption and equity, fairness and social justice. The unit will seek to relate change in the organisation of the public sector to changing thinking about organising more generally. It will consider the origins of key concepts and the extent to which they translate to the public sector.

Unit aims

- To provide students with an understanding of key concepts shaping the reorganisation of the public sector.
- To demonstrate to students the way in which changing ideas about organisation connect with the reshaping of public sector organisations.
- To introduce students to a range of perspectives from which to think critically about organisations.
- To explore the origins of, and assumptions underpinning, a selection of concepts and discuss the extent to which they can be applied to public services.
- On completion of the unit, students should have an understanding of:
- The key concepts shaping the reorganisation of the public sector.
- The way in which changing ideas about organisation have reshaped public sector organisations.
- The origins of and assumptions underpinning a selection of concepts and their application to public services.
- A range of perspectives from which to think critically about organisations.

Key texts

- Grey, C (2016) *A very short, fairly interesting and reasonably cheap book about studying organisations,* 4th ed, Sage
- Bovaird, T and Loffler, E (eds) (2016) *Public Management and Governance,* Routledge

> Denhardt, J and Denhardt, R.B. (2015) *The New Public Service: Serving, Not Steering,* 4th Edition, Abingdon, Routledge
> Doherty, T.L, Horne, T. and Wootton, S (2014) *Managing Public Services – Implementing Changes,* Oxon, Routledge
> Drennan, L.T. McConnell, A and Stark, A. (2015) *Risk and Crisis Management in the Public Sector, 2nd Edition,* Abingdon, Routledge
> Grossman, S.A. and Holzer, M (2016) *Partnership Governance in Public Management,* Abindon, Routledge
> Rees, J and Mullins, D. (2016) *The third Sector Delivering Public Services: Developments, innovations and Challenges,* Bristol, policy Press
> Van Doreen, W, Bouckaert, G and halligan, J (2015) *Performance Management in the Public Sector, 2nd Edition,* Abingdon, Routledge

Teaching details

The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live lectures and group discussions and associated learning activities

Assessment Details

4,000 word written assignment which tests the learning outcomes of the unit.

SPOLM1072 Cities, Housing and Public Policy

At a time when the world's urban population is greater than the world's rural population, and when cities themselves are becoming increasingly globalised, this unit examines key issues facing citizens and policy makers in urban society. Drawing on eclectic literature including (but not limited to) urban studies, urban geography, sociology and political science, the unit addresses broad themes related to the ways in which cities develop and change; cities face challenges; and cities are governed. The unit explores a wide range of interdisciplinary topics including globalising cities, gentrifying cities, cities and technology, healthy cities, and social conflict in financialised cities. The sessions will focus on specific policy issues such as housing and shelter, inequalities, sustainability, and new forms of urban governance. Policy issues will be explored in a variety of urban settings internationally.

Aims: The overall aims of the unit are:
1. To develop students' knowledge of contemporary urbanism in interdisciplinary context.
2. To develop students' understanding of processes of urban governance.
3. To explore key issues in contemporary urban policy.
4. To elucidate the links between patterns of contemporary urbanisation and broader processes of global socio-economic and institutional change.

Intended Learning Outcomes:

By the end of the unit, students will be able to:
1. Demonstrate knowledge and understanding of the wider social, cultural and economic context in which urban policy is framed and developed.

2. Evaluate and debate the opportunities and challenges facing residents and policy makers in selected key policy areas.
3. Propose and apply appropriate theoretical knowledge and critical understanding around patterns of contemporary urbanisation for the purposes of improving policy and practice.
4. Demonstrate a wider understanding of the different policy priorities in different contexts.

Teaching details

The unit will comprise of weekly blended learning activities including Power Point presentations, videos, live lectures and group discussions and associated learning activities.

Assessment Details:

A 4,000-word essay in which students must demonstrate an understanding of appropriate theoretical debates; be able to locate an analysis of urban policy in its broader social, cultural and economic contexts; and be able to evaluate policy developments comparatively and internationally..

References:
Bridge, G. and Watson, S. (Eds) (2010) *The Blackwell City Reader 2nd Edition*, Wiley-Blackwell.

Marcuse, P. and Madden, D. (2016) *In Defence of Housing: The Politics of Crisis*, Verso.

Ren, X and Keil, R. (Eds) (2017) *The Globalizing Cities Reader 2nd Edition*, London: Routledge.

Rossi, U. (2017) *Cities in Global Capitalism*, Cambridge: Polity Press.

UN-HABITAT (2016) *Urbanization and development: Emerging Futures, World Cities Report*

Relevant journals include: *Urban Studies, Cities, Environment and Planning, International Journal of Urban and Regional Research, Housing Studies.*

SPOLM0043 Public Policy for a Complex and Uncertain World

Policymakers face a number of structural developments - such as population ageing, increasing inequality or climate change - which present profound systemic challenges crosscutting traditional departmental boundaries. There is increasing interest in how thinking about such long-term developments can be integrated into policy alongside short term imperatives driven by electoral politics and the news cycle. This debate goes under a number of headings including strategic foresight, horizon scanning, and policy futures. Looking to the long term means that the policymaker must deal with world in which uncertainty, rather than risk, is pervasive. Policymakers must act in the face of the partially known, the unknown, and the unknowable. Consideration of longer-term trends and challenges raises questions about the capacity and capabilities of policy systems: Do governments have access to the analytical skills needed to do useful futures work? Do they have the leadership and strategic capacity to

develop and deliver policy that can effectively account for and address these complex systemic issues? In the background sits a more fundamental question: What sorts of useful knowledge can be derived from futures work?

This unit will allow students to:

> deepen their understanding of the drivers of the policy process
> examine the scope for integrating longer term thinking into policymaking alongside short-term drivers, including an appreciation of the organisational and institutional challenges associated with doing so
> reflect on the nature of complex social systems and the extent to which policy can exert predictable influence over them
> examine a selection of the practical tools available for futures work in policymaking, including developing an understanding of their strengths and weaknesses
> develop their understanding of the nature of public strategy and leadership

Intended learning outcomes

By the end of the unit, students should be able to:

> explain the scope for integrating longer term thinking into policymaking, including demonstrating an understanding of the organisational and institutional challenges associated with doing so
> give a critical account of different ways of understanding complexity and social systems, and how these different understandings influence thinking about the ways in which policy can exert predictable influence over such systems
> explain how a selection practical tools for futures work could be applied to policymaking, including demonstrating an understanding of their strengths and weaknesses
> demonstrate the ability to apply a futures method in a policy context
> give a critical account of the ontological and epistemological commitments associated with futures methods
> give a critical account of the nature of public leadership and strategy, contrasting them with comparable practices in the private sector.

Teaching details

The unit will comprise of weekly blended learning activities including Power Point presentations, live lectures and group discussions and associated learning activities.

Assessment Details

4,000 word written assignment which tests the learning outcomes of the unit.

Reading and References

- Colander, D. and Kupers, R. (2014) *Complexity and the art of public policy*, Princeton.
- Geyer, R. and Cairney, P. (eds) (2015) *Handbook of Complexity and Public Policy*, Edward Elgar.
- Jackson, M. (2019) *Critical systems thinking and the management of complexity: responsible leadership for a complex world,* J Wiley & Sons.
- HM Government (2014) *The futures toolkit: Tools for strategic futures for policy-makers and analysts*, London: HM Government.
- Mulgan, G. (2008) *The art of public strategy: Mobilizing power and knowledge for the common good*, Oxford: OUP
- Van der Steen, M. (2017) Anticipation tools in policy formulation: forecasting, foresight and implications for policy planning, in M. Howlett and I. Mukherjee (eds) *Handbook of Policy Formulation,* Cheltenham: Edward Elgar.

ASSIGNMENTS AND ASSESSMENT

Time commitment
The workload for this programme is considerable, and involves preparation, which contains reading, discussions with your peers and good organisational skills. In addition, there are a number of assessments and a dissertation to complete all with specific deadlines. It is therefore very important that students are clear about what is expected of them and try to prepare and plan for this as early as possible.

Academic writing
Written work should aim to be rigorous, thorough and creative. In terms of assessment this translates into writing critical and argumentative essays which are not simply descriptive accounts or regurgitations of opinion. To conform to an academic style of referencing, the Harvard system should be used. Details of the "Harvard System for Referencing" are in the School for Policy Studies Postgraduate Taught Handbook.

Useful sources include Pears, R. and Shields, G. (2016) *Cite them Right* Basingstoke: Palgrave Macmiliian. You also have access to the web resource: http://www.citethemrightonline.com/.   Once you are on the site you can access the docuemnt through University of Bristol.

Students are expected to adopt a good standard of written English and grammar. Coursework awarded 70+ will be expected to demonstrate excellent written English and grammar and accurate referencing using the Harvard system.

Dissertation preparation

Preparation for your Dissertation begins in week 14 with weekly sessions running through until the end of April 2021. You will be allocated a dissertation tutor who will work with you on your dissertation throughout the Dissertation Block period. A separate Dissertation Handbook will be available in Week 13. More details below on page 34.

➢ Howard, K. and Sharp, J.A. (1996) The management of a student research project London: Gower
➢ Phillips, E.M. and Pugh, D.S. (1990) How to get a PhD: a handbook for students and their dissertations Milton Keynes: Open University Press
➢ Rudestam, K.E, and Newton, R.R. (1993) Surviving your dissertation: a comprehensive guide to content and process London: Sage

Guides and study skills
All of the following are available in the main or departmental libraries.
➢ Dunleavy, P. (1986) Studying for a degree in the humanities and Social Sciences and Law Macmillan
➢ Richardson, M. et al (1979) Preparing to Study Milton Keynes: Open University Press
➢ Fairbairn, G.J. and Winch, C. (1996) Reading, writing and reasoning: a guide for students Milton Keynes: Open University Press

> Marshall, L. and Rowland, F. (1993) A guide to learning independently Milton Keynes: Open University Press

Assessment procedures

The MSc in Public Policy is awarded to candidates who achieve at least a pass mark of 50 in the dissertation and unit essays. It is important to note that for *units with two-part assessments weighted marks for* **both** *assignment 1 and assignment 2 will be* **combined** *to reach the final mark. An* **overall** *mark of at least 50% is needed for a pass.*

Assignments
Unit essays and other assessments
Students are required to submit assignments for each unit. For the most part students must follow the instructions and exact instructions for each assignment and follow the essay titles given to them by the programme tutors and approved by the external examiner.

Submission of assessment
Detailed notes on the requirements for both unit assessments and dissertations are given in the section Conventions for assessment of the MSc in Public Policy. This is a brief reminder of the main points.

> **You are required to submit your unit assessments via Blackboard by the date given.**
> If problems arise, you should discuss these with the unit co-ordinator. Requests for extensions for essays should be made to the Programme Director using the relevant form. These should be directed to sps-pgadmin@bristol.ac.uk. Medical reasons must be supported by a doctor's note. Work related reasons should whenever **possible** have a supporting letter from the employer.

Student assignments should reflect the acquisition of knowledge gained from attending a unit as well as the student's capacity to apply this knowledge to the analysis and evaluation of literature, documentation or other data. Unit assignments should represent the student's own work, and the outcome of their learning experience. The question therefore arises as to what extent can teaching staff assist with the preparation of assignments. As a general rule teaching staff can provide assistance in the *process* of essay writing rather than guidance on the final *outcome.*

Conventions for assessment of the MSc in Public Policy programme
The following conventions have been drawn up to guide those involved in the assessment procedure. They will normally be adhered to by the Examination Board and made available to external examiners, and all students following the programme. The programme is subject to the ordinances and regulations established by Senate and Council. These are contained within both the current version of the Faculty Handbook and the University Handbook entitled Rules and Regulations for Students. Students should ensure that they are familiar with these ordinances and regulations.

Examiners

➢ There is currently one external examiner, who serves for three academic sessions.
➢ Internal examiners will be drawn from the University staff with academic status approved by the Board of the Faculty of Social Sciences and Law.

Examinations board

➢ This will comprise the external examiner, all members of staff who teach or mark on the programme, the departmental Graduate Studies Officer, the Programme Director and the Year Tutor(s).
➢ The Chair will be a senior member of School for Policy Studies staff.
➢ The Board will meet as appropriate to consider and agree marks and discuss written marks and comments from the external examiner. At least once each year, normally in November, the Board will meet in the presence of the External Examiner, to make recommendations for the award of MSc in Public Policy degree. Interim Boards may be convened to agree assignment marks to date and assess progress. The External Examiner is not normally expected to attend.

Unit assessments

➢ Six units of the programme will be assessed by an essay or equivalent piece of work. Details of the assignment(s) will be provided by the third week of each unit. These will have been approved by the External Examiner in advance of circulation to students.
➢ Students *may* be able to negotiate individual titles for their essays or amendments to other forms of assessment with Unit Tutor(s) but this is the exception and these, like those on the lists provided by the Unit Tutor, will have to be approved by the External Examiner.
➢ ALL unit assessments are submitted electronically via Blackboard.
➢ Unit essays will be subject to a moderated marking procedure, whereby a sample of scripts will be double marked to ensure consistency and accuracy in marking procedures.
➢ A mark of 50 will indicate that a candidate has reached MSc standard; a mark of 60 – 70 will indicate that an essay or other piece of work is of merit standard; a mark of 70+ will indicate that an essay or other piece of work is of distinction standard.
➢ The External examiner will receive a schedule of all unit essay marks. A selection of essays including high and low marks and borderline cases and cases where the internal markers have differing opinions will be sent to the external examiner. Copies of all unit essays or other pieces of work will be available for inspection by the External Examiner on request. The role of the External Examiner is to moderate marks overall, not in general to be a third marker.
➢ The external examiner will comment in writing on unit essays or other pieces of work. Final marks will be determined at the Examination Board. In the event of a disagreement between the mark given by internal markers and the External Examiner, after discussion of the reasons for the mark, the normal presumption would be to take the band recommended by the external examiner.
➢ Candidates must pass six formally assessed essays to be eligible for the award of the MSc in Public Policy (see Overall Performance below).
➢ There is the possibility of condonement of one failed unit (up to 20 credit points, provided this is not a mandatory unit.). The final Examination Board will use compensation if the student meets the condition.

➢ Students will be given marks and detailed comments on the standard of their performance.

Dissertation

Students will have an opportunity to discuss their dissertation topics with the Dissertation Co-ordinator, who will then assign them an appropriate supervisor. Students must ensure that they have been assigned a supervisor no later than 31st May 2021. There is an expectation that students will not leave the university for the Third Term until they have had a face-to-face (online or on campus) meeting with their supervisor and agreed a programme of work. Please refer to the Dissertation Handbook for further details about supervision arrangements.

Dissertations should be submitted by the appropriate deadline date.

➢ The Dissertation will take the form of a piece of work agreed between the candidate and an internal adviser. The work should be of a length between 10,000 and 15,000 words. Examiners will deduct marks for excessive length. There will also be penalties for late submission. The number of words, excluding appendices, footnotes, references and bibliography, should be stated on the title page of the work. Examiners may also deduct marks for any racist, sexist or other offensive language.

➢ Two bound copies of the Dissertation plus one electronic copy submitted via blackboard are to be submitted by 13th September in the first (for full-time students) or second year (for part-time students) of the programme.

➢ All Dissertations will be double-marked with dissertation supervisor being one of the markers.

➢ A mark of 50 or above will indicate that the candidate has reached Masters standard.

➢ All Dissertations will be available to the external examiner. A selection of dissertations, including high and low marks, borderline cases and cases where internal examiners have differing opinions will be sent to the external examiner for moderation.

➢ The external examiner will comment in writing on dissertations. In the event of disagreement between the mark given by internal markers and the external examiner, after discussion of the reasons for the mark, the normal presumption would be to take the mark recommended by the external examiner.

➢ Students will be given final agreed marks and comment sheets from internal markers on the dissertation.

➢ Candidates must achieve a mark of 50 or above in the dissertation to be eligible for the award of MSc in Public Policy (see overall performance below).

Overall performance

The overall performance of each student will be reviewed by the Board of Examiners following completion of their chosen Programme. The examiners may recommend:

For the MSc:

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.

Award with Pass:

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:

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

The Board of Examiners has discretion to take into account exceptional circumstances in judging the overall performance of each student.

Award of Degree

The Examination Board may convey its recommendations for the award of degrees to students, but it should be made clear that the final decision on whether degrees are awarded rests with the Faculty Exam Board, to which recommendations are made.

1.1 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, Health Sciences, Biomedical Sciences, 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.

Bristol is one of the most popular and successful universities in the UK and was ranked within the top 5% of universities in the world in the QS World University Rankings 2019.

The Research Excellence Framework (REF) 2014 has ranked Bristol among the UK's top research universities. Our research is shown to have top quality and major impact on society and the economy, according to this assessment of research at every UK University. REF2014 will decide how around £2 billion in research funding will be allocated each year from 2015-16. You can find out more information about the REF 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/.

1.2 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 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 results of REF 2014 confirm that the Faculty is one of the leading UK centres of high quality and high impact social science and legal research. As a whole, the Faculty ranks second in the UK in the Times Higher Education's REF Intensity rankings. Teaching excellence has been clearly demonstrated in Departments' QAA Subject Review scores. More details are on the Faculty website www.bristol.ac.uk/fssl/.

1.3 The School for Policy Studies (SPS)

Head of School: Professor Esther Dermott

The School for Policy Studies is a world-leading centre for research and teaching in interdisciplinary social science. Ranked 16th for Social Policy in the QS World University Rankings, 80% of our research is rated world-leading or internationally excellent, and our teaching programmes are consistently top-rated within the UK.

We specialise in policy-relevant national and international research on children and families, housing and cities, governance, disability, gender-based violence, poverty and social justice, health and wellbeing, social work and social care, and nutrition, physical activity and public health. Our multidisciplinary team of policy experts come from a wide variety of backgrounds in social policy research, economics, education, history, human geography, nutrition and health sciences, social work, and sociology based within seven specialist research centres:

➢ Centre for Exercise, Nutrition and Health Sciences
Centre Head: Professor Charlie Foster

➢ Children and Families Research Centre
Centre Head: Dr Debbie Watson

➢ Centre for Gender and Violence Research
Centre Head: Dr Emma Williamson

➢ Centre for Research in Health and Social Care
Centre Head: Dr Paul Willis

➢ Centre for the Study of Poverty and Social Justice
Centre Head: Professor Susan Harkness

➢ Centre for Urban and Public Policy Research
Centre Head: Professor Alex Marsh

➢ Norah Fry Centre for Disability Studies
Centre Head: Beth Tarleton

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 http://www.bristol.ac.uk/sps/people.

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. You can find other useful maps on the University website at http://www.bristol.ac.uk/maps/.

1.4 Student Representation

Student representation is very important at Bristol. Staff and students work together at all levels to improve the student experience. You can have your say and bring about change by voting in elections, attending meetings or standing for election in academic societies, Student Staff Liaison Committees (SSLCs) or Union Committees and roles. The Staff-Student Liaison Committee (SSLC) exists as a forum by which staff and student representatives can discuss all aspects of teaching and student welfare in our school. It provides a means by which you, as students, can pass your views to staff.

Every single course and year group has its own course rep whose main responsibility is to collate and communicate the views of their peers at regular SSLC meetings held with the Programme Director. Course reps will also have the opportunity to meet with other course reps in the School, the Head of School, the Education Director, PGT Director, Director of Doctoral Studies and Graduate Administration Manager to discuss common issues arising across programmes in the School. The Faculty Student-Staff Liaison Committee (SSLC) meets three times a year and has two student representatives from each School on its membership to discuss academic and pastoral matters that affect students.

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. The UBU 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 http://www.bristolsu.org.uk/representation.

1   CALENDAR/TIMETABLE

2.1   Teaching blocks

Welcome Week (week 0)	28 September – 2 October 2020
Teaching Block 1	5 October – 15 January 2021
Teaching Block 2	1 February – 14 May 2021

2.2 Vacation das

Christmas vacation	21 December 2020 – 8 January 2021
Easter vacation	29 March – 16 April 2021

2.3 Key dates for MSc Public Policy

Registration	Monday 28 September 2020
Welcome Day	Monday 5 October 2020
Teaching starts	Monday 19 October 2020
Dissertation submission	13 September 2021

4 ADMINISTRATION AND COMMUNICATION

4.1 University Card

Your *U*Card (University Card) is also your Library card. 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 *U*Card 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 *U*Card at all times** when you are on the University precincts at Bristol and do not give your *U*Card 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/.

4.2 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 assignments through this site (see the section below on 'Assignment 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. You should not expect lecturers to provide printed handouts or photocopies of reading materials in class. Rather, you should expect the materials related to an upcoming lecture or class to be accessible through Blackboard in advance of the session so that you can download them and, if necessary, print them out.

There may be occasions on which it is not, for a variety of reasons, possible for your lecturer to make materials available in advance of a particular session. Your lecturer should post a notice on Blackboard telling you that this is the case. 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:

 ➢ Unit outline, including lecture timetable, class topics, and reading list

 ➢ Some units have online reading list

 ➢ 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 Coordinator or the Programme Administrator).

5. ASSESSMENT AND FEEDBACK

5.1 Assessment and feedback statement for PGT students

The University has established a number of institutional principles for assessment and feedback in taught programmes. The principles are a statement of the University's approach to assessment and the provision of feedback such that both staff and students share common expectations and are aware of their responsibilities. The assessment methods that might be expected in taught programmes are provided at *www.bristol.ac.uk/academic-quality/assessment/annex/annex-formsofassessment.html*

5.2 Assessment

The amount and type of assessment and feedback within the units that you study will vary and the details given here are guidelines on what you should normally expect in units run on the programmes.

Units on the programmes are designed to enable you to meet the intended learning outcomes of the unit and your programme. We use the following types of assessment to help you attain these outcomes and to assess how well you have attained them:

1. Summative assessment which is designed to test whether and how well you have met the intended learning outcomes for a unit.

2. Formative assessment designed primarily to provide feedback on how well your learning is developing in the unit. It should give you an indication of where you are performing well in relation to the intended learning outcomes and where you need to focus to improve your learning.

You will be informed of the assessments required in a unit at the beginning of the unit. This information is also usually provided in a unit handbook or course outline and/or Blackboard.

5.3 Submission using Blackboard

You must submit all essays through the relevant essay submission area in Blackboard by the deadline.

Note: You do not need to provide us with printed copies of assignments.

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 Student 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)

➢   Portable Document Format (.pdf)

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, and included a word count. Please note that the word length will be checked.

Dissertations must also be submitted via Blackboard. Due to the changes in learning on campus for academic year 20-21, we will confirm the details of the dissertation submission process in due course and you will be given a separate Dissertation Unit handbook. Further instructions about format and binding are provided in a separate Programme Dissertation Handbook.

5.4 Penalties

Penalties for late submissions

In line with University regulations (see 15.4 on the link below), summative work submitted after a deadline should be subject to some penalty, unless an extension has been agreed prior to the deadline, or late submission is justified by reason of illness or other validated extenuating circumstances (see Section 17).

For work submitted up to 24 hours after the agreed submission deadline, a penalty of 10 marks out of 100 from the actual mark the student would have received applies (e.g. coursework that is marked at 60/100 would become 50/100 once the penalty is applied).

For work submitted seven calendar days after the submission deadline, the student will receive a mark of 0, although the student may still be required to submit work of a satisfactory standard in order for credit to be awarded.

http://www.bristol.ac.uk/academic-quality/assessment/regulations-and-code-of-practice-for-taught-programmes/penalties/

Note: Weekends are included in the counting up of the number of days late, e.g. if the essay was due Friday and you submit it on Monday, it will be counted as three days late and therefore subject to a 20 mark penalty.

Penalties for over-length assignments

Assignments that are **over-length** are also subject to penalties. You must enter the word count on the coversheet. If the word limit is exceeded, 1 mark will be deducted for every 300 (or part of 300) words by which the limit is exceeded. Failing to state the number of words or misstating it is an examinations offence. A fixed penalty of 5 marks will be applied to those who mislead on the word limit by systematically omitting spaces in references and footnotes.

What is included in the word count? **Word count** includes everything in the main body of the text (including headings, tables, citations, quotes, lists, etc. Students should also be reminded that there is no leeway regarding word count. There is often an assumption that there is some flexibility +/- 10% above/below the specified word length.

Note: If the penalty takes you below the pass mark, you will be permitted to re-submit once for a capped mark of 50%.

5.5 Feedback

Feedback is designed to enable you to reflect on what you have done well and where improvement is needed. You should seek clarification if the feedback is not clear to you. You should also try to act on the feedback and use it constructively in future assessment.

Feedback is provided in a variety of ways, for example:

➢ Individual feedback consisting of written comments on submitted work.

➢ Group feedback is sometimes provided on submitted work. Such feedback will help you to see how your understanding compares with your fellow students and may, by providing insight into how others have answered a question, give you ideas on what could have been included in your work.

➢ You may receive feedback from your personal tutor and unit convenors.

➢ Where you make presentations to a tutorial or seminar group, or do group work with other students, you may receive written or oral feedback from the tutor and other students in the class.

The amount of time required to give you feedback on a piece of formative assessment will depend on the nature of the assessment task and other programme-specific factors, but feedback will normally be provided within three weeks of the submission deadline, unless there is a special reason why this deadline cannot be met.

Further information on assessments within the University may be found in the [Regulations and Code of Practice for Taught Programmes](#).

5.6 Marking criteria and scales

The programme uses marking criteria to judge whether and how well you have succeeded in attaining the intended learning outcomes for each unit. These criteria are used to assign a mark to your work.

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

For full information including the University's marking criteria, see the section 12 of the [Regulations and Code of Practice for Taught Programmes](#).

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. ➢ The work is very well written and presents an excellent synthesis of appropriate available information, coherently structured. ➢ Excellent evidence of acquisition of relevant skills and their application. ➢ Excellent presentation including the consistent use of an appropriate referencing system.
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.

5.7 Marking procedures

The programme uses a system of 'open moderation' marking (except for the Dissertation which is double marked). The purpose of this marking system is to ensure that marking of the unit is fair, rigorous and consistent.

The first internal marker (usually the unit coordinator) assesses the student's work and feedback is recorded on a proforma together with a suggested mark. The second internal marker (the 'moderator') then looks at a selection of essays (usually one from each band as well as all the fails) and confirms the mark is within the appropriate band. Moderation means that not all essays get double marked. However, the confirmation of bands means that there is an agreement between the first and the second marker about the quality of the work and the allocated category of marks.

When moderation is completed, the first internal marker passes the unit assessment proforma to the Postgraduate Student Administrator for return to the student.

5.8 Confirmation of marks and student notification

All summative unit assessments are confirmed by the Programme Examination Board, which normally meets twice a year, respectively in November and in May or June. 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 Postgraduate Student Administrator, if there have been any penalties assessed for lateness or over-length or in instances of suspected plagiarism. Final awards are first recommended by the Programme Examination Board and then confirmed by the Faculty Board of Examiners, which is also informed of any potential issues regarding student progression.

Note: All marks are provisional until they have been confirmed by the Faculty Board of Examiners.

5.9 Resubmission and Progression

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. 're-sit') or to achieve any specified additional criteria. 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 undertaking the re-assessment.

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 (60 credit points) 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 section 38 of Regulations and Code of Practice for Taught Programmes). The timing of the resubmission is normally following the Faculty Summer Examination Board, which usually takes place in May or June each year. The programme exam board ratifies marks for all submitted unit assignments (original and resubmitted, ie. first and second attempts) and the Faculty confirms resubmission information in writing following the Faculty Summer Exam Board.

Note: For resubmissions, penalties for lateness or over length are applied to the 'capped' mark not the 'notional' mark. In short, if the resubmission is late or is even one word over the limit, it will automatically receive a fail. To be safe, do not submit your work late without an approved extension, and please stay under the maximum word count of 4,000 words.

5.10 Progression and completion in taught postgraduate modular programme

A student 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 acquire the necessary credit before progressing to the dissertation as the next component of study.

Suitable arrangements will be made to implement the regulations for the award of credit for students who study on a part-time basis , so that the students are aware of the arrangements (e.g. the timing and status of any re-sits) and are not disadvantaged by the point in their studies in which their progression is formally considered.

By reaching a satisfactory standard, students thereby acquire the necessary credit points to progress, except as specified below. 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 are communicated to the students in advance of the commencement of their study of the unit.

If a student does not achieve the necessary requirements set out in section 38.8 of Regulations and Code of Practice for Taught Programmes**, s/he will be required to withdraw from the programme, with an exit award if appropriate, unless there are validated extenuating circumstances** (see Section 17). Faculties have discretionary authority to permit postgraduate students who have failed part or all of the taught component to re-sit for the purpose of achieving an exit award.

5.11 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. You can find further help at the following websites:

➢ http://infolib.vnua.edu.vn/HUA/UpLoadFiles/Cite%20them%20right.PDF Online referencing guide (Cite them Right)

➢ library.leeds.ac.uk/info/200232/referencing

➢ www.lib.monash.edu.au/tutorials/citing/harvard.html is a clearly labelled self help guide.

➢ 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.

➢ The reference source for Harvard and other styles is recorded in British Standards Institution (1990) BS5605:1990 Recommendations for citing and referencing published material. Milton Keynes, BSI. The library holds this reference book.

There are reference management software packages (e.g. Endnote Online) available that do the job for you and can save time once you have learnt how to use them. Such software can also be useful for organising the journal articles and other sources you download. You can find out more about Endnote at

http://www.bristol.ac.uk/library/support/findinginfo/literature-references/endnote/

Note: If you use software this you will still need to be able to recognise and correct errors and inconsistencies in your referencing.

5.12 Academic Misconduct

Each year, a number of students commit Academic Misconduct such as plagiarism, contract cheating or cheating in examinations. The University takes these cases very seriously, and the consequences can be very grave. Some students found by a serious plagiarism panel to have plagiarised other people's work or to have cheated in an exam, have been awarded a mark of zero for their unit so they are not permitted to progress in their studies and have to exit with a lower qualification than the one they registered for. Others are unable to enter their chosen professions on account of their record of dishonesty. It is therefore essential that you are familiar with the main types of examination offence and avoid them at all costs.

The three most common types of offence are: plagiarism, having unauthorised materials in an Examination, and collusion.

Plagiarism

Plagiarism is the presentation of someone else's work as though it were your own. This can take several forms, including:

Obtaining an essay, e.g. from the Internet or another provider, and submitting it as your own work either in part or in full.

Using another student's work and submitting it as your own work either in part or in full.

Self-Plagiarism, i.e. reusing your own material which you have already submitted elsewhere without referencing it.

Copying, or electronically cutting and pasting, sections (i.e. a whole sentence or more) of someone's work, without using quotation marks to clearly mark what text is not yours. This includes material from the Internet. This is still plagiarism, even if you change a few words or leave out some of the sentences in a passage. Putting quotation marks round odd sentences and giving the full citation for those will not prevent any material outside the quotation marks from being assessed as plagiarism. When students are identified as doing this, they often say that they had made notes, or cut and pasted bits of sources into a notes file, and then forgot that these were verbatim rather than their own paraphrase or re- wording of the original. This is not an acceptable excuse. It is your responsibility to make sure that you keep track of your notes and material. You should always keep a record of where notes come from, including page numbers where relevant. This is part of the study skills we expect you to develop as a postgraduate at Bristol, and so you can expect us to treat such plagiarism more severely as you progress through your studies. Ultimately, if you do this extensively in work submitted as part of your final assessment, it's possible your mark will be reduced mark of zero for that unit, something that could affect your final degree award. If you are in any doubt about this, please talk to your personal tutor and/or individual unit tutors and get advice on good practice in note taking and the use of quotations.

'Borrowing' the structure of an argument from another writer and following this too closely, presenting it as your own, without acknowledgement. You may not actually copy verbatim sections from the original, but you are still presenting someone else's ideas and work as your own. Depending on the extent to which you do this, it may make it difficult to assess the work as your own,and could result in your mark being reduced to zero for the unit. Again, please ask for help and support if you are in any doubt about this.

Passages quoted from other authors, or from your own previous work, must be identified in quotations and the sources of the quoted material must be acknowledged by the student. Use of unacknowledged sources may be construed as plagiarism. More information about plagiarism and the use of paraphrasing can be found at: www.bristol.ac.uk/esu/studentlearning/plagiarism/

The University of Bristol, like most UK universities, uses JISC Turnitin UK Plagiarism Detection Software. This system detects similarities with internet sources, other students' work, books and journal articles. Assignments are routinely run through Turnitin software and any with any instances of extensive or suspected deliberate similarity with other sources being considered further either at School or Faculty level:

http://www.bristol.ac.uk/tel/support/tools/turnitin/

All Schools in the Faculty run sessions on good academic practice and avoidance of plagiarism at various points during the academic year. **You should attend these sessions to ensure you follow correct referencing procedures and have a full understanding of what is required in submitting assignments**.

The Faculty of Arts has developed A Guide to Referencing Academic Work, which includes consists of an interactive tutorial designed to teach students where and how to reference academic work such as essays and dissertations. Guidance is provided on the correct use of two different methods of academic citation: the Modern Humanities Research Association (MHRA) system, in which references are contained in footnotes and a bibliography, and the Harvard, or 'author-date' system, where brief citations are placed in brackets within the text and full references are included in a reference list. It also provides a Revision quiz, which includes of a series of exercises to test your understanding of referencing and plagiarism. **You are strongly encouraged to use this quiz to identify any gaps in your knowledge and highlight areas of the tutorial you may need to revisit.**

In addition to the guidance provided by your School, the Library and the student union also provide information on avoiding plagiarism:

www.bristol.ac.uk/library/support/findinginfo/plagiarism/

https://www.bristolsu.org.uk/resources/just-ask-booklet-plagiarism

Collusion

Collusion is unauthorised collaboration with another student to produce work together. While we expect you to work co-operatively in some of your seminars and classes, and we are always pleased when students enjoy discussing their work with each other, what you submit for assessment must be your own. As a rule of thumb, you should never share any electronic or other written material relating to an assessment task with another student. The risk is too great. In very particular circumstances, which will be clearly identified, you may be asked to submit group work, but even then you will be asked to identify your contribution. If we cannot distinguish your work from that of someone else, we cannot assess it and it is very likely to receive a mark of zero.

Because of the gravity with which we regard plagiarism, we have developed ways of detecting it, including the electronic scrutiny of work through **Turnitin**.

You are required to submit all of your summative assessments in electronic form.

Procedures

The University has a set of procedures for dealing with allegations or suspicions that plagiarism or an examination offence has occurred. Small irregularities which amount to poor academic practice can be dealt with as a matter of marking and the student later notified. Cases involving the suspicion of plagiarism or other offence will be considered by either a School Panel or a Faculty Panel, depending on the seriousness. Small volumes of plagiarised material may be treated as minor, substantial amounts of plagiarised material; unauthorised materials in examinations and collusion are serious. Minor cases are dealt with by a School Panel; serious cases by a Faculty Panel chaired by the Faculty Plagiarism Officer.

In such cases, the student will be interviewed. If the panel is satisfied that there is no evidence of dishonesty, i.e. no deliberate attempt to gain an unfair advantage, or no need to treat the matter as requiring disciplinary action by the University, a recommendation as to the appropriate penalty will be made to the Board of Examiners. If, however, the committee thinks there is evidence of dishonesty, the matter may be dealt with further under University Disciplinary Regulations.

The University Examination Regulations outline the procedures to be followed in cases of student plagiarism and cheating, and can be found at:

www.bris.ac.uk/secretary/studentrulesregs/examregs.html.

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

The University's Examination Regulations state that *'Any thesis, dissertation, essay, or other course work must be the student's own work and must not contain plagiarised material. Any instance of plagiarism in such coursework will be treated as an offence under these regulations.'* (Section 3.1)

The Examination Regulations give information on the University's procedures for dealing with cases of plagiarism in undergraduate and taught postgraduate programmes of study (Section 4). The specific options available to a school (section 4.4.8) or faculty (section 4.5.8) plagiarism panel range from dismissing the case, awarding lower marks to referring the case to the student disciplinary procedure (Sections 4.4.10 or 4.5.12 or 4.8) http://www.bristol.ac.uk/media-library/sites/secretary/documents/student-rules-and-regs/exam-regulations.pdf

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

5.13 Awards: Taught Postgraduate Modular Programmes

The taught component mark is calculated by averaging the relevant weighted individual unit marks. The result of the calculation should then be rounded to the nearest integer.

The weighting of each unit mark, in calculating the 'taught component mark', will correspond to the credit point value of the unit. See Annex 11 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 (classified exit award) may be permitted where students leave their intended programme because of an exceptional circumstance.

The classification of the award in relation to the overall taught component mark and the dissertation mark is as follows (Faculties retain discretion to increase these thresholds):

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.
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.
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.

For full information, see section 39 of Regulations and Code of Practice for Taught Programmes.

Note: Where a student has achieved a near-pass mark (45 or over but less than 50 out of 100) for the dissertation and, in addition, the examiners recommend that it is suitable for re-assessment, the relevant Board of Examiners may decide to permit the student to re-submit the dissertation, or equivalent. Re-submission of the dissertation where the

student has achieved a mark less than 45 out of 100 will be permitted where failure is due to validated extenuating circumstances (see sec. 17 of the [Regulations and Code of Practice for Taught Programmes](#)).

5.14 Title of Awards

The **MSc** (180 credits) is awarded for the successful completion of six 20-credit units plus a dissertation (equivalent of three units).

The **Postgraduate Diploma** (120 credits) is awarded for the successful completion of six 20-credit units but does not require a dissertation.

The **Postgraduate Certificate** (60 credits) is awarded for the successful completion of three 20-credit units equivalent to 60 credits.

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

6. EXTENUATING CIRCUMSTANCES

If you feel your work has been affected by illness or other causes, you may notify the Programme Exam Board and ask for extenuating circumstances to be taken into account. Please read section 17 of Regulations and Code of Practice for Taught Programmes. This will explain what we mean by extenuating circumstances and the procedures followed.

A student guide to extenuating circumstances is also available at

http://www.bristolsu.org.uk/advice-and-support/extenuating-circumstances

Extenuating circumstances are circumstances external to study within the university that a student believes has affected their performance in assessment.

The effects that properly reported extenuating circumstances have on a student's performance must be considered by boards of examiners when making progression, completion or classification decisions.

If students want to present a case to the Programme Examination Board for extenuating circumstances to be taken into account in the treatment of your marks, you must complete the University's form for extenuating circumstances (available at: http://www.bristol.ac.uk/students/services/forms/ or on the Programme Blackboard) and submit the form to the Programme Office. The deadline for receipt of this form will be the day before the Programme Extenuating Circumstances Committee meeting. Relevant evidence must be provided.

Such cases are considered by a small subgroup of the Examination Board (Extenuating Circumstances Committee), which then makes a recommendation to the Examination Board. All such cases are dealt with anonymously at the Programme Examination Board.

7 ABSENCES, ATTENDANCE, EXTENSIONS AND SUSPENSIONS

7.1 Student Absence due to illness or other causes

During the teaching period

If a student is absent due to illness or other cause for **up to and including seven consecutive days** in the teaching period, they should inform the School as soon as possible and complete an absence form (available from: www.bristol.ac.uk/students/services/forms/).

If a student is absent due to illness or other cause for **more than seven consecutive days** in the teaching period, they should inform the School as soon as possible and complete an extenuating circumstances form. Additional evidence for the absence may be required, e.g. if the absence is due to illness the student should also attend an appointment with a Medical Practitioner (e.g. a GP) (with the completed form) to obtain a medical certificate ('sick-note'). Both the form and any documented evidence must then be submitted to the relevant school office.

If an absence from the teaching period means a student is **unable to submit** a summative coursework assignment by the agreed deadline, the student should contact the School and request an extension **before** the assignment deadline and may need to complete an extenuating circumstances form. The School may ask for evidence of the reason for the absence in agreeing an extension to a deadline.

Students who are ill for a period of time during the teaching period, whether close to the deadline or not, must submit work on time unless an extension has been agreed by the School. The School will not accept late submission without penalty where no extension has been granted.

Please refer to the University policy on "**Student Absence Due to Illness or Other Cause**" available at: http://www.bristol.ac.uk/academic-quality/assessment/regulations-and-code-of-practice-for-taught-programmes/student-absence/ for further information.

Note: 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.

7.2 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. Failure to do so may entail additional/supplementary formative assessment to compensate for missed sessions.

Note: This is defined as attendance at 9 out of 12 (or 75%) 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).

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; and
- ➢ attendance on field trips

7.3 Unit study extensions / extension of study

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, an extension of study will need to be agreed by the Faculty Graduate Dean. It will only be granted where there are good grounds, supporting documentation (e.g. a medical note from a GP). There will need to be clear evidence of satisfactory progress for an extension request to be granted. Please see the Faculty Handbook, and section 36 of the Regulations and Code of Practice for Taught Programmes for information. Please contact the Postgraduate Student Administrator for a copy of the extension of study form.

Note: 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.

7.4 Suspension of study

Students do not have the automatic right to suspend their studies. The University expects students to complete their study in a single continuous period. As a suspension of study will interrupt a student's progress on their programme, it will only be granted where there are good grounds and supporting documentation (e.g. a report from a registered medical practitioner) 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 and Programme Director as early as possible. Please see the Faculty Handbook, and section 6 of the Regulations and Code of Practice for Taught Programmes for further information. Please contact the Postgraduate Student Administrator for a personalised suspension of studies form.

8. UNIVERSITY LIBRARY SERVICE

The University library provides access to and support for millions of research and learning resources in print and online. The University Library is committed to providing high-quality facilities and services to enrich scholarship at the University. *Please be aware that during the pandemic the library may have reduced access and staffing so do please check opening hours and services available before going to the Library.*

The Arts and Social Sciences Library is one of 9 libraries that make up the University Library system. Most of the material for the programmes in The School for Policy Studies is housed in this library, but you will find that other libraries, such as Education and Medical may contain material relevant to your studies. All University students are entitled to use and borrow from any of the libraries.

For further details, see http://www.bris.ac.uk/library/

How to register for the Library

A UCard (which also acts as a library card) will be given to students as part of the University registration procedures and will be valid for the whole of the programme and for all of our libraries.

The Arts and Social Sciences Library

The Arts and Social Sciences Library
University of Bristol,
Tyndall Avenue
Bristol BS8 1TJ

General Enquiries Telephone: (0117) 928 8000
Email: library-enquiries@bristol.ac.uk
Internet: http://www.bris.ac.uk/library/locations-opening/arts-social-sciences/
Twitter: Follow the University Library on @BristolUniLib

Libraries and University Study Centres

Library location and opening hours
http://www.bris.ac.uk/library/locations-opening/

Find a study space
http://www.bris.ac.uk/students/study-spaces/

Subject librarian for the School for Policy Studies

Emma Allison is the Policy Studies Subject Librarian. She will be glad to help you with any enquiries you may have about the library's collections, literature searches, and online resources.

Tel: +44 (0)117 3940465
Email: emma.allison@bristol.ac.uk

9. 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 http://www.bristol.ac.uk/students/study-spaces/. 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 MyFiles space (100Mb) on the University O: drive.

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.

10. OTHER INFORMATION

10.1 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.

The University wishes to ensure that paid work does not adversely affect the academic progress of its students, while understanding the need to work in order to earn money. We therefore advise that, for full time students, up to but not more than 15 hours of paid work per week is reasonable over the course of the academic year.

10.2 University's lecture recording system

Re/Plays the University's centrally supported lecture capture platform. It allows the creation, editing, publishing (via Blackboard) and management of Rich Media content.

For more information about Re/Play visit:
http://www.bristol.ac.uk/tel/support/tools/mediasite/.

For help on how best to use recordings visit:
http://www.bristol.ac.uk/tel/support/tools/mediasite/student-essentials/

10.3 Study support

Beyond the School, there are a range of resources available to you to support your study. This webpage will give you access to a range of courses, workshops and online resources: http://www.bristol.ac.uk/students/study/.

The resources and training sessions are designed to complement and support the teaching, advice and assignment criteria you receive as part of your programme, helping you achieve your highest potential. For further information, please visit Skills development and training website for current students:

http://www.bristol.ac.uk/students/study/skills-development/

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), Richmond Building, 105 Queen's Road, Bristol BS8 1LN. 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.

10.4 International students

The University provides the help and support to new international students when you arrive at Bristol and how to get involved with University life.

http://www.bristol.ac.uk/students/new/new-international/after/

Our Student Visa Advisers support students on matters related to immigration status. Advisers can offer guidance to prospective and current students. Advisers help students ensure they meet UK Visas and Immigration (UKVI) requirements and rules. http://www.bristol.ac.uk/directory/visas/

The Student Services website also provides useful information for international students: http://www.bristol.ac.uk/studentservices/.

10.5 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.

10.6 Student Complaints Procedure

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 Director of Postgraduate Taught Programme or the Head of School. The student complaints procedure can be found at http://www.bristol.ac.uk/academic-quality/pg/pgrcode/section10/

10.7 Student Appeals Process

If you wish to appeal against a decision made by the Faculty Exam Board, you need to consult the University exam regulations, which explain the grounds for an appeal and the procedure to follow. Please talk to your Programme Director if you think you want to appeal against an exam board decision. Also, please contact Bristol SU Just Ask for advice on academic or related matters.

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 Office website before taking any action: http://www.bristol.ac.uk/secretary/student-rules-regs/.

10.8 Disability Support

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 A 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 Co-ordinator who is our Student Administration Manager,

Fiona Tonagh and Deputy Student Admin Manager Jim Evans. Outside the School, the University's Disability Services provides information, advice and support: www.bristol.ac.uk/disability-services.

10.9 Fees and Funding

Your University education is a significant investment, and it is important that you consider how you will meet the expenses involved. The University's Student Funding Office will provide all the support you need to explore options for funding and take control of your finances. For further information, see

http://www.bristol.ac.uk/study/postgraduate/fees-and-funding/.

10.10 Safety and Health Services

You can find information relating to health and safety, specific safety themes and the Occupational Health Services at: www.bristol.ac.uk/safety/.

10.11 Student Services

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

10.12 Careers Service

The Careers Service, located at 5 Tyndall Avenue, can provide careers information and advice, and provide practical help in obtaining employment. The Careers Service provides career-orientated workshops, practice interviews and individual guidance as well as a variety of courses to help develop student employability. It also offers support and resources to help students applying and considering placements, including a range of placement opportunities. 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. For further info, please visit www.bristol.ac.uk/careers

APPENDIX A: INFORMATION FOR DISABLED[1] 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.

[1]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 nos10 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 (DSS)detailing agreed support needs, including alternative exam arrangements

➢   Help arranging funded study support such as notetaking, specialist mentoring and 1:1 study skills tuition

➢   Advice and guidance on applying for Disabled Students Allowance (DSA) funding

➢   Liaison with academic schools and other services to advise on reasonable adjustments

UK home students can normally apply for Disabled Students' Allowance (DSAs) to fund specialist study support. DSAs come from the UK government and are used to fund both undergraduate and postgraduate students. DSA are grants, not loans, so there is never anything to pay back. Specialist support may include assistive software and equipment, academic mentoring to help manage being at university with an ongoing health condition or mental health difficulty, or study skills tuition.

We advise all disabled UK home students to apply for DSA. Apply early to make sure that your funding is in place when you start at University. Please contact Disability Services for further information and advice

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 as soon as possible before arrival (see contact details below) to discuss their options.

The Student Union also supports disabled students. Contact 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/

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.

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

Email: **sps-sam@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 Joe McAllister, 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 B: 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 David Gordon. 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 the dissertation research project, all students are required to gain ethical approval before starting the research. An ethical approval number (EAN) must be obtained. All students (conducting any type of dissertation) are required to submit a standard Ethics Checklist which includes a brief explanation of their research questions, methods and the steps they are going to take to ensure the research is conducted appropriately. Students collecting primary or analysing secondary data must also submit a Self-Assessment Data Protection Form which describes the methods used to ensure that the research data are stored, analysed and reported in line with the data protection act. Students should discuss with their supervisor whether their project will also require them to submit a full Ethics Application. For primary data collection dissertations, ethics approval should be gained before any fieldwork is undertaken (i.e., contacting participants, recruiting, data collecting). Students should discuss research ethics and ethical approval with their supervisor and ensure that they have approved their completed ethics forms. It is the student's responsibility to ensure ethics approval is in place prior to starting any research, as failure to do so would be considered research misconduct (for further detail see the student regulations http://www.bristol.ac.uk/media-library/sites/secretary/documents/student-rules-and-regs/research-misconduct.pdf). All ethics forms, protocols, submission deadlines (also see timetable), and tips will be available on Blackboard in the Dissertation unit.

Certain types of research may also require review and approval by an external Ethics Committee (e.g., NHS REC). 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 in discussion with your supervisor.

APPENDIX C: 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 D: 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

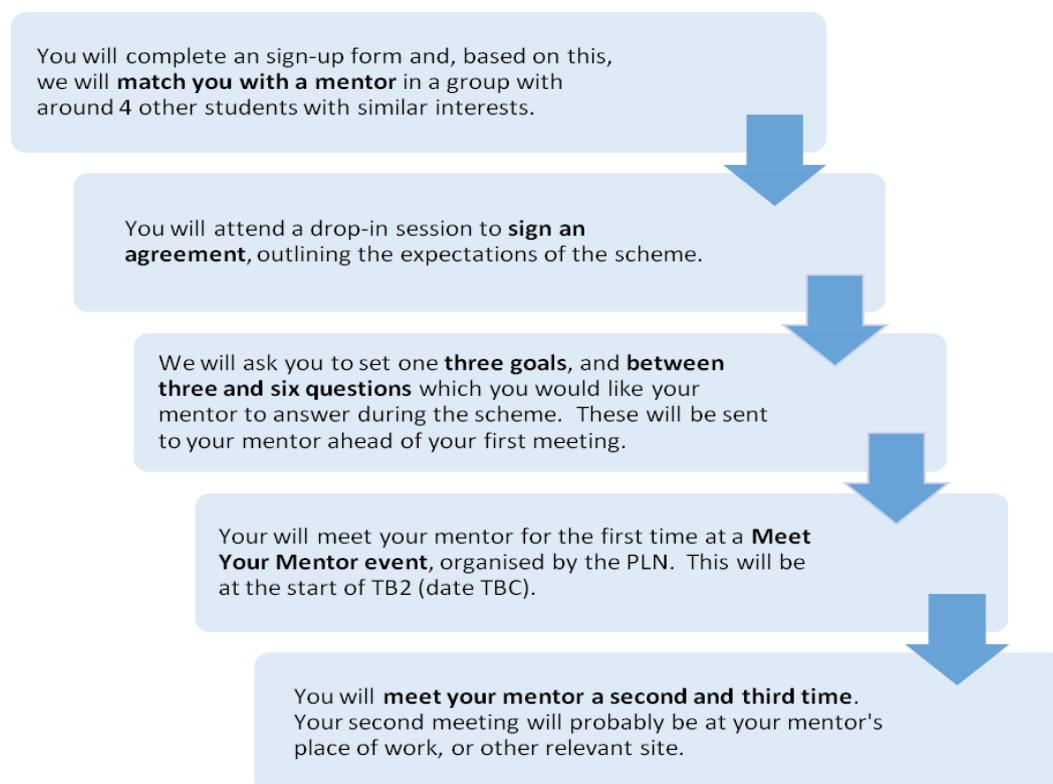www.bristol.ac.uk/secretary/dataprotection

APPENDIX E: MSc Public Policy Mentoring Scheme 2020-21

The mentoring scheme offers you the chance to connect with a professional who use your degree in the workplace. A mentor will:

- give you a first-hand insight into an organisation utilising your academic field in the wider world;
- give you a new perspective and help you to reflect on your studies;
- assist you with your plans for after you graduate;
- help to extend your professional networks.

Mentors may be able to give you advice on how to get into their particular sector based on their experiences and will be able to answer questions about their current role and how they got into their current area of work. They can also provide insight into how their academic studies relate to their work in the "real world" and give advice about how to navigate this transition.

How the mentoring scheme works

You will complete an sign-up form and, based on this, we will **match you with a mentor** in a group with around 4 other students with similar interests.

You will attend a drop-in session to **sign an agreement**, outlining the expectations of the scheme.

We will ask you to set one **three goals**, and **between three and six questions** which you would like your mentor to answer during the scheme. These will be sent to your mentor ahead of your first meeting.

Your will meet your mentor for the first time at a **Meet Your Mentor event**, organised by the PLN. This will be at the start of TB2 (date TBC).

You will **meet your mentor a second and third time**. Your second meeting will probably be at your mentor's place of work, or other relevant site.

Support: Contact the Faculty of Social Sciences & Law **Professional Liaison Network** on fssl-pln@bristol.ac.uk if you have any questions about the Mentoring Scheme.

DISCLAIMER

Information included 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.