

MSc in Social Work**Programme Handbook****Academic Year 2019-20**

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 Postgraduate Student Handbook.

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

Faculty Handbook Available online at: <https://www.bris.ac.uk/fssl/current-students/>

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

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1. OVERVIEW OF THE PROGRAMME

Welcome to the MSc in Social Work at the School for Policy Studies, University of Bristol

We hope you will enjoy your time on the course and find it a good foundation for developing your knowledge, skills, values and practice experience in preparation for practice as a social worker.

The MSc in Social Work course is planned and managed by University of Bristol in collaboration with both statutory and independent social work agencies in the region, who work with children and young people and adults. The Service Users' and Carers' Forum (SUCF) is also consulted on the design and development of the course. The course leads to the award of the University's **MSc in Social Work or Postgraduate Diploma in Social Work**.

The course is approved by the Health and Care Professions Council (HCPC). The HCPC's aims and vision are to:

- maintain and publish a public register of properly qualified members of the professions;
- approve and uphold high standards of education and training, and continuing good practice;
- investigate complaints and take appropriate action;
- work in partnership with the public, and a range of other groups including professional bodies; and
- promote awareness and understanding of the aims of the Council (www.hcpc-uk.org)

On 2nd December this year (2019), the responsibility for regulating social work will pass to a new Body, Social Work England. - <https://socialworkengland.org.uk>

Social work students are not required to register with the HCPC (or Social Work England), but registration will be required after passing the degree in social work.

In addition to this handbook, you will also be provided with a **Practice Placement Handbook**. These two Handbooks contain most of the information you need while you are on the course. All students are advised to read both books fully most of the information required for the programme is held within both books.

Please search these resources for answers to your questions before asking others.

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 & Administration in the 2018 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: Dr Charlie Foster
- [Children and Families Research Centre](#)
Centre Head: Professor 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: Dr David Sweeting
- [Norah Fry Centre for Disability Studies](#)
Centre Head: Professor David Abbott

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, Staff-Student 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 termly with other course reps, 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>.

1.5 Calendar / Timetable 2019-20

TERM 1 – 2019

Welcome Week 23-27 September

Monday 23 September Registration & Induction (between 11.00 and 4.00)

Tuesday 24 September Introductory Programme (*between 9.00 and 4.00*
to Thursday 26 September *each day*)

Friday 27 September Independent Study

Weeks 1-5 (30 September – 1 November)

Mondays Independent Study

Tuesdays Teaching sessions (*between 9.00 and 4.00 each day*)

Wednesdays Teaching sessions (*between 9.00 and 4.00 each day*)

Thursdays Teaching sessions (*between 9.00 and 4.00 each day*)

Fridays Independent Study

Week 6 (4-8 November) Recording of communication & interviewing skills assignment in the Dept + independent study

Weeks 7-11 (11 November – 13 December)

Mondays Independent Study

Tuesdays Teaching sessions (*between 9.00 and 4.00 each day*)

Wednesdays Teaching sessions (*between 9.00 and 4.00 each day*)

Thursdays Teaching sessions (*between 9.00 and 4.00 each day*)

Fridays Independent Study

EXAMS: Law Exam – Friday morning 29 November

 Human Development Exam – Friday morning 13 December

Week 12 (16-20 December) Independent Study

Christmas/New Year Break (2019/20)

Monday 23 December – Friday 3 January

TERM 2 - 2020

Monday 6 January – Friday 17 January: Social Work Methods Workshops

Monday 20 January – Friday 7 February:

University based teaching and independent study. The detailed programme will be available at the start of term.

Monday 10 February **First Practice Placement (70 days) commences**

Throughout your placements you will be expected to work the normal hours for the agency in which you are placed and must be available to work full days. This may sometimes include some evening and/or weekend working.

In addition to the Bank Holidays, students can take a total of 12 days leave at any time during the placement, but this must be agreed in advance with Practice Educators and Supervisors.

Monday 10 February – Friday 27 March)

Mondays – Wednesdays	Placement
Thursdays	University based teaching 9.00-4.00
Fridays	Placement

Monday 30 March – Friday 17 April

Placement continues full time (Easter Bank Holidays Friday 10 April/Monday 13 April, see above re leave arrangements).

TERM 3 – 2020

Monday 20 April – Friday 15 May

Mondays – Wednesdays	Placement
Thursdays (3 weeks)	University based teaching 9.00-4.00
Fridays	Placement

From Monday 18 May, students continue on placement 5 days per week until 70 days have been completed.

Summer 2020

The Programme's Examination Board meets in early July and students who have failed assignments may need to be available to work on re-sits in July

2. ADMINISTRATION AND COMMUNICATION

2.1 University Card

Your *U*Card (University Card) is also your Library card and should be available for collection from Faculty Registration on Monday 23rd September if you have uploaded your photo and registered online in time and from Card Services if not. 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 *U*Card at www.bristol.ac.uk/cardservices/.

2.2 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 (including reading lists) 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
- Online reading list
- Requirements and tasks set for all types of assignment
- Copies of PowerPoint slides 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.

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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@bristol.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).

3. PROGRAMME INFORMATION

3.1 Course Philosophy

On the MSc in Social Work, our aim is to produce graduates who are ready and able to fulfil the role expected of newly qualified social workers, who have met the Standards of Proficiency as set out by the HCPC, adhere to the HCPC's Standards of Conduct, Performance and Ethics, and have demonstrated the appropriate level of capability as set out by BASW's Professional Capability Framework (PCF). As a post-graduate programme, we aim to produce social workers with good analytic and research skills who can contribute to the development of the profession's knowledge base.

We aim to ensure that graduates of the MSc in Social Work at the University of Bristol are able to:

- Communicate effectively with a range of people (including children and adult service users, colleagues, other professionals and people in authority) and in a range of settings;
- Establish effective working relationships with a range of people who use social work services, providing support and exercising authority when required;
- Demonstrate an holistic approach to the identification of needs and of effective responses to these;
- Promote the welfare of children and adults using social work services;
- Play a role in the safeguarding of children and vulnerable adults;
- Understand the professional role and demonstrate professional capability as defined by BASW's PCF for qualifying level (see below);
- Establish effective working relationships with colleagues, including effective partnerships with members of other professions and occupational groups;
- Work within a professional ethical framework, understanding and applying professional values and principles and work in accordance with the HCPC's Standards of Conduct, Performance and Ethics (see www.hcpc-uk.org); and
- Contribute to the effectiveness of organisations providing social work services.

In addition to the aims listed above, there are also specific aims that meet the professional requirements for social work training, which includes the HCPC's standards of proficiency and BASW's PCF. The following are the 9 domains of the PCF:

1. Professionalism: Identify and behave as a professional social worker, committed to professional development
2. Values and ethics: Apply social work ethical principles and values to guide professional practices
3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being

5. Knowledge: Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services
6. Critical reflection and analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
7. Skills and Interventions: Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress
8. Contexts and organisations: Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.
9. Professional leadership: Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

The 'Professional Capabilities Framework', originally produced by the College of Social Work, guides social workers in ways to develop **knowledge values and skills** throughout their careers, starting at the point of entry to an initial qualifying course. The approach outlined above is consistent with this framework.

The PCF is now owned and updated by the British Association of Social Workers – the nine domains of the PCF were updated in August 2018 and students commencing the programme in September 2018 will be expected to demonstrate these standards throughout the programme and on placement.

BASW membership is also open to social work students:
<https://www.basw.co.uk/membership/categories/>

3.2 Knowledge, Skills and Values on the MSc in Social Work

This section sets out our approach to knowledge, values and skills.

i. Critical thinking

Social workers need to be able to appraise critically the evidence relevant to the decisions they are required to make and to defend their decisions wherever required. Social work draws on knowledge and research from a range of disciplines. We encourage discussion and debate about different sources of knowledge and perspectives and aim to ensure that students are able to manage conflicting explanations and to recognise the characteristics of sound arguments and decisions, based on evidence.

ii. Breadth of knowledge and skills

The course leads to a generic qualification. In the first year students are provided with a broad curriculum covering a range of knowledge and skills relevant to social work. In the second year the curriculum is more specialised and students choose between Units. In each year the Units studied are designed to support practice learning. The curriculum is designed to enable students to develop the wide range of skills required

of social workers. These include the skills for direct work with service users and carers as well as working effectively and confidently with other professionals and agencies.

Graduates of this course are expected to commit to continuing professional development, including undertaking post-qualifying courses, throughout their career.

iii. Theory-practice integration

A large proportion of the course is spent in placements, when students are expected to integrate their university-based learning with practice learning. Students are guided throughout their placements by skilled and experienced practice educators. The integration of theory and practice is given high priority on the course through small group work in which fieldwork practice is discussed as well as through the involvement of practitioners, service users and carers in the course.

iv. Social workers as helping professionals

The University has a long-standing reputation for producing graduates with excellent helping skills. We regard this as very important and accordingly, we train students in the skills of direct intervention, and stress the importance of personal skills in producing changes in service users' lives as well as promoting service users' abilities to be in control of their own lives.

v. Social work and social justice

Throughout the course students are encouraged to explore the causes and consequences of discrimination and injustice in its many forms and to make a commitment to understanding their relevance to social work practice. Social workers have a duty to respect the dignity and worth of all human beings, to recognise their rights to well-being, self-fulfilment and to maximise service users' control over their own lives. Core values are integrated into all teaching, learning and assessment. The University's Dignity at Work and Study Policy can be found in APPENDIX B.

3.3. Course Approval

The MSc in Social Work at the University of Bristol is approved by the Health Care and Professions Council (HCPC). The MSc in Social Work is a professional qualification in social work as is the Postgraduate Diploma in Social Work. The MSc Social Work has been developed in line with new requirements.

3.4 The curriculum

The curriculum has been designed to satisfy the requirements set out in the following documents:

- The College of Social Workers' Professional Capabilities Framework (2012, revised 2018 by BASW)
- The Health and Care Professions Council's Standard of Proficiency for Social Workers in England (2012)
- The General Social Care Council's requirements for social work degrees, *Accreditation of universities to grant degrees in social work* (2002);
- The Subject Benchmark Statement for Social Work produced by the Quality Assurance Agency (QAA) (2008).

3.5 Code of Practice

When you register as a social worker you will be bound by the Standards of Conduct, Performance and Ethics set out by the HCPC (see <http://www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>).

Guidance for student social workers on professional conduct and ethics is set out in a booklet from the HCPC which you will be given and will be expected to follow. Please note this guidance was revised in January 2016. In brief, you are expected to adhere to the following (HCPC, 2016):

- promote and protect the interests of service users and carers;
- communicate appropriately and effectively;
- work within the limits of your knowledge and skills;
- delegate appropriately;
- respect confidentiality;
- manage risk;
- report concerns about safety;
- be open when things go wrong;
- be honest and trustworthy; and
- keep records of your work.

3.6 Other Requirements

At application stage, students must satisfy health checks and literacy/numeracy requirements. DBS checks are carried out at the start of the course.

Students are obliged to bring to the attention of Programme staff any relevant health problems which arise during the course and any criminal matters (including charges) they experience while on the course. Students must also report any other issues which may affect their suitability for social work (e.g. disciplinary enquires at work, child protection/ safeguarding concerns in their family).

The programme has a positive duty to ensure that students qualifying 'are suitable to practice as a social worker'. This suitability will normally be established through the standard assessment procedures used on the course. Serious doubts about suitability will be investigated and, if necessary, dealt with under the programme's 'Suitability for Social Work' procedure (see Section 3.10 of this handbook). Failure to report any potentially relevant matter will itself provide grounds for considering their 'suitability'.

Students completing the Programme must also demonstrate competence in IT skills, which is outlined in APPENDIX E.

3.7 Student Support: Personal Tutors, Staff Student Forum, and Valuing Diversity

Students on the programme will be assigned a personal tutor when they enter the programme. The tutor will provide advice and support to the student throughout the course as well as serve as part of the practice learning team. Ordinarily the tutor will

meet with the student an average of once a term to offer feedback and give advice on progress. The Placement Handbook will provide more details about roles and responsibilities of the tutor while the student is on placement.

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.

Students will nominate up to four students from each cohort to serve as representatives at the Staff Student Forum (SSF). The SSF takes place once per teaching block and will consist of the student representatives from each cohort as well as the Programme Director and Programme Administrator. The meeting will be minuted and the feedback from students will be fed back to the social work course team meeting. Students are encouraged to provide feedback at the SSF in terms of what is going well, what is not going so well, and what you would like to be the same or different in the future.

3.7.1 Valuing student diversity

In valuing and supporting diversity, we will support students who may also wish to develop or hold specialist support groups. For example, if you wish to hold a men's group or LGBT group, please let the Programme Director and Programme Administrator know and they will be sure to assist you in gaining access to a meeting room and providing a facilitator if requested. We currently run a BME support group for students from black and minority ethnic backgrounds and identities. This is facilitated by an independent facilitator who has considerable social work experience and who identifies as BME.

3.8 MSc in Social Work Course Structure

The MSc in Social Work course aims to develop the knowledge, skills, and values required for employment and to meet the professional standards through the following:

- The delivery of Units as discussed below
- A 70 day placement in Year 1 (first placement)
- A 100 day placement in Year 2 (final placement)

Additionally, all students will undertake an additional 30 days of practice skills, which will include the following:

- Shadowing a social worker (2 days)
- Participation in integrative learning groups (3.5 days)
- Participation in practice development groups (3 days)
- Preparation for placement days (3 days)
- Values and ethics lectures and workshops (6 days)

- Community profiling project (6 days)
- Communication and interviewing skills workshops (3 days)
- Specialist methods workshops (6 days)

The course is organised into Units, most of which are comprised of linked **elements**. Each Unit carries a specified number of **credit points**. These are awarded from the assessed work associated with each unit. All the units are at M level. Development of **Credit Accumulation and Transfer Schemes (CATS)** may allow access to, and possibly accelerated progress through, other programmes such as higher degrees, post qualifying and advanced social work awards, on completion of the MSc in Social Work.

The MSc in Social Work programme is structured on the assumption that all students will aim to complete the full MSc award by completing a dissertation. However, there is an exit route with the University's Postgraduate Diploma in Social Work (which is also approved as a professional qualification by the HCPC) for use in circumstances where a student is unable to complete the full MSc award or does not wish to proceed with the dissertation component. Students should be aware that, at the present time, the HCPC is unable to 'upgrade' the qualification of PGDip to MSc if a student chooses to register at this time for the purposes of employment.

Note: All units are mandatory

YEAR 1	CREDIT POINTS
SPOLM0032 Foundations of Social Work: the Professional Role	20
SPOLM5102 Social Work Studies 1	40
SPOLM0034 Applied Social Science and Law	40
SPOLM5103 Practice Learning 1	60
Year 2	
SPOLM0033 Research Methods in Social Work	20
SPOLM0035 Social Work Studies 2*	20
SPOLM0036 Dissertation	60
SPOLM5107 Practice Learning 2	60
Total credits	320

*Social Work Studies 2 is a mandatory unit but students are offered a choice of specialist elements in Term 2. In term 1 both the Child and Family element and Adult Care element are compulsory.

3.8.1 MSc Units for Year 1

Code	Unit	Elements
SPOL M0032 Convenor Agnes Bezzina	Foundations of Social Work: the professional role	<ul style="list-style-type: none"> Professional values and ethics – Agnes Bezzina Integrative groups – Agnes Bezzina Theory and methods of social work – Geraldine Macdonald
SPOL M5102 Convenor Sara Norton	Social Work Studies 1	<ul style="list-style-type: none"> Children and Young People – Vicky Sharley Adult care – Sara Norton Mental Health – Agnes Bezzina Housing and Homelessness – Oscar Berglund Substance Misuse – Rachel Lart Domestic Violence – Geetanjali Gangoli
SPOL M0034 Convenor Sara Norton	Applied Social Science and Law	<ul style="list-style-type: none"> History and contemporary context of Social Work - Kevin Doogan Social Work Law – Sara Norton Human Development – Heather Ottaway Organisations and the Professional Task – Agnes Bezzina
SPOL M5103 Convenors Jo Toye and Harriet Tamlyn	Practice Learning 1	<ul style="list-style-type: none"> Preparation for practice – Jo Toye & Harriet Tamlyn Communication and Interviewing Skills – Jon Symonds Practice Development Groups – Jo Toye & Harriet Tamlyn 70 day first practice placement – Jo Toye & Harriet Tamlyn

3.8.2 Integrative Learning Groups and Practice Development Groups

Students meet in Integrative Learning Groups throughout Term 1 (September to December). These small group meetings are an important source of support to help students to draw together learning from the Units and appreciate the links between theory and practice.

In Term 2 & 3 students meet in 'Practice Development Groups'. These enable students to reflect on practice learning, to develop skills in linking theory and practice, to provide peer support to each other during placements and to understand the complexities of values in practice.

The Workshop Programme in Term 3 covers a range of subjects not covered in the above Units. Students may suggest topics (and contributors) for this programme.

3.8.3 MSc Units for Year Two

Code	Unit	Elements
SPOL M0035 Convenor Paul Willis and Heather Ottaway	Social Work Studies 2	<ul style="list-style-type: none"> • Social Work with Children and Families – Jon Symonds and Heather Ottaway • Social Work with Adults – Paul Willis • Social Work with Communities – Paul Willis • Child and Adolescent Mental Health – William Turner • Adult Mental Health – Sara Norton
SPOL M0033 Convenor William Turner	Research Methods in Social Work	William Turner
SPOL M0036 Convenor Jon Symonds	Dissertation	Jon Symonds (as convenor) NB. Students will be allocated an individual supervisor before commencing their dissertation projects.
SPOL M5107 Convenor Jo Toye and Harriet Tamlyn	Practice Learning 2	<ul style="list-style-type: none"> • Preparation for practice – Jo Toye & Harriet Tamlyn • 100 day final practice placement– Jo Toye & Harriet Tamlyn • Practice development groups – Jo Toye & Harriet Tamlyn

3.8.4 Readiness for Direct Practice

Students must demonstrate their 'readiness for direct practice' prior to their first placement and direct work with service users and carers. Readiness for direct practice (RfDP) involves the student demonstrating the appropriate level of capability as set out by BASW (2018) along the nine domains of the PCF.

Students should be able to demonstrate readiness to practice in:

- Communication skills with service users, carers and children, and other professionals
- Awareness of social work values and own value base
- Awareness of own biases and impact on working with diverse groups
- Professional behaviour, basic knowledge of social work role and context of social work practice
- Skills in reflective practice
- Awareness of legislative framework of social work, including human rights

- Awareness of the knowledge base and models of intervention used in social work

Each student will provide evidence of their 'readiness for direct practice' by completing and reaching a satisfactory standard on the following pieces of work prior to your first placement:

- Shadowing Report
- Bridging Essay and Feedback (formative)
- Law Exam Marks
- Human Development Exam Marks
- Communication & Interviewing Skills DVD and Reflection
- Professional Values & Ethics Assignment (formative)
- DBS Disclosure

The portfolio of evidence will be assessed overall and the professional judgement of the Readiness for Direct Practice Panel (PAP 0) will determine whether each student is ready for direct practice. If a student has failed an individual assignment, the panel may recommend that the student is given an alternative opportunity to demonstrate readiness to practice in that area before starting the placement.

Each tutor will review the portfolio and will request to meet with the student if there are concerns. All of the portfolios will go to the 'Readiness for Direct Practice' Panel, which is typically comprised of members of the social work team, members from partner agencies, experienced Practice Educators, and members from the Service User and Carer Forum (SUCF). The panel will meet prior to the first practice placement. The role of the panel is to decide whether the evidence submitted by the student meets the criteria for readiness to practice and, therefore, whether the student is ready for direct practice. The student must demonstrate 'readiness for direct practice' before commencing the first placement.

More specifically, the panel has the following three functions:

1. To confirm those students who have been assessed as being competent and ready for practice;
2. To discuss those students whose portfolios have been deemed problematic or where there are suitability for practice concerns, and to discuss what action, if any, needs to be taken to ensure the student meets the criteria of being ready for practice; and
3. To quality assure the content of the portfolios, to provide feedback to students and tutors regarding areas of strength and areas for development. It was proposed that this task is not an assessment task but one focused on identifying where students might want to focus their efforts for future submissions and to provide guidance for future cohorts.

Students are required to submit their RfDP portfolio to their Practice Educator and Practice Supervisor (where applicable) at the start of their first practice placement. If the student would not like to submit confidential information in their portfolio to their Practice Educator then this must first be agreed with the student's tutor. For example, the student may want to omit confidential information from the Values & Ethics formative assessment.

3.8.5 Application of the PCF to the Course Structure

The following table depicts how the PCF is embedded within the programme structure by listing which units address each PCF domain (updated August 2018 by BASW). The unit outlines are listed in section 3.7 below where the unit aims and learning outcomes are specified.

PCF Domain	Year 1	Year 2
1. Professionalism	(SPOL M0034) Applied Social Science and Law (SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5102) Social Work Studies (SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2 (SPOL M0036) Dissertation
2. Values and Ethics	(SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5102) Social Work Studies 1 (SPOL M5103) Practice Learning 1	(SPOL M5107) Practice Learning 2 (SPOL M0033) Research Methods in Social Work (SPOL M0036) Dissertation
3. Diversity and equality	(SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2
4. Rights, Justice and economic wellbeing	(SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2
5. Knowledge	(SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5102) Social Work Studies (SPOL M0034) Applied Social Science and Law (SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2 (SPOL M0033) Research Methods in Social Work (SPOL M0036) Dissertation

6. Critical Reflection and Analysis	(SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5102) Social Work Studies 1 (SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2 (SPOL M0036) Dissertation
7. Skills and Interventions	(SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2
8. Contexts & Organisations	(SPOL M0032) Foundations of Social Work: The Professional Role (SPOL M5102) Social Work Studies (SPOL M0034) Applied Social Science and Law (SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2
9. Professional Leadership	(SPOL M5103) Practice Learning 1	(SPOL M0035) Social Work Studies 2 (SPOL M5107) Practice Learning 2 (SPOL M0036) Dissertation

3.8.6 Knowledge and Skills Statements

The Chief Social Workers for Children and Families and Adults in England have each published statements relating to expected knowledge and skills for qualified and approved practitioners. These are also integrated into the course programme.

Knowledge and Skills Statement for Social Workers in Adult Services

	Year 1	Year 2
The role of social workers working with adults	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law	(SPOLM0035) Social Work Studies 2

Person centred practice	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Safeguarding	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Mental Capacity	(SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Effective assessments and outcome-based support planning	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Direct work with individuals and families	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Supervision, critical reflection and analysis	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2 (SPOLM5105) Research Methods in Social Work
Organisational Context	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2

Professional Ethics and Leadership	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2 (SPOLM5105) Research Methods in Social Work (SPOLM0036) Dissertation
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Knowledge and Skills Statement for Child and Family Social Work for the Approved Child and Family Practitioner

	Year 1	Year 2
Relationships and effective direct work	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Communication	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Child Development	(SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability	(SPOLM5102) Social Work Studies 1 (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Abuse and neglect of children	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2

Child and family assessment	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Analysis, decision-making, planning and review	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2 (SPOLM0033) Research Methods in Social Work (SPOLM0036) Dissertation
The law and the family and youth justice systems	(SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM5107) Practice Learning 2
The role of supervision	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2
Organisational context	(SPOLM0032) Foundations of Social Work: The Professional Role (SPOLM5102) Social Work Studies 1 (SPOLM0034) Applied Social Science and Law (SPOLM5103) Practice Learning 1	(SPOLM0035) Social Work Studies 2 (SPOLM5107) Practice Learning 2

3.9 Non-professional Exit Routes

Students who are unable to pass the Practice Learning units may be eligible for the alternative award of the Postgraduate Certificate in Social Welfare Studies, Postgraduate Diploma in Social Welfare Studies, or MSc in Social Welfare Studies. All three of these potential exit route awards do not entitle the holder to register or practise as a social worker.

Please see the Faculty Handbook online at: <https://www.bris.ac.uk/fssl/current-students/fssl-postgraduates/> and the Regulations and Codes of Practice online at: <http://www.bris.ac.uk/esu/assessment/codeonline.html>.

3.10 Unit Outlines

SPOL M0032 Foundations of Social Work: the professional role

Aims

This unit is intended to provide an introduction to the professional values and principles which are central to the social work role. It familiarises students with the practice of professional social work, the range of methods used by professional social workers. It provides students with the opportunity to examine the principles and values of social work, the ethical standards required of professionals. It will introduce conceptual frameworks for understanding the impact of social inequalities, social injustice and discrimination on people who use social work services and the ways in which these frameworks influence practice.

Learning Outcomes

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

- i. A critical understanding of the role of social work in contemporary British society;
- ii. The application of ethical principles and values to the professional practice of social work;
- iii. A critical understanding of the impact of culture, inequality and diversity on professional practice;
- iv. Knowledge of the principles of social work intervention in relation to the advancement of human rights and the promotion of social justice;
- v. Critical knowledge of a range of social work theories and methods of intervention;
- vi. Skills in working as a member of a group in planning, collecting, analysing and presentation

Methods of Teaching

Methods of teaching involve lectures and seminars on the principles and values, and theories and methods of social work. A community-based group exercise will involve students in assessing the impact of inequality, discrimination and oppression on the lives of diverse service users in particular communities and the resources available to assist them. This will include presentation to and learning from, other students and staff.

Assessment

1 x Formative assessment: Group presentation on community profile exercise

1 x Summative assessment: 4000-word essay (100%).

SPOL M0034 Applied Social Science and Law

Aims

This Unit is designed to provide students with relevant underpinning knowledge of social science theory and research. They will gain a grounding in the legislative

underpinnings of social work with children, families and young people, adults, and people with a mental illness and become familiarised with the policy context of practice. The Unit provides students with relevant theoretical explanations, through which they will be able to critically analyse contemporary social problems with which social workers are faced in practice.

Learning Outcomes

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

- i. critical understanding of the central concepts relevant to understanding human growth and development
- ii. critical appreciation of research and theory concerning the social problems that impact on social work practice;
- iii. an understanding of the fundamental legal provisions relevant to key areas of social work practice,
- iv. an understanding of how these legal provisions are applicable to practice
- v. the ability to draw appropriately on the research and theory from relevant disciplines in support of evidence-informed assessment and intervention in social work and social care.

Methods of Teaching

Lectures supported by small group discussions.

Assessment

1 x Summative assessment: 2.5 hour open book examination in social work law

1 x Summative assessment: 1.5 hour examination in Human Development

Both summative assessments must be passed to complete the unit successfully and each assessment will contribute 50% towards the overall mark for the unit.

SPOL M5102 Social Work Studies

Aims

This unit is intended to provide a comprehensive introduction to social work in the UK. It familiarises students with practice in difference practice settings, including with children and families; young people; older adults; disabled people; and people experiencing mental health problems, homeless people, people experiencing domestic violence and those who misuse legal and illegal substances.

Learning Outcomes

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

- i. A critical understanding of the structure and organisation of social work services.
- ii. A critical appreciation of relevant policy frameworks in England and Wales.
- iii. An understanding of the key features, rationale and skills associated with working with the different social work client groups.

- iv. An ability to use theory and research critically to analyse situations and begin to plan interventions with the range of service users, having regard to core social work values and ethics.

Methods of Teaching

A combination of lectures, group work (Integrative Groups), and seminars, involving case discussion. This unit provides a significant opportunity for experiential group work, much of which is intended to enable students to integrate knowledge across the various units of the programme, rather than being restricted to this particular unit

This unit includes a formative, diagnostic assignment, set early in the Programme, enabling students to address their study-related skills in the context of the MSc Social Work, and to receive feedback. It is the **only** unit in the Programme providing a diagnostic function as part of the assessment.

The Integrative Groups requires students to present examples of their learning.

Assessment

- 1 x Formative assessment: Bridging essay (assessed by personal tutor)
- 1 x Summative assessment: 4000 word written assignment

SPOL M5103 Practice Learning 1

This unit comprises two parts.

Part One aims to ensure that students are ready to commence practice-based learning. Teaching covers the core tasks and skills of social work practice, and is supported by skills-based workshops, aimed at ensuring that students have a basic competence in communication and interviewing skills. The rationale for Part One derives from the Department of Health requirement to ensure that social work students are safe to practice before undertaking any placement.

Part Two provides students with a practice placement of 70 days, in an agency setting, supervised and assessed by a qualified and experienced practice educator. Students' practice is assessed according to the Standards of Proficiency (the minimum standards set by the HCPC). This is taken together with the Professional Capabilities Framework established by The College for Social Work which is designed to assess student capabilities holistically beyond minimum standards.

Aims

- i) To enable students to develop a critical understanding of the common stages and processes of helping people and to think systematically about their work.
- ii) To equip students to see beyond the individual cases to the family, the community, and the broader social context out of which social problems arise so that they can try to intervene at the most appropriate point.
- iii) To review the core values of social work and develop student's awareness of their implications in practice.
- iv) To ensure that students are competent in communication and interviewing skills and that they are safe to begin practice learning.

- v) To provide students with a practice placement in a social work context, managed and assessed according to the Standards of Proficiency for Social Work (Health and Care Professions Council), the Professional Capabilities Framework (The College of Social Work), and the Department of Health (2002) Requirements for Social Work Training.

Learning Outcomes

Students who successfully complete this unit will have the abilities to:

- i. Apply their knowledge of the stages of the helping process and the skills associated with each;
- ii. Be able critically to use law, policy, theory and research to inform practice at the level of a beginning practitioner;
- iii. Demonstrate a sound foundation in communication and interviewing skills;
- iv. Practise, in a social work setting, the *Standards of Proficiency* and the *Social Work Capabilities*, to a level commensurate with a student part-way through initial professional education;
- v. Incorporate core social work values into their practice, recognising diversity and human rights, and, with support, address ethical dilemmas that arise in practice, making appropriate responses, both personally and professionally;
- vi. Understand and apply standards of professional behaviour appropriate to pre-qualifying levels of study;
- vii. Apply, with support and supervision, critical reflection and analysis in the practice context.

Methods of Teaching

Lectures and workshops plus 70 days practice learning in a social work setting

Assessment

Part one: assessed by a portfolio of work that demonstrates readiness to undertake direct practice. This work will all be assessed on a pass / fail basis, and all elements must be passed.

Part two: assessed on a Pass/Fail basis

- Assessment of practice on placement by the practice educator in consultation with a University tutor and other relevant people.
- A portfolio of work
- A Case Study (4000 words) marked by the University tutor. This provides the recorded mark for the unit.

All elements of assessment must be passed for the award of unit credits.

It is a requirement, in accordance with the DoH (2002) *Requirements for Social Work Training*, that students **MUST PASS PART ONE**, in order to progress to Part Two.

Guidance on assessment of the placement, based on the *Professional Capabilities Framework* and the *Standards of Proficiency* for social work, is provided by a Practice Learning Handbook.

SPOL M0035 Social Work Studies 2

This unit provides depth and breadth of understanding in relation to specialist areas. The key theme is the critical application of research knowledge to inform practice. The unit is structured so as to allow optional choices to be made, so as to prepare students for practice in different settings, using appropriate methods of social work intervention. Students are allowed to choose from a range of specialist options available in TB2.

Aims

The Unit aims to:

- i) familiarise students with the research and theory necessary for evidence-informed assessment, decision-making and intervention in key areas of social work practice
- ii) enable students to develop the skills associated with their chosen methods of intervention, including assessment, planning, implementation, monitoring and evaluation
- iii) develop students' skills in applying critical analysis and ethical reasoning to the range of problems that occur in practice to deal with these effectively
- iv) foster students' abilities to work effectively with a range of other professional and occupational groups
- v) enhance students' understanding of the professional social work role

Learning Outcomes

Students who successfully complete this Unit will:

- i. Have a critical understanding of theory and research necessary for evidence-informed assessment, problem-formulation and case/project planning and be able to apply this in their chosen practice setting;
- ii. Be able to analyse critically the role of social work in relation to other professional and occupational groups, with particular reference to their chosen practice areas;
- iii. Demonstrate a critical, research informed understanding of the needs and problems of service user groups and of the effectiveness of interventions to address these;
- iv. Have a critical understanding of the statutory responsibilities of social workers and be able to analyse critically tensions and conflicts between professional and organisational demands;
- v. Be able to analyse critically the ethical dilemmas that can arise and have the confidence and ability to take appropriate decisions and actions;
- vi. Be able to demonstrate skills in the implementation of methods of intervention

Methods of Teaching

Lectures, with discussions, workshops and small group work

Assessment

1 x Summative essay of 4000 words.

SPOL M5107 Practice Learning 2

This unit provides students with a practice placement of 100 days, in an agency setting, supervised and assessed by a suitably qualified and experienced practice educator. Placements in the region are managed on a cooperative basis involving key HEIs and placement agencies. Students' practice is assessed according to the Standards of Proficiency, which are minimum standards set by the Health and Care Professions Council. This is taken together with the Professional Capabilities Framework (BASW, updated 2018) which is designed to enable an holistic assessment of student capabilities beyond basic minimum standards. Placements are monitored and evaluated via established arrangements for quality assurance.

Skills groups and workshops will provide the opportunity to develop skills in a range of therapeutic methods, to the level required of an inexperienced qualified social worker. There will also be a transitional workshop preparing students for the move to employment as a registered social worker, via the formal Assessed and Supported Year in Employment.

Aims

The unit aims to:

- 1) Provide students with a placement in a social work context, managed and assessed according to the Standards of Proficiency for social work, the Professional Capabilities Framework and the Department of Health (2002) Requirements for Social Work Training.
- 2) Enable students to demonstrate that they have met fully, and at a level suitable for admission to the Health and Care Professions Council register of social workers, the Standards of Proficiency for social work and the relevant components of the Professional Capabilities Framework.
- 3) Support students practice learning through workshops in social work skills workshops.

Learning Outcomes

Students who successfully complete this unit will:

- i. Understand and evaluate the complexities of the helping process and the skills required;
- ii. Be able critically to use law, policy, theory and research to inform practice at the level of a qualified but inexperienced social worker;
- iii. Demonstrate a sound foundation in the range of social work skills required of a qualified but inexperienced practitioner;
- iv. Practise, in a social work setting, the Standards of Proficiency and the Social Work Capabilities, to the level required for admission to the Health and Care Professions Council register of social workers;
- v. Have a detailed and critical appreciation of core social work values, recognising diversity and human rights, being able to address ethical dilemmas that arise in practice, and making consistently appropriate responses, both personally and professionally;

- vi. Understand and apply standards of professional behaviour appropriate to the level of a qualified social worker;
- vii. Apply critical reflection and analysis in the practice context.

Methods of Teaching

Lectures, workshops plus 100 days practice-based learning

Assessment

Students' practice on placement is assessed by the practice educator in consultation with a University tutor and other relevant people. Guidance on assessment of the placement is provided in the Practice Learning Handbook,

- A portfolio of work from the practice placement assessed on a pass / fail basis.
- A Case Study of 6000 words

All elements of assessment must be passed for the award of unit credits.

SPOL M0033 Research Methods in Social Work

Aims

This unit aims to acquaint students with the principles and ethics of social work research and a critical understanding of the application of qualitative and quantitative research methods, including mixed methods. Students will also develop their skills and critical consumers of the research literature and be able to undertake a systematic search and review of research literature

Learning Outcomes

Students who successfully complete this unit will be able to:

- i. Identify and analyse critically the quality and use of research in social work and policy;
- ii. Identify commonly arising errors in research;
- iii. Search the literature and critically appraise and synthesise primary and secondary research;
- iv. Demonstrate a critical understanding of research methods, and key concepts and practical and ethical issues in different research designs;
- v. Pose answerable research questions and design an empirical study using the methods most suited to answering them.

Methods of Teaching

14 x 2-hour lectures/seminar groups.

An individual consultation on research proposal with the personal tutor and/or convenor.

Assessment

1 x Summative 4000-word dissertation proposal.

SPOL M0036 Dissertation

The dissertation is based on the design and conduct of an empirical research project of relevance to policy and practice in social work and social care. It may involve

qualitative and/or quantitative social research methods. Secondary analyses of research data and systematic reviews of the research literature may also be employed.

Aims

The dissertation project aims to support students in developing knowledge and skills required to carry out independent empirical research of relevance to practice and policy in social work and social care.

Learning Outcomes

On successful completion of the Unit students will be able to:

- i. Carry out a systematic search of relevant literature and critically evaluate and synthesise research that others have done;
- ii. Integrate theoretical perspectives alongside empirical research findings;
- iii. Formulate research questions relevant to a topic of concern to practice and policy in social work and social care;
- iv. Select and justify the use appropriate research methods;
- v. Demonstrate an awareness of ethical issues and can work within ethical constraints;
- vi. Secure access to research opportunities and collect and analyse data using appropriate methods;
- vii. Communicate research results clearly and effectively;
- viii. Discuss the findings using a logical and consistent argument and examining them in relation to the theoretical frameworks and previous research;
- ix. Appreciate the limitations of whatever research methodology is adopted;
- x. Identify learning about the reasons for success and/or failure in completing the project and lessons for future research on the topic;
- xi. Identify the policy and practice implications of the research.

Methods of Teaching

2 x 1-hour whole class-based workshop sessions on preparation for undertaking a dissertation project. Individual supervision by an expert supervisor in person or by email/phone/Skype (notional 8 hours).

Ad hoc practical group workshops for students on, for example, preparing material for external research ethics committees, using particular research methods or data analysis.

Discussion Board on Blackboard.

Assessment

1 x Summative Dissertation (10,000- 15,000 words) with a plain English summary for dissemination to agencies and research participants.

3.11 Staffing

Staff from the School for Policy Studies and from partner agencies as well as service users and carers are involved in the programme as tutors, lecturers and group facilitators. The following is a list of staff with key roles on the programme:

Name	Email
<p>Agnes Bezzina Chair of Year 1 Practice Assessment Panel and Senior Tutor</p>	<p>agnes.bezzina@bristol.ac.uk</p>
<p>Professor Misa Izhura, Director of PG Teaching and Learning and Chair of Examinations Board</p>	<p>M.Izuhara@bristol.ac.uk</p>
<p>Lulli Knight, Programme Administrator</p>	<p>lulli.knight@bristol.ac.uk</p>
<p>Geraldine Macdonald, Professor of Social Work and Programme Director, MSc Social Work</p>	<p>geraldine.macdonald@bristol.ac.uk</p>
<p>Vicky Sharley Chair of Readiness for Practice Panel (PAP0)</p>	<p>vicky.sharley@bristol.ac.uk</p>
<p>Jon Symonds, Dissertation Convenor and Convenor of Service User and Carer Forum</p>	<p>Jon.Symonds@bristol.ac.uk</p>
<p>Harriet Tamlyn, Practice Learning Co-ordinator</p>	<p>harriet.tamlyn@bristol.ac.uk</p>
<p>Jo Toye Practice Learning Co-ordinator</p>	<p>jo.toye@bristol.ac.uk</p>
<p>William Turner Assessment Convenor</p>	<p>w.turner@bristol.ac.uk</p>

3.12 Suitability for Social Work Procedure (revised August 2017)

Introduction

Behaviour that leads to the Suitability for Social Work Procedure being invoked may arise at any time during any part of the student's programme of study, regardless of the source or location of the matter in question. Such behaviour could include criminal offences, anxiety and stress, illness, mental health problems, drugs or alcohol misuse, or behavioural problems including abusive behaviour towards others.

Grounds for Termination of Training

This Procedure is used where it appears that a student is failing to maintain suitability for social work, or where information comes to light about previous matters not declared by the student (the latter point is also covered by the University's Student Disciplinary Regulations). The Suitability for Social Work procedure may also be invoked if the student is considered unsuitable for social work practice on health grounds.

Professional Assistance

Where it becomes clear that there might be a problem concerning a student's suitability to qualify as a social worker, and where the student shares that concern, the student's personal tutor shall normally advise the student to seek professional help, including careers advice, from the appropriate University service. The student may be advised to suspend studies pending attempts to resolve his or her problem.

Referral to the Suitability for Social Work Procedure

Any person (including the student's personal tutor), who has concerns about the student's behaviour or health, may refer the matter to the Programme Director, who shall decide whether to invoke the Suitability for Social Work Procedure. When invoked, students will first be dealt with under Stage 1 of the Procedure.

Where a student's professional practice on placement is deemed to pose a risk to the safety and wellbeing of service users and carers, and either student is FAILED or the placement is terminated early for this reason, then this will serve as Stage 1 of the Procedure and the student will be subject to Stage 2 of the procedure.

Suitability for Social Work Panel

The membership of the Suitability for Social Work Panel shall normally comprise the following members:

- The head of the School for Policy Studies (or his/her nominee, who will normally chair the panel)
- The Chair of the relevant Examination Boards (or his/her nominee)
- The Dean of Graduate Studies (as appropriate)
- The Agency Co-Chair of the Practice Assessment Panel
- A member of a partner agency

The role of this Panel is to operate Stage 2 of the Procedure described below, having regard to the University's Equal Opportunities policy. In convening a Panel to consider

a case, the Programme Director will consider if there are any issues of equality, which justify an additional member to be co-opted. The Faculty Education Manager (or his/her nominee) will arrange administrative support for the Panel. Advice and support shall be taken from the University Secretary's Office.

Stage 1

When the Programme Director is notified of concerns, he or she will evaluate the information and take such further advice as necessary. The Head of School for Policy Studies may decide, in consultation with the Programme Director, that the student must temporarily suspend studies pending investigation.

1. If the issue is an assessment matter it shall normally be dealt with under the University's Examination Regulations. In these circumstances, the suitability for Social Work Procedure may be returned to at a later date as agreed with the Programme Director.
2. Where the Programme Director believes the concerns have substance (other than matter relating to assessment) he or she will meet with the student to raise the concerns and ascertain the student's view. The student will have the right to be accompanied by their personal tutor and a friend or representative.
3. Following this meeting, the Programme Director may institute any further investigation necessary, including meeting with the person who raised the concerns to review the evidence and ascertain if the cause of concern are a) justified, and b) remediable. Such a meeting should normally include the student's personal tutor.
4. If the Programme Director considers the concerns to be remediable, he or she will set the student clear targets for change, together with specific criteria for their achievement within an appropriately short time scale (usually weeks). The Programme Director shall normally review the situation at the end of the time period and if he or she considers that the targets have been met the student will be permitted to remain registered on the degree course. If necessary the Programme Director may set a continued programme of targets, which will be similarly monitored by the Programme Director either until no further cause for concern exists or there is reason to move to Stage 2. Where the Programme Director considers that targets have not been met, or where the concerns are not considered remediable Stage 2 will be invoked.
5. The Programme Director will keep a record of all matters resolved within Stage 1 and will regularly provide the Programme Management Group with a factual report on such matters.

Stage 2

- a. The student will be notified in writing that the case is to be referred to the Suitability for Social Work Panel. The student will be given reasonable notice of the Panel hearing and be asked to indicate in writing whether he or she will attend the hearing; whether he or she will be represented or accompanied by a friend or representative; whether he or she wishes to submit a written statement.

- b. Prior to the hearing the Programme Director will provide the student and the Panel members with information about the Suitability for Social Work Procedure and full details of the grounds of concern.
- c. The Panel may ask for additional enquiries to be undertaken and the student may ask the Panel to seek statements from relevant people, or to ask certain persons attend the hearing. The Panel will use its discretion in acting on such requests.
- d. The order of proceedings shall be at the discretion of the Panel. Members of the Panel may ask questions of any witness.
- e. The evidence presented at the hearing will normally be oral evidence, given by witnesses appearing in person. The Panel may accept a witness' written statement in evidence where the student agrees that the witness need not attend, or where it is impractical for the witness to attend, or where in the opinion of the Panel it is for some reason in the interests of justice to do so. Evidence may also be in the form of medical or other reports. The student will agree to a medical report or record being obtained. If the student refuses agreement, the Panel may draw adverse inference.
- f. The Panel may call for additional witnesses to attend. It may adjourn if necessary.
- g. The student and his or her representative will be entitled to see all the papers placed before the Panel and any written reports arising out of the Termination Procedure.
- h. The Panel will consider its recommendation in private.
- i. The Panel may:
 - Decide that there are insufficient grounds for concern and dismiss the matter;
 - Decide that there are grounds for concern but not sufficiently serious to recommend termination of the programme of study.
 - i. The Panel may decide to recommend another penalty such as a formal warning, which shall be placed on the student's record.
 - ii. The Panel may also recommend a course of action with clear objectives and outcomes, which may include counselling and/or treatment with defined period for review. The student's personal tutor will be informed of the plan and be expected to provide support. In such circumstances the Panel will agree the arrangements for monitoring progress. At the end of the review period the Panel may make a recommendation to Faculty Exam board about whether the matter has been concluded satisfactorily or whether further steps should be taken, including termination of the student's programme of study.
 - Decide that there are sufficient grounds to conclude that the student is unsuitable for professional social work and to recommend therefore to Faculty Exam Board that the student' programme of study should be terminated.
 - A Faculty Exam Board, in Reserved Business, will consider the Report from the Panel and will determine whether to:
 - i. Ratify the Panel recommendation

- ii. Reject the Panel recommendation
- iii. Return the matter to the Panel for further evaluation

Notification of the outcome of the Faculty Exam Board meeting will be sent to the student and the Programme Director and the personal tutor.

- j. Where the decision of the Faculty Exam Board is to terminate the student's programme of study, the student will be advised by the Programme Director of where to seek counselling and/or advice, including advice on arrangements for transfer to other programmes of study. The Programme Director will also inform the Health & Care Professions Council (HCPC) of the circumstances that led to the professional social work training of a particular student being terminated.
- k. The University retains the right to release in confidence such information as it considers appropriate about the outcome and the process, which led up to the outcome when requested by potential placement provider or employers.

Confidentiality

All information pertaining to the Panel will be held securely in accordance with the Data Protection Act 1998.

Appeals

A student may appeal the decision of the Faculty Exam Board as described in the examination regulations. The appeal must be made to the Faculty Education Director within 15 days of notification of the outcome of the Panel. An extension of the time limit will be offered only in exceptional circumstances. The student must set out in writing the grounds on which the appeal is based.

3.13 Whistle Blowing Policy for MSc in Social Work

The university recognises that students registered for the MSc in Social Work have a duty to act in the best interests of service users (HCPC, *Standards of Conduct, Performance and Ethics*), must apply anti-discriminatory and anti-oppressive principles in practice, and advance human rights and promote social justice and economic well-being (BASW, PCF). Students are bound by this responsibility when they are undertaking practice in any social care setting.

The full whistle-blowing procedure is set out in the placement handbook.

3.14 Attendance Requirement on the MSc Social Work

- (1) The minimum attendance requirement to gain credit points for any unit is 80% in each element of the unit. All attendance rates lower than that will be treated as *potentially problematic*.
- (2) Students who need a short absence from studies (e.g. because of illness, bereavement or a crisis) can ask their tutor for *agreed leave of absence*. This will normally be for a maximum period of one week but can be for up to two full weeks. The final decision on *agreed leave of absence* will be taken by the Programme Director after considering the tutor's recommendation.

- (3) The Programme Administrator will arrange for attendance lists to be monitored and a warning letter will be sent to any student whose attendance (after allowing for any *agreed leave of absence*) is in danger of falling below 80%.
- (4) Students are expected to make their own arrangements to catch up on work missed through absences and, if in doubt, should discuss how to do this with the unit convenor.

Problematic Non-attendance:

- (5) Although absence may be for acceptable reasons, if students miss a significant proportion of the teaching on a unit the award credit points becomes a problem. If a student has missed one-third or more of the sessions for an element or unit for reasons which include some *agreed leave of absence*, then they will be expected to demonstrate that they have made good the learning missed in order to be awarded credit points (see para 7).
- (6) Where a student, who has not had *agreed leave of absence*, has missed more than 20% of the sessions in an element or unit s/he will normally be expected to demonstrate that they have made good the learning missed in order to be awarded credit points (see para 7).
- (7) Any student who has to make good the learning they have missed (in accordance with paras 5 and 6 above) will discuss how this can be done with the element convenor. The number of sessions missed, the content of those sessions, the reasons for absence and the contribution otherwise made to the unit / element by the student will all be considered;
 - (a) Where the student has contributed well and is not far short of the minimum required attendance level, the element convenor may *either*,
accept assurances that work has been made up by independent study *or*
suggest some reading to cover remaining gaps and ask the student to provide evidence by submitting short reviews of the items suggested.
 - (b) Where absence is more serious and/or the student's contribution to the unit is less good, the *normal* requirement will be for the student to submit a coursework essay to gain credit points (the essay can be set with particular reference to covering the learning missed).
- (8) Where a student's attendance has fallen below the minimum requirement in a number of units, without any *agreed leave of absence*, their situation will be referred to the Programme Director. The Programme Director will decide whether they should be referred to the Programme Progress Committee, or whether submission of extra work can make good the learning missed.
- (9) A meeting of the Programme Progress Committee will be convened by the Programme Director in circumstances where there has been a serious shortfall in a student's attendance across a number of elements and units, or equivalent difficulties. The meeting will consist of the Chair of the Examination Board, the Programme Director and the tutor of the student concerned. The meeting will ensure that it considers representations from the student in question, and may determine one or more of the following possible outcomes:

- a) No further action;
- b) Additional work as may be relevant to the circumstances;
- c) A recommendation that the student retakes the unit(s) affected by the absence;
- d) A requirement that the student defers their next practice placement pending completion of additional work;
- e) Initiation of the Suitability for Social Work Procedure;
- f) Other reasonable action that may be consistent with individual circumstances.

With the exception of e) above, decisions of the Programme Progress Committee will be presented for ratification at the next available meeting of the Faculty Examination Board.

3.15 Statement of Policy and Procedure on Completion and Scrutiny of DBS and Suitability Checks for Students Undertaking Work Placements (Updated August 2018)

N.B. University of Bristol students should be aware that these procedures are subject to, and operate within, any relevant rules and regulations of the University and of the Faculty of Social Sciences and Law. You should refer, in particular, to the **Student Agreement**, available at

<http://www.bristol.ac.uk/secretary/studentrulesregs/agreement.html>

Background

The University of Bristol and the University of West of England work primarily with agencies providing social work and related services in the region covered by Bristol City Council, Somerset County Council, South Gloucestershire Council, Gloucestershire Council and North Somerset Council. Placements for students on social work training are provided by voluntary, independent and statutory sector organisations within these areas. Additionally, placements outside this home region are routinely arranged by negotiation with relevant placement coordinators.

The two Universities are responsible for background checks on all students undertaking practice placements. This document sets out a common set of procedures followed by the two Universities. The procedures have been scrutinised by and agreed with our local partners. In the light of this process, all other placement agencies where students from UWE and UoB are placed are asked to accept the status and integrity of these checks.

Placement providers should note that these procedures have been drafted with the intention of ensuring equity and fairness, and that acting outside these processes may be problematic in certain cases.

Basic Requirements

Both Universities require all students to undergo an Enhanced level check with the DBS. As part of the application and selection process applicants are required to complete a self-declaration form indicating offences or other personal circumstances that might make them unsuitable for social work training. After a student has accepted

a place on the relevant Programme of study, they are required to complete applications to DBS for an enhanced DBS check. At the University of Bristol, we now also require students to sign up to the DBS Update Service at the commencement of their studies. The DBS Update Service (<https://www.gov.uk/dbs-update-service>) allows the University to check applicants, such as yourself, who have signed up to the service online (with your consent) rather than you completing a new DBS form and ID check every time an update is required. Registration for the Update service costs an additional £13 per year and we expect all students to register for this service. If you have already signed up to this service, please inform Lulli Knight (programme administrator) when you register. However, students are asked to sign a form at the start of each year, confirming that there has been no change in relation to their offences or other relevant circumstances.

In addition to the enhanced DBS check, students are required to declare past disciplinary offences. Both universities also ask students to advise them if they have ever been involved in providing care for someone, and that care has been subject of a safeguarding enquiry by a local authority. In the rest of this document, references to 'offences or other relevant circumstances' include all of these issues.

Students' health history will be considered through separate processes, primarily as an issue of disability equality, and of managing access to both practice and academic learning. Where relevant, the principle is that health problems should be addressed collaboratively between the relevant University and the placement provider.

Procedure following identification of past offences or other relevant circumstances

- a) Where self-declaration forms and DBS returns are clear, they are retained for up to 6 months, after which they are disposed of securely. The certificate numbers are recorded and filed.
- b) All forms that reveal an offence or other relevant circumstances are screened by the relevant member of the academic staff, using government guidelines. Failure of a student to disclose a relevant offence will normally lead to the matter being regarded as a potential issue of suitability. (For definitions of minor and serious offences see scoring grid at the end of this document).
- c) Where an offence or other relevant circumstance is revealed that cannot be cleared straightforwardly, an interview is arranged with the candidate. The interview will establish the following:
 - What happened
 - What the circumstances were
 - What the student's view of the incident is now
 - How the student understands its relevance to social work training

and the student will be asked to sign a consent form allowing the University to disclose all relevant information to relevant individuals in participating agencies.

The interview will be undertaken by two members of the relevant University staff, and in exceptional circumstances may involve a Panel member (see below).

- d) Following this interview, Universities may seek, with the student's consent, corroborating information concerning the account of the situation.
- e) An account of the student's response and any other supporting information will be written up, and a recommended course of action identified. The write-up will include assessing the seriousness of the offence against the attached grid. Universities may also seek advice from the HCPC regarding the acceptability of the student as a registered student social worker once qualified. The student will receive a copy of the interviewers' report, and may submit their own written representations in addition to the interviewers' report.
- f) All relevant documentation will then be submitted to a Panel of three people made up of two representatives of the five regional local authorities, and one member of the relevant University staff, to consider the recommendation. The local authority staff who participate in this Panel will be drawn, on the basis of availability, from a pool of people nominated by the Director of each participating department. Where possible, each case should be considered by representatives from different authorities, and from adults and children's services.
- g) The Panel may meet face-to-face or undertake consultation by e-mail as may be relevant to the circumstances of the case. It will determine whether the student is allowed to undertake practice placements. The decisions of the panel will be formally recorded, a copy provided to the student, and a copy retained on the student's file.
- h) It is expected that normally all participating agencies will accept the decisions of this panel. Where a placement provider refuses a placement to a student who has been allowed a placement by the panel, they will be expected to give reasons in writing. The University will examine these reasons, and if they provide relevant new information, a Panel should be reconvened to review the original decision.
- i) Where a student is refused the opportunity to undertake practice placements on the basis of a Panel decision, and where they have already registered on one of the two Social Work programmes, they will be referred to the relevant suitability / termination procedures (which include provision for agency participation), with a recommendation that their programme of social work education is ended.
- j) Students already registered on a programme will have a right to appeal as a normal part of each University's termination procedures. In the event that such an appeal is successful, the matter of permitting a student to undertake a practice placement will be referred back to the above panel which will be required to reconvene to reconsider the original decision.
- k) It is fundamental to these procedures that students are kept informed of actions and decisions at all main stages of the process, and that they are permitted to present their own case, orally or in writing at hearings.

Procedure for informing practice placements of the outcome of DBS checks

- a) All students are expected to keep their DBS check return, and to show it to the appropriate line manager in their placement agency on request.
- b) Where any student has a significant conviction or other relevant circumstance (i.e. one that was 'vetted' by the Panel above), and was admitted to, or retained

on the programme, this will be notified to the relevant agency-based practice learning coordinator at the point that a placement request is first made. At an appropriate stage, the coordinator will notify the manager of the placement agency that there is a relevant circumstance. Details of the circumstances and documentary evidence of decision making will be made available on request and usually through the programme director. Any such information must be held by the relevant manager in strict confidence.

Implications for agencies offering practice placements

The procedure described above has been agreed with the aim of preserving the following principles:

- The paramount requirement is to take appropriate steps to protect children, young people and vulnerable adults, by refusing admission to social work training of unsuitable individuals.
- It is necessary to have a fair, transparent and accountable process in order to prevent discrimination against any individual student or candidate.
- Agencies offering practice placements must be able to see that a rigorous process is followed, in which they can have confidence.
- The universities need to be confident that they can accept students on to their programmes and that, once initial checks have been made, they can deliver a complete programme of learning to those students, without issues explored in those checks leading to further questions about their suitability.

Consequently, all placement agencies are invited to act within the spirit of these procedures. Where practically possible, we ask that this includes:

- Not undertaking additional DBS checks;
- Not retrospectively withdrawing offers of placements where the above procedures have been followed;
- Following procedures set out in the placement handbooks in the event of encountering a problematic placement. These allow for a placement to be suspended temporarily while a concern about the student is investigated. Decisions to terminate a placement should only be made jointly by the University and the placement agency, in the light of any investigation.

CRIMINAL CONVICTIONS / SUITABILITY SCORE GRID

	0	1	2	3	4	5
Seriousness						
Recency						
Pattern/Frequency/Duration						
Risk to persons						
Risk to property / finance						
Risk to agency reputation						
Age at time of offence						

SCORES 0 = low significance to 5 = high significance

A score of 6-25 will usually be a matter for consultation with partner agencies.

A score of 25+ would normally be a matter for refusal of a place. In these circumstances, and following relevant internal procedures, the universities may decide to refuse a place without consulting partner agencies.

- **Seriousness**

High risk: Custodial sentences

Medium risk: Suspended, community, conditional discharge

Low risk: Warning, caution, reprimand, fine, absolute discharge

- **Recency**

High risk: Less than 3 years ago

Medium risk: 3 – 10 years ago

Low risk: More than 10 years ago

- **Patterns /Frequency/ Duration**

High risk: Pattern evident

Medium risk: Some pattern evident

Low risk: No pattern evident

- **Risk to persons**

Consider the relationship to social work practice and any aggravating circumstances

- **Risk to property / finance**

Consider the relationship to social work practice and any aggravating circumstances (e.g. exploitation / breach of trust)

- **Risks to agency reputation**
This is about credibility of professional delivering services to vulnerable users. However 'rehabilitated' some offences might always deny a career in social work
- **Age at time of offence**
Links back to recency but may either add to or counter-balance it.

3.16 Processes for reviewing the Course

Unit Review

Each Unit is reviewed regularly. Students are requested to fill in an evaluation form which is returned to the Element and Unit Convenors. Students may write anonymously if they wish. Evaluations are collated and considered by staff, who use them in writing unit reports. The MSc Programme Director compiles an overview for each year of the course. This will be made available to the School and Faculty Quality Assurance Committees.

Reports are made available to students. Using the Staff/Student Forum, students may take up any issues relating to the units. If necessary, a unit convenor or the year convenor will arrange to attend a student meeting.

Programme Evaluation

Students should be aware that the written evaluation forms they submit are used not only by those directly involved in teaching on the programme, but may also be used by the School for staff appraisal or in University quality assurance exercises or as part of the academic promotions procedure.

Review of Statutes, Ordinances and Regulations

Information is available at <http://www.bristol.ac.uk/senate/standing-orders/>.

Student Policy on Intellectual Property Information is available at <http://www.bristol.ac.uk/media-library/sites/secretary/documents/student-rules-and-regs/student-intellectual-property.pdf>

3.17 Students' Rights and Responsibilities

This section sets out students' rights and responsibilities according to Programme, School and University regulations. These can briefly be summarised as follows;

Rights

- to experience a high-quality educational experience, delivered as indicated in your handbook and timetables, with high quality staff using a stimulating range of learning and teaching methods
- to be treated with respect at all times
- to be supported in getting the best out of your time here
- to have your feedback about the programme considered carefully and acted upon when possible,
- to be treated fairly in relation to all formally assessed work

- to receive a careful and sympathetic response to difficulties which interfere with your ability to study
- to raise any concerns you have and have these considered carefully and to pursue any complaints through formal programme or university-wide procedures

Responsibilities

- to commit sufficient time to your studies and plan use of your study time effectively
- to attend scheduled learning opportunities regularly and participate fully, taking responsibility for your own learning and that of other students
- to inform staff about any difficulties you encounter promptly
- to inform us of your contact details and any changes in these and to check regularly for communications from us
- to comply with the University's expectations about student behaviour
- to treat staff and other students with respect and in accordance with the University's Equal Opportunities Policy
- to report promptly any issues which might affect your suitability for social work

For information about the University's student agreement please refer to <http://www.bris.ac.uk/secretary/studentrulesregs/agreement.html>

3.18 General Information

Student Records

Changes in personal circumstances

PLEASE NOTE it is *your* responsibility to keep us informed of any major changes in your personal circumstances while on the course. It is useful for your personal tutor to know about significant events in your personal life concerning yourself or those for whom you are caring. You are required to tell us of your address throughout the course, including Bristol and home addresses when these are different. You will be asked to give details when you register in the School for Policy Studies on the first day. Please inform Lulli Knight immediately of any subsequent change of address and update your student info page on the University website at www.bris.ac.uk/studentinfo.

You are also required to tell us of any criminal convictions (and any other issues which might affect your suitability for social work) which take place after you have been selected and during your time on the Course.

Contact/ Blackboard

Information about timetable changes, general course information, tutorials, etc will either be sent via the Programme student group e mail list or via the University Blackboard virtual learning system.

It is very important to check your University email **daily**.

4. ADMINISTRATION AND COMMUNICATION

4.1 University Card

Your *U*Card (University Card) is also your Library card and should be available for collection from Faculty Registration on Monday 23rd September if you have uploaded your photo and registered online in time and from Card Services if not. 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 *U*Card 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
- Online reading lists
- Requirements and tasks set for all types of assignment
- Copies of any Powerpoint presentations associated with lectures
- Any written materials associated with classes (e.g. 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.

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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@bristol.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.

The programme norm for summative assessment for a 20-credit point unit is 4000 words in essay format. 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 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, that you have used only your candidate number and included a word count. Please note that the word length will be checked.

Dissertations must also be submitted via Blackboard. **Please note that two bound paper copies of the dissertation are also required.** Further instructions about format and binding are provided in a separate 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 by the School, prior to the deadline, or late submission is justified by reason of illness or other validated extenuating circumstances (see [Section 17](#)).

Failure to submit work on time will result in a FAIL BY FAILURE TO SUBMIT

Penalties for over-length assignments

Assignments that are **over-length** are also subject to penalties. You must enter the word count on the coversheet. Candidates must not exceed the word limit. 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 them, 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.

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

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.

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 assessments.

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 answered a question, give you ideas on what could have been included in your work.
- You may receive feedback from your personal tutor or from 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • Good knowledge of relevant literature, policy and conceptual

<p>Merit</p>	<p>issues appropriate to the field.</p> <ul style="list-style-type: none"> ● 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.
<p>50-59% Pass</p>	<ul style="list-style-type: none"> ● 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
<p>40-49% Fail</p>	<ul style="list-style-type: none"> ● 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.
<p><40%</p>	<ul style="list-style-type: none"> ● 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 taught programmes in the School use a system of moderation for summative assessments. Moderation is a quality assurance process whereby marks are reviewed

to ensure that individual marks awarded are appropriate in terms of consistency in relation to marking criteria, fairness and rigour in the assessment.

The internal marker (usually the unit convenor) assesses the student's work and feedback is recorded on a proforma together with a suggested mark. Then, a moderator reads a sample of assignments – usually at least one from each band as well as all the fails and from each marker (if there is more than one marker) - and confirms that the mark is within the appropriate band. The moderation system is not the same as second marking. However, the confirmation of bands means that there is an agreement between the marker and the moderator about the quality of the work and the allocated category of marks.

When moderation is completed, the internal marker passes the unit assessment proforma to the Postgraduate Student Administrator for return to the student. All marks are provisional until they are confirmed at the Examination Board.

5.8 Confirmation of marks and student notification

All summative unit assessments are confirmed by the Programme Examination Board, which is normally held twice a year in November and in July. 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, who are also informed about 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. a '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; it does not compromise any competence standards; and it applies to the entire cohort of students who are undertaking the re-assessment.

In order to be permitted a second attempt 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 **sec. 38** of <http://www.bristol.ac.uk/academic-quality/assessment/regulations-and-code-of-practice-for-taught-programmes/student-progression-pgt/>). The timing of the resubmission is normally following the Programme Summer Examination Board, which usually takes place in July each year. The programme exam board ratifies marks for all submitted unit assignments 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 hand in your work late without an approved extension and please stay under the maximum word count of 4,000 words (if it applies to your assignment).

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 next component of study (the dissertation).

Suitable arrangements will be made to implement the regulations for the award of credit for students who are studying a programme on a part-time basis such 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 per cent 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 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 purposes 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. **APPENDIX D** gives you a basic guide to using the Harvard system, and 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.
- skillzone.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 Plagiarism

Each year, a number of students commit examination offences such as plagiarism 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. Where this is obtained from a commercial website (such as an 'essay mill') it is known as 'contract cheating'. Obtaining an essay through 'contract cheating' is considered a serious transgression of the academic integrity values practised across the University. According to [University guidance on 'contract cheating'](#) (Section 2.3), it will be "considered to be a deliberate attempt to deceive and will therefore likely be judged a serious case of academic misconduct."

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.

5.12.1 University regulations

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) <https://www.bristol.ac.uk/media-library/sites/academic-quality/documents/taught-code/annexes/university-examination-regulations.pdf>

Note: Unit assignments are checked through [Turnitin](#) for suspected plagiarism.

5.12.2 Plagiarism 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. A summary of what students can expect in a panel is on page 4 of the [Just Ask Bristol SU guide](#). 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.

See also APPENDIX C for links to information on Intellectual Property and on Data Protection and Data Security.

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:

<https://www.bristolsu.org.uk/justask/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 absolute deadline for receipt of this form will be the day before the Exam Board 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.

Note: If you do not raise such matters before the meeting of the Examination Board without "good reason", they will not be considered if you later appeal against the decision of the Board of Examiners.

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.

For further information, 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/>

Note: If you are an international student and 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.

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 SERVICES

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.

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/>

8.1 How to register for the Library

A *U*Card (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.

8.2 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](https://twitter.com/BristolUniLib)

8.3 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/>

8.4 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 4282189 / (0)117 3940465

Email: Emma.Allison@bristol.ac.uk

9. OTHER INFORMATION

9.1 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 a week paid work is reasonable, over the course of the academic year.

9.2 University's lecture recording system

Re/Play is 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/>

9.3 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 Academic Language and Development, 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.

9.4 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/>

Also International Students' Handbook is a useful resource to new international students.

http://www.bristol.ac.uk/media-library/sites/students/new-students/BU_P11198_International%20Handbook_2019_A5_12_Digital_FINAL.pdf

Between 9th and 27th September 2019, the International Welcome Lounge will be open on the 4th floor of the Richmond Building. This space is for all incoming international students at all levels.

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/student-services/>.

9.5 Additional Programme Costs (This is programme based. PD – please update and amend)

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 (if any), 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.

9.6 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 Post Graduate Taught Programme (Professor Misa Izuhara) or the Head of School (Professor Esther Dermott). The student appeals and complaints procedure can be found at <http://www.bristol.ac.uk/academic-quality/pg/pgrcode/section10/>

9.7 Student Appeals Procedure

If you wish to appeal about a decision of a 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 an exam board decision. Also, please contact [Bristol SU Just Ask](#) for advice on academic 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

appeals and complaints in the Faculty Handbook and on the University Secretary's Office website (Rules and regulations for students) before taking any action: <http://www.bristol.ac.uk/secretary/student-rules-regs/>.

9.8 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 in 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 Advisor who is our Student Administration Manager, Joe McAllister. Outside the School, the University's Disability Services provides information, advice and support:

<http://www.bristol.ac.uk/disability-services>

9.9 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/>

9.10 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/

9.11 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/student-services/>.

9.12 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

9.13 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/.

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) 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.

APPENDIX A: INFORMATION FOR DISABLED¹ 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.

¹Since 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 10 Woodland Rd and 6 Priory Rd are accessible via basement entrances only. The toilets on the ground floors of 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/>

School for Policy Studies

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.

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

Tel: 0117 954 6741

Email: Joe.Mcallister@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: 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 C: 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 D: HARVARD SYSTEM OF REFERENCING

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

'Recent research on caring (Lewis and Meredith,2011) suggests that

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

'Recent calls to develop a "more caring, relationship-centred perspective" (Lewis and Meredith, 2011: 159) have attracted some interest

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

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

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

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

For a book:

Newburn, T. (1995) *Crime and Criminal Justice Policy*. London: Longman.

For an edited book:

Brook, E., and Davis, A. (1985) (Eds) *Women, the Family and Social Work*. London: Tavistock.

For a book chapter:

Ferris, J. (1985) Citizenship and the crisis of the welfare state, in P. Bean, J. Ferris, D. Whynes (Eds) *In Defence of Welfare*. London: Tavistock.

For a journal:

Adams, J.W., Snowling, M.J., Hennessy, S.M., Kind, P. (1999), 'The Problems of behaviour, reading and arithmetic: assessments of comorbidity using the Strengths and Difficulties Questionnaire.' *British Journal of Educational Psychology*, 69, 4, 571-585.

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

In the above examples, you will see that either the book title or the journal is italicised.

These can also be underlined or in **bold** if preferred, but you must choose a preferred option and be consistent in its use. If there is an author with more than one publication in a year, list them as 1988a or 1988b, etc.

For a website:

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

Department for Work and Pensions and Department for Education (April 2011) *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives, Cm 8061*. HM Government [Online]. Accessed 08.08.12. Available: www.education.gov.uk/publications/.../CM-8061.pdf

Other references:

Unpublished sources, parliamentary acts, newspapers, images etc.

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

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

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

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

APPENDIX E: ESSENTIAL IT SKILLS

The University states that you will need a certain minimum level of IT skills to meet the requirements of your course. You should be able to:

Windows

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

Email

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

Using the web

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

Word (basic)

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

Word for assignments

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

12. DISCLAIMER

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

The University reserves the right to withdraw or change courses.

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