



School for Policy Studies

MSc in Nutrition, Physical Activity and Public Health

Programme Handbook

Academic Year 2014-2015

School for Policy Studies

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

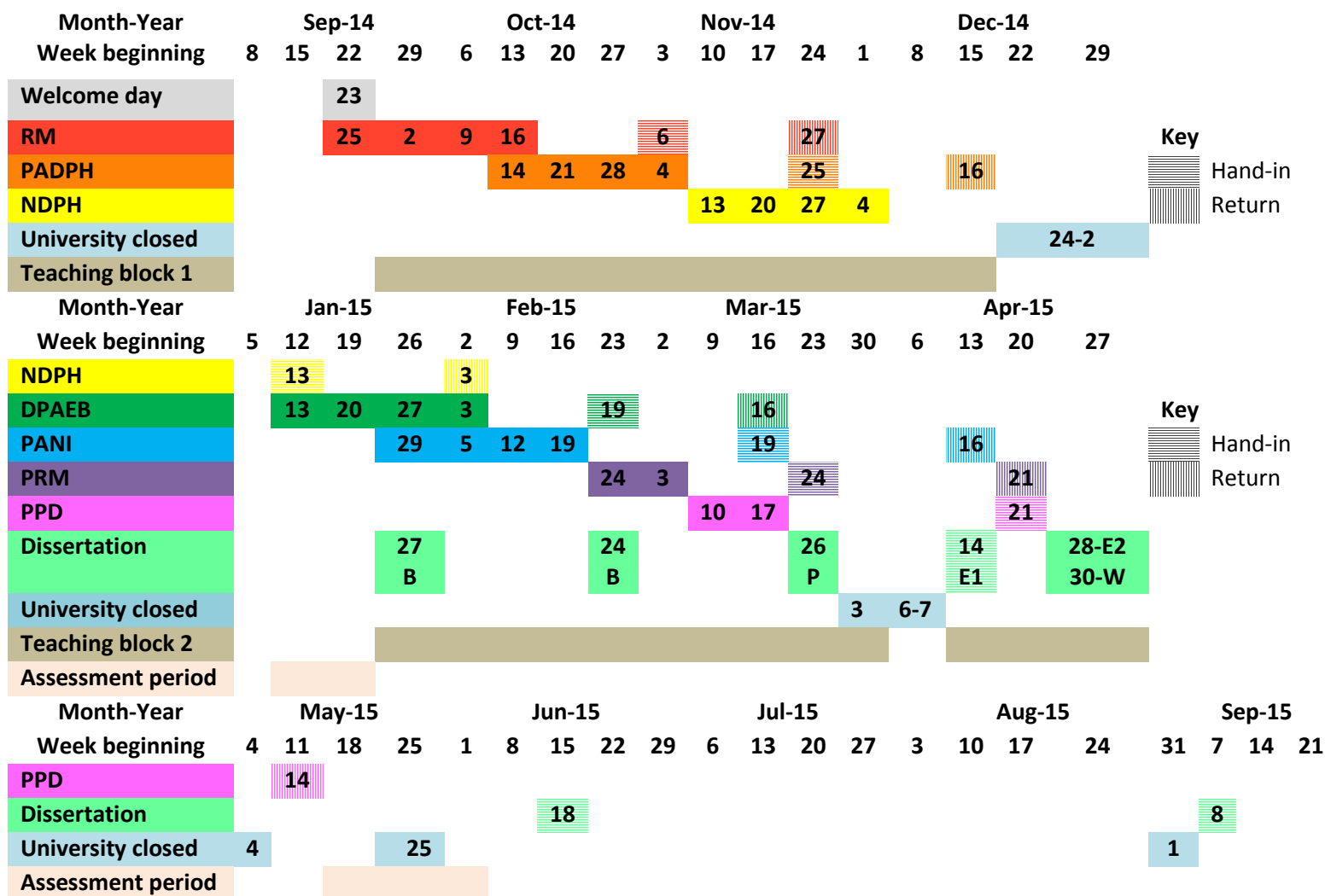
Please read this handbook in conjunction with the Faculty of Social Sciences & Law *Postgraduate Student Handbook for Taught & Research Students* and the *University Regulations and Code of Practice for Taught Postgraduate Degree Programmes*.

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

<http://www.bristol.ac.uk/esu/assessment/codeonline.html>

<https://www.bris.ac.uk/fssl/current-students/>

Quick reference to timetable 2014-2015 (see section 3.10 for details)



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1. OVERVIEW OF THE PROGRAMME

Welcome to the MSc in Nutrition, Physical Activity and Public Health (NPAPH) at the School for Policy Studies, University of Bristol.

This is a unique, academically rigorous, multi-disciplinary Programme with a vibrant UK, EU and international student community. The Programme is located within the Centre for Exercise, Nutrition and Health Sciences, a research-intensive Centre within the School for Policy Studies, with an outstanding international reputation. It is taught by a team of internationally recognised experts in the biomedical, epidemiological, psychosocial and socio-environmental aspects of physical activity and nutrition, as well as in the development and implementation of strategies for disease prevention and health promotion.

The Programme aims to provide high level professional and academic development in the three inter-related fields of nutrition, physical activity and public health. Students will be trained to explore the science and research underpinning the promotion and maintenance of health and wellbeing of populations, with a unique dual-emphasis on nutrition and physical activity. The Programme also helps develop essential skills for understanding but also developing, conducting and evaluating research, policy and evidence-based practice in nutrition and physical activity.

Dr. Angeliki Papadaki

Programme Director

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, Medical and Veterinary Sciences, Medicine and Dentistry, Science, Social Sciences and Law), the University comprises approximately 5,500 staff, 12,500 undergraduate and 5,500 taught and research postgraduate students. Further information about the University of Bristol is available at www.bristol.ac.uk/university.

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

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

The University is an integral part of the City of Bristol, a thriving and beautiful city with a history going back 1000 years. Bristol is a multicultural city of balloons and kites, clubs and DJs, festivals and carnivals, architecture and park land, business and new technology, theatres and museums, artists and animators, music and film. It has been officially designated a 'Centre of Culture' and a 'Science City' by the Government. In 2008, Bristol was given the European City of the Year Award by the Academy of Urbanism. Bristol has its own international airport and offers easy rail

and motorway links to London, Birmingham and the North, Oxford, Wales and the West Country. Find out lots more about Bristol at www.bristol.ac.uk/citybristol/.

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 Graduate School of Education. The School of Geographical Sciences has joint membership with the Faculty of Social Sciences & Law and the Faculty of Science. The Faculty is one of the UK's top Social Sciences and Law faculties. Each Department and Centre within the Faculty has high ratings in research and teaching quality. The Faculty achieved a very strong performance in the RAE 2008 outcomes with over 87% of its research outputs being judged of international quality. Teaching excellence has been clearly demonstrated in Departments' QAA Subject Review scores. More details are on the Faculty website www.bristol.ac.uk/fssl/.

1.3 The School for Policy Studies (SPS)

Head of School: Professor Alex Marsh

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

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

1.4 Research excellence

The Research Assessment Exercise 2008 (RAE2008) determined that 60% of the research activity in Social Policy and Social Work at the School is of world-leading (4*) or internationally excellent (3*) quality, in terms of its originality, significance and rigour. The strength and depth of the School's research culture is further highlighted by the fact that the School included 99% of its eligible staff in the RAE submission and also by coming fourth out of 66 UK institutions in the field of Social Policy and Social Work according to research power. The School's Centre for Exercise, Nutrition

and Health Sciences entered the RAE2008 separately. The Centre was rated third out of 39 institutions in the field of Sports Related Studies. Entering all eligible research active staff, 55% of the Centre's research activity was considered to be world-leading (4*) or internationally excellent (3*).

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

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

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

1.5 Sustainability

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

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

- A strong, stable and viable economy
- A healthy and just society
- Diversity
- Effective and participative governance
- Environmental limits and ecological wellbeing
- Quality of life
- Cultural heritage
- The rural and the urban (conflict and balance)
- Preparing for the imagined future
- Ethical questions

1.6 Student Representation

Student representation is operated in partnership with UBU (the Students' Union), who will elect, train, and provide continuing support to our student representatives. The aim is to ensure that reps are equipped to help us to jointly solve any problems together with our students, able to feed back any concerns you may have to the academic team, and are well known to you and feedback the results of conversations they have on your behalf.

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

2. CALENDAR/TIMETABLE 2014/15

2.1 University term dates

AUTUMN TERM	29 September – 19 December 2014
SPRING TERM	26 January – 8 May 2015
SUMMER TERM	18 May – 5 June 2014

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

2.2 Key dates for the MSc NPAPH

Registration	Monday 22 September 2014
Welcome Day	Tuesday 23 September 2014
Teaching Starts	Thursday 25 September 2014
Dissertation Submission	Tuesday 8 September 2015

3. PROGRAMME INFORMATION

The aims and structure of the MSc in Nutrition, Physical Activity and Public Health (NPAPH) programme are presented below. More detailed information about the individual units is available on the individual unit Blackboard courses at:

<https://www.ole.bris.ac.uk/>.

3.1 Aims of the Programme

The Programme aims to provide high level professional and academic development in the three inter-related fields of nutrition, physical activity and public health. Students will be trained to understand the key public health issues in nutrition and physical activity relevant for the population as a whole and sub-population groups based on factors such as age, ethnicity and socio-economic position.

The programme is especially relevant to professionals who wish to advance themselves in the areas of:

1. Public health promotion and policy related to physical activity and nutrition
2. Health-related research and evaluation
3. Programme delivery and evaluation

More specifically, the programme aims to:

- Understand how nutrition and physical activity contribute to, and interact with each other in the aetiology, prevention and treatment of chronic diseases, including cardiovascular disease, type 2 diabetes, hypertension, obesity, osteoporosis, cancer and mental health problems.
- Develop knowledge of current recommendations for public health in the fields of both nutrition and physical activity and critically examine their evidence-base.
- Understand current trends in physical activity and eating behaviours in national and international populations.
- Develop awareness of current national and international physical activity and nutrition policy.
- Understand the multi-level influences on physical activity and eating behaviours, including personal, interpersonal, and environmental and policy factors.
- Understand the key issues in nutrition and physical activity relevant for different population groups defined by factors such as age, gender and socio-economic position.
- Develop competencies in planning, designing, implementing and evaluating nutrition and physical activity research.
- Develop awareness of the range of methods for measuring physical activity and diet, and understand their respective strengths and limitations.

3.2 Programme Structure

3.2.1 Full-time structure

The MSc in NPAPH is a 180-credit programme. There are five 20-credit and two 10-credit taught compulsory units and a 60-credit dissertation.

The taught 20-credit units are:

- Research Methods (RM)
- Physical Activity, Disease and Public Health (PADPH)
- Nutrition, Disease and Public Health (NDPH)
- Determinants Of Physical Activity and Eating Behaviour (DPAEB)
- Physical Activity and Nutrition Interventions: Conceptualisation and Design (PANI)

The taught 10-credit units are:

- Practical Research Methods (PRM)
- Policy, Promotion and Delivery: Physical Activity and Nutrition Programmes (PPD)

(For details of the time commitment required to complete each unit **see Section 10, Study Time for Each Unit**)

Each 20-credit unit has four teaching days and each 10-credit unit has two teaching days. Each unit has a compulsory assignment. There is a formative compulsory assignment at the beginning of the year that does not contribute to your grades and is not marked but allows you early feedback on work. The taught units run from 25/09/2014 until 17/03/2015 with teaching days occurring on Tuesdays or Thursdays. Time between the end of the taught units and the dissertation submission deadline (8/09/2015) is given to preparing and completing the dissertation. You must meet the progression requirements in order to progress to your dissertation – see: <http://www.bristol.ac.uk/esu/assessment/>.

3.2.2 Part-time structure

If you are doing the programme over two years, you are strongly recommended to structure your studies as follows:

Year 1, Teaching Block 1:

Research Methods (RM); **and either:**
Physical Activity, Disease and Public Health (PADPH); **or**
Nutrition, Disease and Public Health (NDPH)

Year 1, Teaching Block 2:

Determinants of Physical Activity and Eating Behaviour (DPAEB); **and:**
Practical Research Methods (PRM); **and:**
Ethics application for your Dissertation (including attending the Dissertation Presentation and Dissertation write-up days)

Year 2, Teaching Block 1:

Either:
Physical Activity, Disease and Public Health (PADPH); **or**
Nutrition, Disease and Public Health (NDPH)

Year 2, Teaching Block 2:

Physical Activity and Nutrition Interventions: Conceptualisation and Design (PANI); **and:**
Policy, Promotion and Delivery: Physical Activity and Nutrition Programmes (PPD); **and:**
Completion of your Dissertation

The above suggested structure will ensure an even distribution of workload, taking into account lecture attendance and preparation of assignments.

If you are a part time student you are required as soon as possible after arrival to complete a Part Time Students' Agreed Plan of Work form, stating the units that you will attend in each of the two years of study. This form will be provided to you during the Welcome Day and you will have the opportunity to discuss your choice with the MSc Programme Director.

We advise you to complete the Part Time Students' Agreed Plan of Work with care, as changes must first be discussed with the MSc Programme Director.

3.2.3 Diploma structure

If you are enrolled on the Diploma course you will do all seven units in the same way as the MSc. The Diploma programme does not include the dissertation. However, if you meet the progression requirements by successfully completing all seven units (see regulations at: <http://www.bristol.ac.uk/esu/assessment/codeonline.html>) you will automatically upgrade to the MSc programme and continue to do the dissertation. You will be sent a Faculty produced form to sign and a confirmation letter will be sent to you from the Faculty office confirming your progress to Masters student status.

3.3 Programme Administration

All programme administration is carried out through the Postgraduate Student Administrator's office. The Postgraduate Student Administrator is the first point of contact for enquiries, submission of work and all the administrative business connected with the course.

As there is little face to face contact with the Postgraduate Student Administrator, it is important that your personal details are kept up to date.

You can inform the Postgraduate Student Administrator of any changes in writing:

Mrs. Andrea Osborn

Postgraduate Student Administrator
MSc Nutrition, Physical Activity and Public Health
School for Policy Studies
6 Priory Road, Room G2
Bristol
BS8 1TZ
Email: A.L.Osborn@bristol.ac.uk
Tel: +44 (0) 117 954 6758

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

3.4 Programme Director

The MSc Programme Director is the first point of contact for any strategic aspect of your studies (e.g. assignment extensions, extension/ suspension of studies etc).

You **MUST** inform the Programme Director of any circumstances that might be affecting your studies or of any changes to your planned programme of study in

writing and at the earliest possible notice.

Dr Angeliki Papadaki

Programme Director
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BS8 1TZ
Email: Angeliki.Papadaki@bristol.ac.uk
Tel: +44 (0) 117 331 0453

3.5 School for Policy Studies

School for Policy Studies
University of Bristol
8 Priory Road
Bristol BS8 1TZ
Tel: +44 (0)117 954 6755
Fax: +44 (0)117 954 6756

Email: sps-enquiries@bristol.ac.uk

Website: <https://www.bris.ac.uk/sps>

3.6 Programme staff roles and contact details

Name	Responsibilities	Tel No	e-mail (all ending: @bristol.ac.uk)
Ashley Cooper	Professor of Physical Activity and Public Health Head of Centre for ENHS	0117 954 6668	Ashley.Cooper
Angeliki Papadaki	Lecturer in Public Health Nutrition MSc Programme Director	0117 331 0453	Angeliki.Papadaki
Russ Jago	Professor of Paediatric Physical Activity and Public Health	0117 954 6603	Russ.Jago
Angie Page	Reader in Physical Activity & Public Health	0117 954 6673	A.S.Page
Sibylle Kranz	Senior Lecturer in Nutrition	0117 9546653	Sibylle.Kranz
Anne Haase	Senior Lecturer in Exercise, Nutrition & Health	0117 331 1082	Anne.Haase
Laura Johnson	Lecturer in Public Health Nutrition Dissertation Coordinator	0117 331 0482	Laura.Johnson
Simon Sebire	Lecturer in Physical Activity and Exercise Psychology Admissions Tutor	0117 954 6605	Simon.Sebire

All academic staff are located at:

The Centre for Exercise, Nutrition and Health Sciences, 12 Woodland Road
(<http://www.bristol.ac.uk/maps/>).

3.7 Personal Tutors

All students are assigned a Personal Tutor within the Centre for Exercise, Nutrition and health Sciences, within a week of the Welcome Day. Students can turn to their tutor for help and advice on both academic and personal matters.

It is recommended that students and Personal Tutors have contact (face-to-face, phone, email) at least three times in the academic year.

The primary role of the Personal Tutor is to provide advice and to refer the student to specialist agencies where appropriate. The Programme Director oversees the Personal Tutor system on the Programme. The allocation of Personal Tutors to tutees will take account of staff workloads and the student cohort.

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

3.8 Programme Registration

3.8.1 New Students

This takes place on the Registration and Induction Day prior to the NPAPH Welcome Day. Provided you have signed an acceptance on Hobsons, you will receive an email from FSS&L informing you about the following:

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

3.8.2 Returning Students

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

3.9 Unit information

All taught units are must pass. The definition of must pass units can be found in the Regulations and Code of Practice for Taught Programmes [Glossary of Terms](#).

3.9.1 Research Methods (Unit Coordinator: Simon Sebire)

Summary

This unit is designed to help you understand the basic principles, methods and techniques used by researchers in the field of public health nutrition and physical activity. Essential scientific themes addressed include basic statistics, epidemiology research, quantitative research, qualitative research, concepts of validity, reliability, and research ethics. It will also guide you in some essential study skills, such as how to read and critique peer-reviewed published research articles, how to set out referencing and how to search the literature. It will help you understand research design, methods of evaluation, some of the simpler statistical techniques and you will learn about the key elements of research writing and presentation. The unit will also help take you through the basics of research ethics. All this material will assist you in the other units and in preparing your dissertation later in the programme. Throughout the unit, special reference will be made to examples used in the nutrition and physical activity literature. Successful completion of the unit should help you with skills that are increasingly required in public health, health promotion, and/or academia.

Aims

- To introduce students to fundamental concepts in research design, data collection, analysis and reporting of results from quantitative and qualitative perspectives.
- To develop students' study skills, including critical analysis, literature searching and referencing.

Learning Outcomes

- To interpret and critically appraise quantitative and qualitative research papers
- To become familiar with quantitative and qualitative research design and evaluation techniques
- To develop an understanding of basic statistical techniques, their interpretation and application to nutrition and physical activity research
- To develop an understanding of the critical ethical issues in research.

3.9.2 Physical Activity, Disease and Public Health (Unit coordinator: Ashley Cooper)

Summary

This unit will critically review the role of physical activity in the prevention and management of chronic disease, highlighting the different roles of exercise at different life stages. The unit will review key issues in identifying the optimal physical activity recommendation for public health, enabling students to understand the links

between physical activity and health for people of all ages and across a range of lifestyles and backgrounds.

Aims

- To develop understanding of the role of physical activity and inactivity in the aetiology of chronic diseases such as obesity, cardiovascular disease, type 2 diabetes, hypertension, cancer and mental health problems.
- To describe the broad biological mechanisms through which physical activity may operate to improve health.
- To explore the role of physical activity in the maintenance of physical function through the lifespan.
- To explore the role of physical activity in the management of chronic disease.
- To develop understanding of the range of methods for physical activity assessment.

Learning Outcomes

- To become familiar with and able to critically appraise the theory and evidence base for physical activity in the aetiology of chronic disease.
- To understand the key issues involved in optimising health at different life stages.
- To become familiar with and able to critically appraise the evidence for physical activity in managing chronic disease.
- Be aware of and describe the advantages and disadvantages of physical activity assessment methods.

3.9.3 Nutrition, Disease & Public Health (Unit coordinator: Angeliki Papadaki)

Summary

This unit will identify and critically review key public health nutrition issues and explore the role of nutrition in the aetiology, prevention and management of disease. The unit will enable students to understand the links between diet and health for people of all ages and across a range of lifestyles and backgrounds. It will highlight the differences in requirement for optimal nutrition between these different populations and explore how these needs can be met in practice to prevent and manage major public health problems in society.

Aims

- To critically review the key public health issues related to nutrition in Western societies, such as obesity, cardiovascular disease, type 2 diabetes, hypertension, cancer and mental health problems
- To examine the role of nutrition in health promotion for people of all ages to prevent and manage chronic disease
- To critically review the methods of assessing dietary intake

Learning Outcomes

- To critically appraise and evaluate the evidence for the role of nutrition in the aetiology, prevention and treatment of chronic diseases;
- To describe the key nutritional issues in different life stages and transitions (including pregnancy and infancy, childhood and adolescence, older age);
- To explain the implications of these key nutritional issues for health across the lifespan;
- To be aware of and describe the advantages and disadvantages of dietary assessment methods

3.9.4 Determinants of Physical Activity & Eating Behaviour (Unit coordinator: Angie Page)

Summary

This unit focuses on the factors or determinants which influence physical activity and eating behaviours. The literature related to the determinants of physical activity and eating behaviour has expanded dramatically over the last decade. The most significant shift has been to investigate physical, social and environmental determinants alongside the more established personal, physical and psychological influences. Research within the Department has paralleled this change and we are now at the leading edge of work investigating both environmental and personal influences on physical activity and eating behaviour. Students are presented with a detailed framework and associated evidence to represent the personal, social and environmental influences on behaviour. Lectures and related workshops will encourage students to consider theoretical relationships between determinants as well as practical implications for manipulating them to achieve behaviour change in different populations.

Aims

- To explore determinants of physical activity and nutrition behaviours within existing models and frameworks.
- To examine the interactions of determinants across different populations and how this affects behavioural outcomes.

Learning Outcomes

- To classify determinants which are evidenced to relate to physical activity and eating behaviour
- To interpret and apply existing models that provide a framework for understanding personal, social and environmental determinants of physical activity and eating behaviour
- To review and appraise the strength of evidence for personal vs. social vs. environmental determinants of physical activity and eating for different populations.
- To explain how determinants can be used to target individuals for intervention.

- To illustrate the complexities of measuring determinants in physical activity and eating behaviour.

3.9.5 Physical Activity & Nutrition Interventions: Conceptualisation & Design (Unit Coordinator: Russ Jago)

Summary

This unit will focus specifically on the issues associated with designing diet and physical activity interventions for different target groups. The course will demonstrate how the MRC guidelines for complex behavioural interventions can be used to design and evaluate diet and physical activity interventions for children, adults, and seniors. The module will include discussion and analysis of formative research, process evaluations, media campaigns, environmental interventions, randomised controlled interventions and will address issues related to cost-effectiveness of interventions.

Aims

- To evaluate the key issues associated with designing effective diet and physical activity interventions.
- To assess the strengths and weaknesses of different intervention approaches for key participant groups (i.e. children, adults seniors etc).
- To develop the necessary skills to design and/or evaluate a new diet and physical activity intervention

Learning Outcomes

- To obtain an understanding of intervention design, including the concepts of mediation and moderation.
- To develop the skills necessary to evaluate the strengths and weaknesses of different intervention designs.
- To develop the skills necessary to design and evaluate an effective diet or physical activity intervention for different target groups or disease.

3.9.6 Practical Research Methods (Unit coordinator: Anne Haase)

Summary

This unit will teach students the knowledge and skills needed to develop relevant research questions for addressing a current public physical or mental health problem. Students will acquire an understanding of the application and analysis of quantitative and qualitative methodology needed to create research proposals and to answer research questions. This unit will incorporate and build upon the knowledge and skills acquired in all earlier units.

Aims

- To evaluate and synthesise key elements of research designs, aligning questions with appropriate methods, and practicing application of practical tools to assess qualitative and quantitative methodology.

Learning Outcomes

- To be able to formulate research questions and a rationale in response to a current public health problem and to evaluate critically the range of methodologies available to address the questions.
- To have the ability to critically evaluate and apply skills in quantitative data preparation, testing of assumptions, and preliminary analyses.
- To demonstrate ability to identify themes from interview data, and apply the use of qualitative analysis software to aid analysis.

3.9.7 Policy, Promotion and Delivery: Physical Activity and Nutrition Programmes (Unit coordinator: Anne Haase)

Summary

This unit will teach students the knowledge and skills needed to plan and assess health promotion programmes within the context of current health promotion frameworks, public policy and engagement. Students will also learn how impact, public engagement and service user/community partnerships are needed and contribute to health promotion programmes. This unit will incorporate and build upon the knowledge and skills acquired in earlier units, such as knowledge of physical activity and nutrition, understanding of determinants of physical activity and nutrition and theory, and designing interventions.

Aims

- To critically evaluate and apply analytical skills in appraising how health promotion programmes are planned and implemented, integrating concepts of partnerships, engagement and impact.

Learning Outcomes

- Analyse and critically evaluate current health promotion frameworks and how they align with health policy and programmes
- Critically assess current public health problems in order to plan programmes
- Evaluate and apply ideas of public engagement, impact, service user and community partnerships to health promotion programmes

3.10 Timetable 2014-2015 – MSc NPAPH taught units

Date	Day	Room	Uni Info	Teaching Days	Unit Code	Hand ins	Returns
22/09/2014	Mon		Welcome week	(Registration)			
23/09/2014	Tue	10 Woodland Rd, Room G4/5		Welcome Day			
25/09/2014	Thu	8-10 Berkeley Square, Room G10/11		RM1	PHED4011		
29/09/2014	Mon		TB1				
02/10/2014	Thu	10 Woodland Rd, Room G4/5		RM2	PHED4011		
09/10/2014	Thu	35 Berkeley Square, Room 1.20		RM3	PHED4011	Formative	
14/10/2014	Tue	7 Priory Rd, Room G1		PADPH1	PHED4013		
16/10/2014	Thu	35 Berkeley Square, Room 1.20		RM4	PHED4011		Formative
21/10/2014	Tue	7 Priory Rd, Room G1		PADPH2	PHED4013		
28/10/2014	Tue	7 Priory Rd, Room G1		PADPH3	PHED4013		
04/11/2014	Tue	8-10 Berkeley Square, Room G10/11		PADPH4	PHED4013		
06/11/2014	Thu					RM	
13/11/2014	Thu	35 Berkeley Square, Room 1.20		NDPH1	PHED4012		
20/11/2014	Thu	35 Berkeley Square, Room 1.20		NDPH2	PHED4012		
25/11/2015	Tue					PADPH	
27/11/2014	Thu	35 Berkeley Square, Room 1.20		NDPH3	PHED4012		RM
04/12/2014	Thu	10 Woodland Rd, Room G4/5		NDPH4	PHED4012		
16/12/2014	Tue						PADPH
24/12/2014	Wed		University Closed				
25/12/2014	Thu		University Closed				
26/12/2014	Fri		University Closed				
29/12/2014	Mon		University Closed				

Date	Day	Room	Uni Info	Teaching Days	Unit Code	Hand Ins	Returns
30/12/2014	Tue		University Closed				
31/12/2014	Wed		University Closed				
01/01/2015	Thu		University Closed				
02/01/2015	Fri		University Closed				
12/01/2015	Mon		Assessment period				
13/01/2015	Tue	7 Priory Rd, Room G1		DPAEB1	PHED4014	NDPH	
20/01/2015	Tue	Social Sciences Priory Road Complex Block A, Room 0A1		DPAEB2	PHED4014		
23/01/2015	Fri		End of assessment period				
26/01/2015	Mon		TB2				
27/01/2015	Tue	7 Priory Rd, Room G1		DPAEB3	PHED4014		
29/01/2015	Thu	35 Berkeley Square, Room 1.20		PANI1	PHED4015		
03/02/2015	Tue	7 Priory Rd, Room G1		DPAEB4	PHED4014		NDPH
05/02/2015	Thu	35 Berkeley Square, Room 1.20		PANI2	PHED4015		
12/02/2015	Thu	35 Berkeley Square, Room 1.20		PANI3	PHED4015		
19/02/2015	Thu	35 Berkeley Square, Room 1.20		PANI4	PHED4015		
24/02/2015	Tue					DPAEB	

Date	Day	Room	Uni Info	Teaching Days	Unit Code	Hand Ins	Returns
24/02/2015	Tue	9.30-12.30: 8-10 Berkeley Square, Room G10/11 12.30-17.30 (Computer room): Canynge Hall, Room LG.09		PRM1	PHEDM0002		
03/03/2015	Tue	9.30-12.30: 8-10 Berkeley Square, Room G10/11 12.30-17.30 (Computer room): Canynge Hall, Room LG.09		PRM2	PHEDM0002		
10/03/2015	Tue	7 Priory Rd, Room G1		PPD1	PHEDM0001		
17/03/2015	Tue	7 Priory Rd, Room G1		PPD2	PHEDM0001		DPAEB
19/03/2015	Thu					PANI	
24/03/2015	Tue					PRM	
26/03/2015	Thu	10.00-12.00: 35 Berkeley Square Room 2.26 & 35 Berkeley Square Room 2.17 14.00-16.30: 35 Berkeley Square Room 1.21 & 35 Berkeley Square Room 2.17		Dissertation presentation	PHEDM1002		
03/04/2015	Fri		Good Friday				
06/04/2015	Mon		Easter Monday				
07/04/2015	Tue		University Closed				
14/04/2015	Tue					Ethics1	
16/04/2015	Thu						PANI
21/04/2015	Tue					PPD	PRM
28/04/2015	Tue					Ethics2	

Date	Day	Room	Uni Info	Teaching Days	Unit Code	Hand Ins	Returns
30/04/2015	Thu	09.00-11.00: 8-10 Berkeley Square, Room G10/11 (LJ) 11.00-13.00: 8-10 Berkeley Square, Room G10/11 (LJ) 11.00-13.00: Wills Memorial Building, Room 1.5 (SS) 11.00-13.00: 8-10 Berkeley Square, Room G12 (RJ)		Dissertation write-up	PHEDM1002		
04/05/2015	Mon		May Bank Holiday				
08/05/2015	Fri		End of TB2				
14/05/2015	Thu						PPD
18/05/2015	Mon		Assessment period				
25/05/2015	Mon		Spring Bank Holiday				
05/06/2015	Fri		End of assessment period				
18/06/2015	Thu					Dissertation 1st chapter	
31/08/2015	Mon		August Bank Holiday				
01/09/2015	Tue		University Closed				
08/09/2015	Tue					Dissertation	

Abbreviations: TB, Teaching Block; RM, Research Methods; PADPH, Physical Activity Disease & Public Health; NDPH, Nutrition, Disease & Public Health; DPAEB, Determinants of Physical Activity & Eating Behaviour; PANI, Physical Activity & Nutrition Interventions: Conceptualisation & Design; PRM, Practical Research Methods; PPD, Policy, Promotion and Delivery: Physical Activity and Nutrition Programmes.

More detailed information for each unit is available on the individual Blackboard courses for each unit.

Please note that any changes to the above timetable (e.g. lecture location) will be communicated to students by the unit coordinators.

3.11 Academic Language and Literacy Sessions and timetable

Nobody is born speaking academic English. Academic language and literacy is acquired gradually as you adapt to the ways of thinking and doing in your new academic environment. The problem is that on a Master's programme, you have very little time to adapt.

Academic Language and Literacy sessions for MSc NPAPH students (for whom English is not a first language) will be held in the Centre for English Language and Foundation Studies (Richmond Building) during Teaching Block 1. We are providing 8 two-hour sessions in total (run over 8 weeks) and you will be allocated a group to attend the sessions. We will notify students which group they are allocated to shortly after the Welcome Day.

These sessions have been designed to accelerate the process of adaptation by:

- building on your existing knowledge of academic English;
- developing your understanding of the expectations of your School;
- practising strategies to improve your performance.

Each session will look at criteria, past student essays and tutor feedback in order to help you develop as a member of your new academic community.

Date	Day	Room	Uni Info	Teaching Days	Time
15/10/2014	Wed	Richmond Building, Room 4.29	TB1	Academic Language and Literacy session 1 – Group 1	9.00-11.00
15/10/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00
17/10/2014	Fri	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 3	9.00-11.00
22/10/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 1	9.00-11.00
22/10/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00
24/10/2014	Fri	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 3	9.00-11.00
29/10/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 1	9.00-11.00
29/10/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00

Date	Day	Room	Uni Info	Teaching Days	Time
31/10/2014	Fri	Richmond Building, Room 4.29	TB1	Academic Language and Literacy session 1 – Group 3	9.00-11.00
05/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 1	9.00-11.00
05/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00
07/11/2014	Fri	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 3	9.00-11.00
12/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 1	9.00-11.00
12/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00
14/11/2014	Fri	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 3	9.00-11.00
19/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 1	9.00-11.00
19/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00
21/11/2014	Fri	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 3	9.00-11.00
26/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 1	9.00-11.00
26/11/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00
28/11/2014	Fri	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 3	9.00-11.00
03/12/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 1	9.00-11.00
03/12/2014	Wed	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 2	11.00-13.00
05/12/2014	Fri	Richmond Building, Room 4.29		Academic Language and Literacy session 1 – Group 3	9.00-11.00

3.12 Teaching locations

Teaching locations (check timetable and each unit for exact teaching location and room for each teaching day):

- 10 Woodland Road
- Graduate School of Education, 35 Berkeley Square
- 8-10 Berkeley Square
- 7 Priory Road
- Canynge Hall, School of Social and Community Medicine, 39 Whatley Road; Room LG.09 (Computer room)
- Social Sciences Priory Road Complex Block A, Room 0A1
- Wills Memorial Building
- Richmond Building

Use the link <http://www.bristol.ac.uk/maps/> for a map of these locations.

3.13 Lecture behaviour

Lectures start punctually at 9.30 a.m. - if you are late you may miss important information. We build coffee breaks both in the morning and in the afternoon (approximately 30 minutes), arranged to fit with natural teaching breaks and lunch breaks (12.30 - 1.30) but aim to start punctually on return so that we can finish by 4.30 p.m. and enable you to get away before the traffic becomes too bad.

Please do not bring food or drink (apart from a water bottle) into the lecture theatre - it causes a mess and is distracting for everyone else. Please be considerate to the lecturer and other students by not chatting during lectures or texting (or using your mobile phone or laptop unless it is part of a specified group activity) - it sounds unlikely but it has happened and causes disruption. Repeated lateness or disruptive behaviour may result in you being asked to leave a lecture.

3.14 Assignment preparation

Please check the individual unit assignment details carefully as written assignments may differ in their format. You must show your word count (including the word count for any tables or figures) on the title page of every assignment, including the dissertation.

Assignments are usually 4000 words. We encourage you to include tables where relevant, and words included within tables count towards the overall word count. To calculate the word count, highlight all of the text (from the beginning of the Introduction to the end of the Conclusion but excluding your reference list) and run the word count on this portion of the document. Please note: appendices and references do **NOT** contribute to word counts in any assignment.

In some units you may be **required** to include tables or additional work such as figures as part of the assignment. In this case, the word count is reduced to take into consideration the additional work in preparing these. This will be explained clearly by the unit coordinator.

3.14.1 Using on-line databases

The Metalib resource gateway (<http://metalib.bris.ac.uk/>, accessible via the MyBristol portal at <https://mybristol.bris.ac.uk/>) allows you to cross search relevant resources by subject area (i.e. Exercise Nutrition and Health Science).

You will need to learn how to search for relevant and appropriate research for your studies. You can do this using specialist databases available via Metalib and the University's resource gateway. These databases can be accessed both from PC terminals in computer rooms, or at PCs in the libraries, via your laptop connected to a wireless hotspot or, if you have set up remote access, from your PC at home. To get information about setting up remote access visit:

<http://www.bris.ac.uk/is/computing/advice/homeusers/remote/>

The most useful databases to search are MEDLINE, BIDS EMBASE, PUBMED, ERIC, WEB OF KNOWLEDGE and PSYCINFO. You can find these at:

<http://metalib.bris.ac.uk/>

The Metalib facility enables cross-searching of resources including the library catalogue, journals, databases, etc. Help on using these and tutorials can be found at:

<http://www.bris.ac.uk/is/library/metalib/#guides>

3.14.2 Referencing

As part of policy in the School for Policy Studies, the MSc in NPAPH programme emphasises the importance of acknowledging sources of information (and avoidance of plagiarism) and getting referencing right. Correct, consistent and accurate referencing is one of the criteria we use for marking your work. We expect you to use the Harvard referencing system. However, if you are already proficient with either APA or Vancouver referencing styles we will allow these. If you have not previously learnt a referencing system you should use Harvard. **In your assignment you will need to declare the referencing system you are using.**

We provide you with a referencing guide (*Cite them Right*) and expect you to use it and refer to it. This publication provides guidance on avoidance of plagiarism and extensive detail on how and when to cite and reference. There is a comprehensive guide for Harvard, and guides for APA and Vancouver. Use this guide to ensure you get your referencing right.

There are reference management software packages (e.g. Endnote) 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 you download. You can find out more about Endnote at <https://www.bris.ac.uk/software/index/> (E-Endnote). If you use this you will still need to be able to recognise and correct errors and inconsistencies in your referencing.

3.14.3 Avoiding plagiarism

Apart from being clear about what constitutes plagiarism there are other factors that may help you avoid plagiarism:

- Be clear about how you should reference
- When taking notes always note the source and identify any text you have copied verbatim
- Keep your notes document separate from your assignment draft (avoid copying from your notes to your assignment)
- Always leave yourself sufficient time to prepare and write your assignments
- Use appropriate original sources (journal articles and book chapters).
- Beware of web-based articles which have not been peer-reviewed
- Do not think that poor language skills means that it is acceptable to use others' words as your own - we would prefer to see poor English rather than plagiarism
- If plagiarism is acceptable in your own culture don't think that this excuses you here

N.B. Any sentence copied verbatim from another source should be in indented and italicised with quotes (" "), with the appropriate citation and page number, otherwise this will be treated as a plagiarism episode. Plagiarising yourself (copying material from one assignment to another) is not permissible. You may quote from a previous relevant assignment but this should be shown as such.

3.14.4 Planning and building your assignments

First check the submission date in the Timetable. Start early - take plenty of time. Be aware that there may be overlap - you might need to be gathering materials for one assignment before you have submitted the previous one. We suggest the following strategy:

- Read the assignment title, determine its meaning.
- Identify keywords and concepts to ensure you address the issues they propose.
- Identify key resources and best journals/papers.
- Collect materials, read them, take notes and record references accurately (ideally download references to Endnote).
- Ensure your own impressions are clearly differentiated from quotes and paraphrasing of original texts (see section on Plagiarism above).
- Formulate ideas and impressions - make these distinguishable from others' work.
- Get a feel for the topic - read relevant editorials and good reviews, talk to people.
- Only start writing the assignment after you have done **ALL** the preparatory work.
- Work on discreet sections.
- Use paragraphs to introduce a new thought or area.
- Tie-in paragraphs with others - don't leave them 'isolated'. Avoid one-sentence paragraphs.

- Re-drafts: each new draft will improve the assignment. Consider up to five redrafts. Allow for this in your time planning!
- **NEVER** write anything you don't understand.

3.14.5 Scientific writing

Scientific writing may be one of the hardest things you will learn to do. There is no set format for academic writing but we help you with this with sessions in the Research Methods unit and with resources you can find on Blackboard.

We have listed some things to consider about style below:

- Presume you currently know nothing - suspend your beliefs.
- Do not state findings as truth. They are only the result of some research. Make no unsubstantiated statements. Avoid the words 'proof' or 'proven' whenever possible.
- Avoid adjectives as they add subjectivity to your writing ('very cross sectional', 'grossly inadequate', 'slightly flawed').
- Avoid journalistic English ('crying out for...', 'killer disease').
- Write in the past tense ('A study was...', '...the researchers suggested...', '...subjects were...').
- Use tables and graphs (depending on individual assignment details) to cover important ground.

3.14.6 "Original Input"

This aspect of your work determines whether or not you get a mark that is classified as distinction or merit (see section 5 of this handbook). Every student likes to get high marks and it is your ability to stamp your own mark on a piece of work that achieves these high marks. This does not mean that you continually express opinions, rather that you demonstrate an ability to articulate with the literature in a rigorous and scientific way. It is an acquired skill and you should not expect your early pieces of work to fully demonstrate this ability. We hope, however, that by the end of the second teaching block, i.e. before you start writing your dissertation, you will have mastered it.

A good way of thinking of a piece of work with a mark classified as a distinction is that it has a "voice". That is, it is not just a faithful representation of what you have found in the texts; rather it is what YOU understand about what you have read, supported by evidence from the literature where appropriate.

The following might help:

- To demonstrate your insight, does theory apply in practice? Are there other views? Are there alternative explanations?
- Do not use phrases like: 'I believe...' 'In my opinion...' 'I think this is...' 'I feel that...'
- Try to phrase it as: 'One possible interpretation of this...' 'It could be suggested that...' 'A connection could be made...'

3.14.7 Points for improving your assignment

- **Avoid copying text** from any source, plagiarism software will find these chunks of text even if interspersed with other words to break it up. Check guidance on plagiarism. Only one minor offence is allowed before there are consequences for the mark you achieve.
- **Use quotes sparingly** - you will need a very strong reason to include more than a couple of short (less than one sentence) quotes.
- **Avoid using figures or tables from published sources** without gaining permission. It is OK to recreate a figure (e.g. a model) - but you will need to cite this appropriately ("adapted from...").
- **Avoid relying on another author's interpretation** of other work (unless a review or meta-analysis). Always find the original source.
- **Avoid citing just one reference on a topic** simply to support a point of view. Read widely to form a consensus on a topic.
- **Keep to the word limit.** There are penalties for over-length submissions (see Section 5.9).
- At Masters' level there is a need to **interpret or discuss** the results of studies, even when two studies with contradictory results are cited. Just **describing the studies is not enough.**
- Remember to **use appropriate research** and remember that European perspectives may differ from US or other perspectives.

3.14.8 Formatting and saving your assignment

All assignments must be word-processed. **You are expected to use the Assignment Template provided for each Unit (on the individual Unit Blackboard area) in order to prepare and submit your assignment. More information on the location and use of this template will be provided to you by the Unit Coordinators during the Written Assignment Tutorials. Specifically for the front (title) page, two titles will be needed: 1) the formal assignment title (which is to be set by the Unit Coordinator and should not be edited) and 2) the specific assignment title (which is to be added by the student to reflect the exact content of the assignment).**

Use the *Heading* function in Word with the different sections and subsections in your assignment and use *Caption* function for figures and tables. This allows you to generate a table of contents automatically that will improve the presentation of your assignment (and save you a lot of time when you come to prepare your dissertation). Use the spellchecker (*Tools/Review – Spelling and Grammar*) to check your work, especially before your final draft.

Support for the technical aspects of constructing your assignment can be found in the Study Skills resources, under the Research Methods unit Blackboard area.

The assignment should be saved with the following name:

Student ID number (e.g. 61235)- Abbreviated name of the unit (e.g. RM)- File extension (e.g. .doc). Thus, the name of this assignment would be 61235RM.doc.

If your assignment is a re-submission, then the word 'Resub' should be mentioned first (e.g. Resub_61235RM.doc).

Please note we will not accept assignments named in any other way. If you submit your assignment with a wrong name it will be treated as a late submission. A penalty for late submission will be applied (see section 5.9) until you resubmit with the correct assignment name.

Please note that you **MUST** save the assignments in the following formats: .doc, .rtf and .txt.

3.15 Assignment submission

Assignment submissions are made on-line (see Section 5.7). Instructions and assignment submission points can be found at the Programme Course on Blackboard. We strongly recommend that you: 1) study the instructions for assignment submission (and **follow them carefully; if you do not, your work may not be marked**), 2) print out the instructions and have them to hand when you make your submission.

The electronic copy of your assignment is due on the specific dates provided in the timetable. You must submit your assignment before 9.30 a.m. on the submission date (see Section 5.9 for penalties for late submissions).

N.B. Assignments are downloaded for marking at 9.30 a.m. on the hand-in deadline shown in the timetable. If you submit later than this you must email the Postgraduate Student Administrator (Andrea Osborn) and the Unit Coordinator to declare your submission as soon as you have submitted. If you do not do this we will not know that you have submitted and your work will not be marked.

3.16 Extensions

If unavoidable circumstances are preventing you from submitting on time, you may apply to the Extensions Tutor (Angeliki Papadaki) for an extension (see Section 7). These will only be granted in medical or other exceptional circumstances. Students should only apply for an extension if they have compelling reasons for one and can supply evidence. Extension forms are routinely logged in your records.

Do this as soon as a problem is identified; last minute requests close to the assignment due date are not good practice. You cannot assume that your request for an extension will be approved.

Please note the following are NOT accepted as grounds for an extension:

- Problems with computers or data storage devices
- Problems with access to printers or photocopiers
- Poor time management
- Trouble accessing resources
- The "difficulty" of the assignment
- Having other assignments or resubmissions pending
- Employment commitments

At MSc level it is your responsibility to back up your work, access IT and other necessary resources and to manage your time appropriately.

In order to be granted an extension you will need to have a clear view on how much extra time you need and how you'll use it. The length of the extension should be appropriate and you must complete the required paperwork. The process is as follows:

1. Contact Angeliki Papadaki to discuss your circumstances and request an extension form.
2. Fill in the form, with the requested new submission date and the reason you require an extension along with any supporting evidence. It is your responsibility to provide sufficient reasoning as to why you could not complete the work on time. Requests for extensions based on illness should be accompanied by a doctor's note.
3. Submit the form to Angeliki Papadaki for approval.
4. Email the Postgraduate Student Administrator (Andrea Osborn) and the Unit Coordinator to declare that you have submitted as soon as you have done so. If you do not do this we will not know that you have submitted and your work will not get marked.

3.17 Marked assignment return

For those assignments submitted on, or before, the submission date, assignment marks and feedback will be emailed to students in pdf format by the Postgraduate Student Administrator (Andrea Osborn) on the assignment return date, usually three weeks after the hand in date, unless indicated otherwise. Students are requested to refrain from discussing their personal marks with other students after collecting their assignments and maintaining appropriate behaviour in the lecture theatre.

Sometimes delays and unexpected demands on staff do happen. If circumstances dictate that assignments are going to be returned later than the due date, all students will be contacted by e-mail to let you know the new return date. For assignments submitted late (**with an extension**), staff should return papers within three weeks from the date you submit your paper. Where this marking period includes bank holidays or university closure days then marking may be extended by the number of holiday or closure days. Resubmissions in the event of failing an assignment will also be marked within three weeks from the date received. Please also see **Section 5.9 about penalties for late submission**.

3.18 Failing an assignment

In the event that an assignment is submitted but is deemed a 'Resubmit/Fail', then you will need to meet with the Unit Coordinator as soon as possible after the return date – i.e. **within one week** (except in the case of Unit Coordinator unavailability when some flexibility may be allowed). You must re-submit the paper again **within four weeks** of that meeting. During the re-writing phase, we encourage you to work closely with the Unit Coordinator. A resubmission will be capped with a pass grade (50). You must pass this resubmission in order to be eligible for the award for the programme for which you are registered. In cases of dispute, the assignment will be assessed by the External Examiner. When you resubmit you must email the Postgraduate Student Administrator (Andrea Osborn) and the Unit Coordinator to declare your resubmission as soon as you have submitted. If you do not do this we will not know that you have submitted and your work will not be marked.

3.19 Dissertation (Unit Coordinator: Laura Johnson)

3.19.1 Preparation for your dissertation

There is a dedicated dissertation handbook available to guide you through the dissertation process. This will be available to you towards the end of Teaching Block 1. The dissertation process will also be outlined to you in two briefing sessions during the DPAEB and PRM units. We do this so that you can get the information when it is most relevant and are not overloaded at the beginning of the course. The course is designed to gradually lead you to your dissertation preparation and completion and many units and study skills resources provide useful resources, particularly the Practical Research Methods unit. **It is your responsibility to identify a project you would like to undertake for your dissertation.** To help you with this we provide a dissertation idea presentation opportunity (see the timetable) so you can formally talk through your plans, gain some feedback to get you on track and to help us allocate the best advisor. Advisors are allocated soon after these presentations and then you will work with them towards the completion of your dissertation. You are encouraged to talk through your ideas for your dissertation with members of staff (and fellow students!) at any point during the year before the presentation. Generally it is a good idea to get a few assignments completed first so you do not need to rush! Diploma students normally progress to MSc after successful completion of 60 credits (see Section 3.2.3; this may be delayed if students have had to resubmit one or more assignments) - see regulations at:

<http://www.bristol.ac.uk/esu/assessment/codeonline.html>

You will need to start thinking about your dissertation from January. The dissertation typically represents three to four months of full time work so you will need to make allowances for this, especially if you are studying part time. **N.B. Late submission of your dissertation without an agreed extension means marks may be deducted a grade (see regulations link above).** The more organised you are and the earlier you start preparing, the better the dissertation prospects (and less grief later!).

All dissertation projects (including primary empirical studies, secondary analyses & systematic reviews) **must** be considered for and approved after ethical review at the beginning of the project and **before** data collection begins for primary empirical studies (see timetable for ethics submission and meeting dates). Please see Appendix 5 and the Dissertation Handbook (to be circulated towards the end of Teaching Block 1) for details or Blackboard DISSERTATION COURSE for a step-by-step guide to follow. There is a dissertation write-up workshop scheduled (see timetable) to give you more detail on how to approach the task of planning, conducting and writing-up your dissertation.

If you are intending to conduct a study with children or adolescents, you may need to have a Disclosure and Barring Service check. The procedure to apply can be found at <http://www.disclosurescotland.co.uk/basicdisclosureonline/index.htm>. You will have to pay a small fee and applications may take around 2 weeks to process.

3.20 Meeting the requirements for MSc

The programme is examined by coursework and dissertation based on continuous assessment. For the award of an MSc, students must accumulate 180 credits, 120 of which must be from taught units (five 20-credits and two 10-credit units) and 60 from the dissertation. Students who successfully fulfil the coursework requirements are allowed to progress to the dissertation and are subsequently assessed for the award of MSc - see regulations at:

If you cannot meet all the requirements for the MSc award there are still other options open to you. These are:

3.20.1 Diploma in Nutrition, Physical Activity and Public Health (120 credits)

This award is available to students who have completed and passed all of the units but have not submitted a dissertation. Students who want to exit with the Diploma, but who were accepted for MSc entry, must write to the NPAPH Programme Director to confirm their intentions. **In the event of being awarded a Diploma, no credits can then be carried forward at a later date for the award of the MSc in Nutrition, Physical Activity and Public Health.**

3.20.2 Certificate in Nutrition, Physical Activity and Public Health (60 credits)

This award is available to students who have accumulated 60 credits (either by passing three x 20-credit taught units or by passing two x 20-credit-units in addition to two x 10-credit units).

3.21 Examination Procedures

The final award for the MSc is based on assignments submitted through the programme, together with the dissertation. Students who successfully pass all the coursework but decline to undertake a dissertation have the right to be considered for a Diploma. In either case, the final award is first considered by the Board of Examiners, which is composed of Internal (ENHS staff) and External Examiners.

The Board of Examiners for the MSc NPAPH meets twice a year, once in Teaching Block 2 to consider progression and late dissertations and again in November when all students are formally examined. At the Exam Board, the profile of achievement of **every** registered student is reviewed, along with his or her programme of study and their current registration status (full-time, part-time, suspended etc). That is why **it is important that you keep us informed of any changes in your circumstances**. This Board acts to advise the Faculty Exam Board, which makes the final decisions.

Until the Faculty Exam Board makes their decisions, all grades and comments are provisional and are provided solely for your feedback.

3.21.1 Scrutiny

If you suffer from a disability that needs to be taken into consideration when your work is examined (for example dyslexia) then this needs to be declared before the submission of your dissertation for consideration at the Examination Board. Such applications will be heard in confidence by a Scrutiny Committee consisting of ENHS staff.

3.22 Awards

The Board of Examiners makes recommendations for each student to the Faculty Board of Examiners, which agrees the final awards. Results are communicated to candidates the following December. The final award is communicated on a Distinction, Merit, Pass, or Fail or Resubmit basis. Details of calculating the final mark can be found at:

3.23 Arrangements for student feedback

Student feedback is crucial to the success of our programme. Great emphasis is therefore placed on ensuring that significant communication between staff and students takes place, on a regular basis, throughout the year. If you want to improve the standard of your work and are unsure what needs to be done, consult your personal tutor. You may also ask for more detailed feedback from the Unit Co-ordinators.

3.23.1 Student representatives

Student representatives are elected each year to provide feedback and raise issues and concerns on staff meetings. Students are invited to volunteer or nominate other students for the student representative roles. The representatives will be elected on a clear mandate. Election of student representatives will be arranged early on in Teaching Block 1.

3.23.2 Academic staff meetings

Academic staff meet six times a year at the Academic Staff Meeting to discuss all aspects of the programme. Elected student representatives from the Programme will be invited to provide feedback from the students to the Programme Director for later consideration at these meetings.

3.23.3 Unit, course and advisor evaluation

At the end of each taught unit, the Programme Coordinator provides a link to an anonymous online survey where students evaluate the unit. Towards the end of Teaching Block 2, Angeliki Papadaki will also circulate a link to an online Programme Experience questionnaire. With the submission of your dissertation, the Postgraduate Student Administrator (Andrea Osborn) will also ask you to complete a form evaluating your dissertation Advisor. These are important sources of information for us about how the academic programme is being received. The results are discussed routinely at Academic Staff Meetings. When the programme is assessed for Quality Assurance our track record for monitoring your concerns and responding to them is closely examined. Programme representatives will report that this is being done, and can also report on the programme profiles and averages.

At the bottom of the evaluation surveys there is an open-ended section for other comments. This is where you get to have your say. We'd like to hear about the parts of the unit/ programme you have enjoyed, as well as suggestions for programme improvements, which will be reported at Academic Staff Meetings. Please note, in the feedback no individual staff names, or sessions are identified. It is up to you to make notes on these if they particularly affect you. Programme staff may ask for constructive criticism about their own teaching or about the units of study they co-ordinate. **We appreciate your support in providing balanced and developmental feedback.** All evaluations are made available to the External Examiner at the MSc NPAPH Examination Board.

4. ADMINISTRATION AND COMMUNICATION

4.1 University Card

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

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 essays through this site (see the section below on 'Essay submission using Blackboard').

As well as the Programme site, each unit on a teaching programme has its own Blackboard site and you should expect materials associated with each unit you are studying to be available on the site. **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. Your lecturer should then bring paper copies of the relevant materials to the session.

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

The Blackboard site associated with each unit should contain:

- the unit outline, including lecture programme, class topics, and reading list
- the requirements and tasks set for all types of written assignment copies of any Powerpoint presentations associated with lectures
- any written materials associated with classes (e.g. briefings for class exercises, where relevant)
- any messages from the unit coordinator 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 coordinator wants to use their Blackboard site.

Access Blackboard through your '[MyBristol](#)' page, which you reach from the University home page. It is on the 'Course' tab at the top of your home page. Accessing via MyBristol means you are logged in to the system.

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

5. ASSESSMENT

5.1 General principles

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

5.2 Marking criteria and scales

For full information, see section 16 of the [Regulations and Code of Practice for Taught Programmes](#).

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

80-100% Distinction	• Work is worthy of publication or dissemination as appropriate to the field. • Clear evidence of originality and independent thinking, as appropriate to the task. • Exceptional in-depth knowledge across specialised and applied areas of relevant literature, policy and conceptual issues as appropriate to the task. • The work is very well written and presents an excellent synthesis of appropriate available information, coherently structured and draws valid conclusions. • Outstanding evidence of acquisition of relevant skills and their application. • Excellent presentation including the consistent use of an appropriate referencing system.
70-79% Distinction	• Commanding knowledge of relevant literature, policy and conceptual issues appropriate to the field. • Evidence of originality and independent thinking, as appropriate to the task. • Demonstrates the ability to make good judgements and draw valid conclusions, as appropriate to the assessment task. • The work is very well written and presents an excellent synthesis of appropriate available information, coherently structured. • Excellent evidence of acquisition of relevant skills and their application. • Excellent presentation including the consistent use of an appropriate referencing system.
60-69% Merit	• Good knowledge of relevant literature, policy and conceptual issues appropriate to the field. • Material from relevant sources is carefully and critically selected, interpreted, compared and evaluated. • The work is well written and presents a good synthesis of appropriate available information, coherently structured. • Draws valid conclusions. • Good evidence of acquisition of relevant skills. • Very good presentation including the consistent use of an appropriate referencing system.
50-59% Pass	• Adequate understanding of relevant literature, policy, available information, and conceptual issues appropriate to the field.

	• Some interpretation, evaluation and comparison of sources is attempted but not pursued in depth. • Adequate synthesis of available information but analysis of underlying principles and themes not developed, valid but limited conclusions. • Work is coherent and adequately structured. • Evidence of acquisition of relevant skills. • Good presentation including the consistent use of an appropriate referencing system
40-49% Fail	• Demonstrates a limited understanding of relevant literature, policy, available information, and conceptual issues appropriate to the field. • Demonstrates clear but limited attempt to become acquainted with relevant source material and draw relevant conclusions, but draws conclusions that do not all follow logically from the work undertaken. • Work is not fully coherent, poorly structured, and indicates that key concepts are generally not understood. • Little evidence of acquisition of relevant skills. • Poor presentation including inconsistent referencing. • Changes required to content and/or structure and presentation in order to achieve a pass on resubmission.
<40%	• Makes little attempt to become acquainted with relevant source material. • Does not draw conclusions or if it does then they consist of unsupported assertions. • Work is not coherent, very poorly structured, and indicates that key concepts are not understood. • Little or no evidence of the acquisition of key skills. • Very weak presentation. • Major changes required to content, structure and presentation in order to achieve a pass on resubmission.

5.3 Marking procedures

The programmes use a double marking 'moderation' procedure. The first internal marker (usually the unit coordinator) assesses the student's work and feedback is recorded on a proforma together with a suggested mark. The second (internal) marker then assesses the student's work with the knowledge of the first internal marker's assessment, comments and suggested mark. Each marker keeps his/her own record of their comments and suggested mark until after the Programme Examination Board confirms the mark. Where suggested marks are significantly different (i.e. more than five marks apart) then first and second internal markers discuss assessment and arrive at an agreed mark. If markers cannot agree a mark, the Programme Director has the option of arranging a third internal marker or sending to the External Examiner for comment. When a mark and comments are agreed, the first internal marker completes the unit assessment proforma and passes it on to the Postgraduate Student Administrator for return to the student.

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

5.4 Confirmation of marks and student notification

All summative unit assessments are confirmed by the Programme Examination Board, which is held twice yearly (once in November and once in May). 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 word length or in instances of suspected plagiarism. Final awards are first recommended by the Programme Examination Board and then decided by the Faculty Board of Examiners, who are also informed about any potential issues regarding student progression.

5.5 Referencing

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

The purposes of referencing are to:

- Show that you can locate your work in the context of existing thought and writing (commonly referred to as “the literature”). It is never acceptable to say ‘research has shown ...’ and then fail to cite any books, articles or reports.
- Acknowledge that you have drawn on the arguments and evidence of other writers.
- Allow the reader (or marker) to check the original source of evidence or argument, for example if you cite something that the reader finds particularly contentious or surprising. It is for this reason that you must be as precise as possible.
- A complete list of all references contained in essays, dissertation or project reports must appear at the end of the assignment. You should be sure to go through the text painstakingly and check them off. Please note that you are asked for a reference list not a bibliography. You should not include publications which you have looked at but not actually referred to in the text.

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

- library.leeds.ac.uk/info/200232/referencing.
- www.lib.monash.edu.au/tutorials/citing/harvard.html is a clearly labelled self help guide.
- iskillzone.uwe.ac.uk/RenderPages/RenderConstellation.aspx?Context=10&Area=8&Room=25&Constellation=39 provides a list of resources for help with referencing using different standard styles.
- The reference source for Harvard and other styles is recorded in British

Standards Institution (1990) BS5605:1990 Recommendations for citing and referencing published material. Milton Keynes, BSI. The library holds this reference book.

5.6 Plagiarism

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

www.bristol.ac.uk/esu/studentlearning/plagiarism/

The Library also provides Plagiarism information and advice found at:

<http://www.bristol.ac.uk/library/support/findinginfo/plagiarism/>.

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

It is your responsibility to read these!

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

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

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

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

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

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

5.6.1 Plagiarism procedures

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

5.7 Essay submission using Blackboard

You must submit all essays through the relevant essay submission area in Blackboard by the deadline. You do not need to provide us with printed copies of essays.

You will be enrolled onto the relevant submission area in Blackboard. There will be instructions in this area as well as a test area for you to practice with before you submit your first essay. Please contact the Programme Student Administrator if you cannot see the essay submission area in your Blackboard course list.

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

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

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.

5.8 Dissertation submission

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

5.9 Penalties for late and overlength submissions

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

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

5.10 Resubmission

Students normally are allowed to resubmit each failed assignment once for a capped mark of 50%. In order to be permitted a second attempt (i.e. re-sit) in any failed unit(s), taught postgraduate students must gain at least half of the credit points (i.e. 60 credit points) in the taught component by achieving the pass mark at the first attempt AND must have satisfied any additional criteria at the time they are considered by the progression board, or equivalent (see section 27.8 of [Regulations and Code of Practice for Taught Programmes](#)). The timing of the resubmission is on or before 6 weeks of notification by the programme team. The programme Exam Board ratifies marks for all submitted unit assignments (original and resubmitted).

5.11 Student Progression and Completion in Taught Postgraduate Modular Programmes

Students must satisfy certain minimum criteria to be allowed to progress from the taught component of the programme to the dissertation. In other words, they must pass the necessary units before they are allowed to take the dissertation. The following paragraphs summarise these requirements. For full information, see section 27 of [Regulations and Code of Practice for Taught Programmes](#). In the event of any discrepancy between this summary of the arrangements, and the University Regulations and Code of Practice, the Regulations and Code of Practice will take precedence.

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

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

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

Under certain circumstances the programme examination board may permit a student to progress notwithstanding a failed assessment in one unit only. This is known as a **compensated pass**, and you should refer to the [Regulations and Code of Practice](#) for details. A compensated pass is only available following a failure at the first attempt, not after failure of a re-submission.

A faculty Board of Examiners may, at their discretion, permit a student to undertake a re-sit in a failed unit from the first teaching block PRIOR to the receipt of all the unit marks for the academic year (i.e. before the end of the summer examination period).

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

A student who does not achieve the specified additional criteria for a unit (regardless of the mark achieved) will be permitted a second attempt to meet the criteria in order to be awarded the credit for the unit.

If a student does not achieve the necessary requirements, s/he will be required to withdraw from the programme, with an exit award if appropriate, unless there are validated extenuating circumstances (see [section 23](#) of the Regulations and Code of Practice for Taught Programmes). In exceptional circumstances, the relevant faculty

Board of Examiners may permit the student to undertake a supplementary year (See section 27 of the Regulations and Code of Practice).

A flow diagram of the options available for the progression of students on taught programmes is available in [annex 18](#) of the Regulations and Code of Practice for Taught Programmes.

5.12 Programme Awards

The **MSc** (180 credits) is awarded for the successful completion of seven units (five 20-credit and two 10-credit units) plus a dissertation (equivalent of three units).

The **Diploma** (120 credits) is awarded for the successful completion of seven units (five 20-credit and two 10-credit units) but does not require a dissertation.

The **Certificate** (60 credits) is awarded for the successful completion of units equivalent to 60 credits.

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

5.13 Final Programme Mark

For full information, see section 30 of [Regulations and Code of Practice for Taught Programmes](#).

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

The weighting of each unit mark, in calculating the 'final programme mark', will correspond to the credit point value of the unit. See [annex 20](#) of the Regulations and Code of Practice for Taught Programmes for an example of how to do this calculation.

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

An award with Merit or Distinction is not permitted for exit awards where students are required to exit the programme on academic grounds.

An exit award with Merit or Distinction may be permitted where students are prevented by exceptional circumstances from completing the intended award.

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

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

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

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

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

6. MEDICAL AND OTHER EXTENUATING CIRCUMSTANCES

If you feel your work has been affected by medical or other circumstances, you may notify the Exam Board and ask for extenuating circumstances to be taken into account. Please read [section 23](#) of Regulations and Code of Practice for Taught Programmes. This will explain what we mean by extenuating circumstances and the procedures followed.

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

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

7. ABSENCES, ATTENDANCE, EXTENSIONS AND SUSPENSIONS

7.1 Absences

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

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

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.

This is defined as attendance at 9 out of 12 (or 75%) sessions of the programme unit.

Students who fail to maintain good attendance may be referred by the School to the Faculty. On the basis of the information received, the Faculty will contact the student to check on their status and/or make changes to their student status as appropriate to the circumstances (e.g. deem them withdrawn or suspended).

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

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

7.3 Extensions

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

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

Please remember that deadlines for submission are set within the examination board

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

7.4 Suspensions

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

8. LIBRARY

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

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

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

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

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

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

9. INFORMATION TECHNOLOGY AND COMPUTING SERVICES

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

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

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

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

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

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

Students are encouraged to use MyBristol, the University of Bristol portal, for accessing university services (including Blackboard VLE, email, course and exam information) by logging into the portal at: portal.bris.ac.uk/mybristol/ from any internet connected system, no matter where they are in the world.

You are also encouraged to use the Student Remote Desktop. This service allows you to access the University from any computer with an Internet connection. You will have a full remote desktop, which works in exactly the same way as if you were sat at a PC on Campus. You will have access to your central filespace (o: drive, formerly the k: drive), most departmental file stores and all of the common University applications www.bristol.ac.uk/it-services/advice/homeusers/remote/studentdesktop

10. OTHER INFORMATION

10.1 Study Time for Each Unit

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

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

10.2 Support for Learning

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

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

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

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

The Careers Service provides career-orientated workshops, practice interviews and individual guidance as well as a variety of courses to help develop student employability at www.bristol.ac.uk/careers. It also offers support and resources to help students applying and considering placements, including a range of placement opportunities. In addition, the Careers Service has an extensive information and resources web site aimed specifically targeted at postgraduate students www.bristol.ac.uk/careers/postgrads.

Another resource you may find useful is the Personal Development Planning (PDP), guide for students on learning from experience, enhancing learning through reflection, skills development and goal setting to enhance your future employability <http://www.bris.ac.uk/careers/pdp/>.

If English is not your first language, you may be encouraged to get additional language tuition if you have only achieved the entry level language score (e.g., IELTS score 6.5). If you feel your language skills need improving then contact the Centre for English Language and Foundation Studies (CELFS), Students' Union

Building, Richmond Building, 105 Queen's Road, Bristol BS8 1LN (see Precinct Map in Appendix 1). <http://www.bristol.ac.uk/english-language/>.

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

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

10.3 Additional Programme Costs

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

10.4 Student Complaints and Appeals Procedures

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

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

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

10.5 Disability

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

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

10.6 Student Services and Useful Contacts

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

10.7 Beyond Your Degree

10.7.1 Careers Office

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

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

10.7.2 Doctoral Study

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

Examples of thesis topics of recent/current students include:

- A healthy eating and physical activity lifestyle intervention with South Asian women;
- Physical activity and cardiorespiratory fitness in adults with newly-diagnosed type 2 diabetes: associations with glycaemic control and cardiovascular risk factors;
- Studying abroad: physical activity and subjective well-being of international postgraduate students;
- Assessment of abdominal adiposity in children and adolescents;
- Obesity, physical activity and body image in Taiwanese adolescents;
- Exercise rehabilitation for cancer patients in the United Kingdom;
- Development and pilot evaluation of an intervention using video blogs (or other social media applications) to promote healthy dietary and physical activity behaviours among young adults in Mexico and the UK

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

10.7.3 South West Doctoral Training Centre

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

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

<http://www.swdtc.ac.uk/>

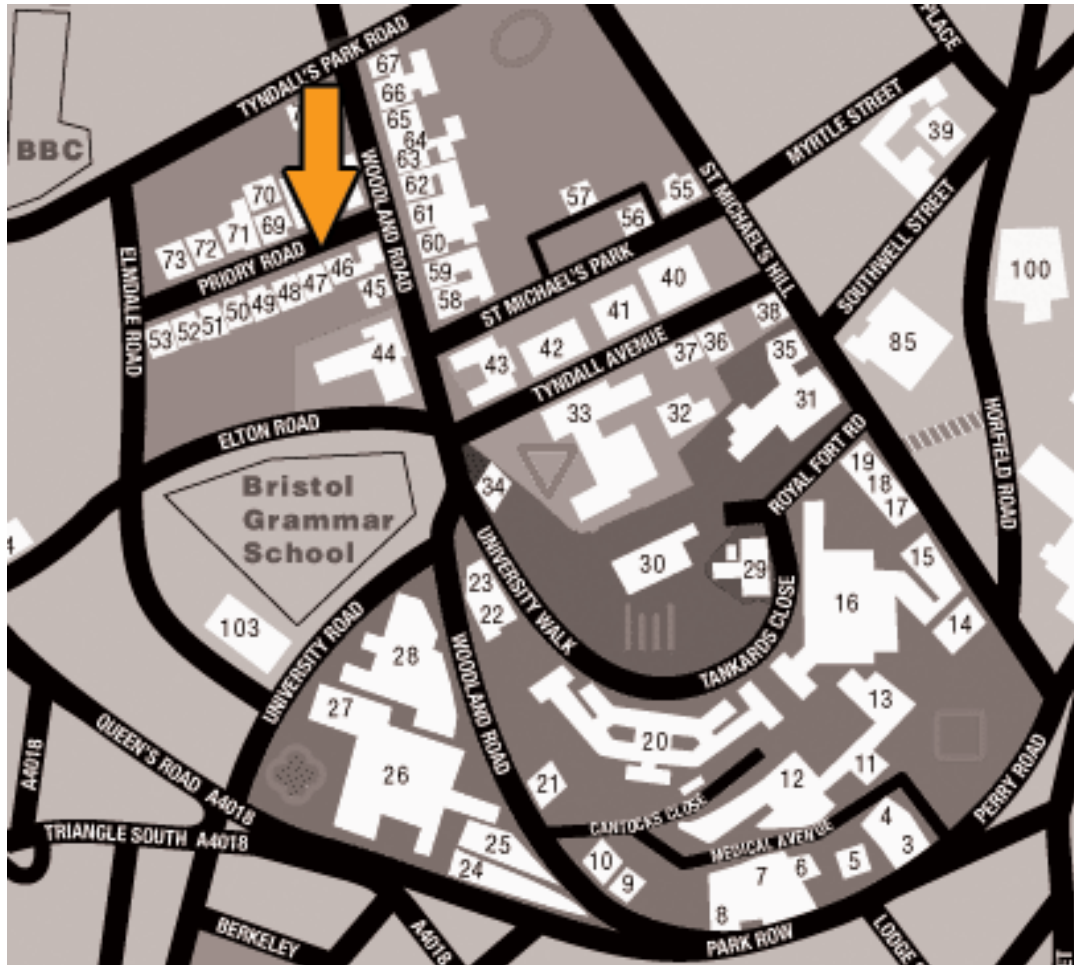
<http://www.bris.ac.uk/fssl/swdtc/>

<http://www.ncrm.ac.uk/>

APPENDIX 1: PRECINCT MAP AND TRAVEL INFORMATION

Main reception, 8 Priory Road (building 46 on the map)

The School for Policy Studies occupies buildings 45 thru 48 (see map).



Travel information

There are detailed maps and travel information available on the [University's web pages](#).

APPENDIX 2: HARVARD SYSTEM OF REFERENCING

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

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

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

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

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

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 3: ESSENTIAL IT SKILLS

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

You should 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

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

APPENDIX 4: INFORMATION FOR 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 nos 10 Woodland Rd and 6 Priory Rd are accessible via basement entrances only. The toilets on the ground floors of no's 7 and 8 Priory Rd are more easily accessible.

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

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

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

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

Course Material & Assessment

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

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

Support Services

University

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

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

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

The Student Union also supports disabled students. Contact 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.

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

Tel: 0117 954 6741

Email: Jacqui.Perry@bristol.ac.uk

“Early contact is essential”

Students are strongly advised to make early contact with:

1. The Programme Director/Admissions Tutor/Personal Tutor (whichever is relevant).
2. Disability Services to discuss your requirements and any application for the Disabled Students Allowance or other relevant funding.
3. Your Local Education Authority or funding body to discuss your needs and requirements.
4. You are also welcome to contact Jacqui Perry, School for Policy Studies Disability Coordinator

Useful Contacts

Within the University

Disability Services

LGF Hampton House, St Michaels Hill, Bristol, BS6 6JS.

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

Tel: 0117 331 0444

Email: disability-services@bristol.ac.uk

University of Bristol Student Union

Web: <http://www.ubu.org.uk>

Tel: 0117 331 8600

Student Funding Office

Ground Floor, Senate House, Tyndall Avenue, Bristol, BS8 1TH

Web: <http://www.bris.ac.uk/studentfunding/>

Tel: 0117 331 7972

Email: student-funding@bris.ac.uk

APPENDIX 5: ETHICAL REVIEW AT THE SCHOOL FOR POLICY STUDIES

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

CENHS has its own Research Ethics Committee (Chair: Dr Simon Sebire) which reviews student dissertation projects in the first instance.

When preparing to carry out the dissertation research project, all students are required to gain ethical approval before starting the research. An ethical approval number (EAN) must be obtained. All students (conducting any type of dissertation) are required to submit a standard Ethics Checklist which includes a brief explanation of their research questions, methods and the steps they are going to take to ensure the research is conducted appropriately. Students collecting primary or analysing secondary data must also submit a Self-Assessment Data Protection Form which describes the methods used to ensure that the research data are stored, analysed and reported ethically. Students should discuss with their supervisor whether their project will also require them to submit a full Ethics Application. For primary data collection dissertations, ethics approval should be gained before any fieldwork is undertaken (i.e., contacting participants, recruiting, data collecting). Students should discuss research ethics and ethical approval with their supervisor and ensure that they have approved their completed ethics forms. All ethics forms, protocols, submission deadlines (also see timetable), and tips will be available on Blackboard in the Dissertation unit before Christmas.

Certain types of research may also require review and approval by an external Ethics Committee (e.g., NHS REC). This is particularly the case for research in the field of health and social care that falls within the research governance framework. It is recommended that clarification regarding the requirement for external review of a project is sought as early as possible in discussion with a member of ENHS staff.

APPENDIX 6: DIGNITY AT WORK AND STUDY

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

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

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

APPENDIX 7: IMPORTANT LINKS

10.8 a. Student Policy on Intellectual Property

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

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

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

DISCLAIMER

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

The University reserves the right to withdraw or change courses.

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