University of
BRISTOL

**School for
Policy Studies**

**MSc in Policy Research, MSc in Social Work Research
and MSc in Disability Studies**

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:

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

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1. OVERVIEW OF THE PROGRAMMES

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

MSc in Policy Research (PR)

Policy makers, service planners and managers, research managers, practitioners and user and carer organisations are all faced with a growing need for top quality research which is timely and relevant. This programme has been designed for people in these positions within public service and independent sector organisations.

The Programme aims to develop not only the essential skills for conducting high quality research on issues of concern to policy makers, managers and practitioners, but also an appreciation of the broader social, political and economic context in which research is carried out and applied in policy making and implementation. It is also intended as a foundation for doctoral study, either through independent, supervised research (MPhil/PhD) or a professional doctorate (DSocSci).

The Masters in Policy Research is also recognised by the Economic and Social Research Council (ESRC) as a research training programme for the ESRC SWDTC Pathway in Social Policy.

Dr. Demi Patsios,

Programme Director

MSc in Social Work Research (SWR)

The scope of social work research is broad. It requires researchers to be aware of – and engage with - a variety of disciplines in a range of settings, often working alongside people with different ideas of what social work and social work research are and what each is intended to achieve. In short, Social Work research does not simply concern the work of social workers.

The aims of the Social Work Research training programme are to equip researchers with the skills, knowledge and ability to plan, manage and carry out rigorous academic research relevant to the practice of social work and social care. It also aims to develop technical skills and competencies associated with social work research and awareness of the role of research in the development and implementation of policy and practice so that its potential impact can be maximised.

The Masters in Social Work Research is also recognised by the Economic and Social Research Council (ESRC) as a research training programme for the ESRC SWDTC Pathway in Social Work.

Dr. Demi Patsios

Programme Director

MSc in Disability Studies (DS)

Disability Studies (DS) is a term used to cover a range of research and other conceptual scholarship, all broadly connected with the issues facing disabled people in different societies and cultures, both in the UK and elsewhere in the world. DS is driven by a desire for equality, rooted in a Human Rights approach to disability.

This programme will support the development of researchers in the field of inclusive practice with disabled people. It is also intended as a foundation for doctoral study, particularly for those wishing to pursue a PhD in Disability Studies, and will aim to develop the technical skills and competencies associated with social research and an awareness of the role of research in the development and implementation of policy and practice, so that its potential impact can be maximised. Students will gain a particular awareness and skill set associated with emancipatory and participatory models of research, where disabled people themselves take active roles in the research process. People with direct experience of disability are a part of the teaching team for this programme.

Dr. Val Williams,

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

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

The School is located in several houses on Priory Road and Woodland Road. 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

2.1 Teaching blocks

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

2.2 Vacation dates

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

2.3   Key programme dates (provisional)

Dates	Units	Room No.	Assignment Due
22 Sept 2014 **(Mon, 9-10am)**	**Faculty Registration**	Great Hall, Wills Memorial Building	
29 Sept 2014 **(11am-3.30pm)**	**Optional (DS only):** Introductory day: Disability Studies	SS Complex, E Block, 2E4	
30 Sept 2014	**Mandatory (DS, PR and SWR):** Induction day	Priory Road, 7G1	
1-3 Oct 2014	**Mandatory (DS, PR and SWR):** Philosophy and Research Design in the Social Sciences [SPOLM0013]	Priory Road, 7G1 / Hawthorns Brunel	14 Nov 2014
4-6 Nov 2014 **(Tues-Thurs)**	**Mandatory (DS, PR and SWR):** Introduction to Quantitative Research Methods in the Social Sciences [SPOLM0015]	Priory Road, 7G1 & Priory Rd, D BLK 4D29 / Canynge Hall LG.09 (PC labs)	19 Dec 2014
26-28 Nov 2014	**Optional (DS):** Including Students' Voices [ACHSM0003]	Priory Rd, 7G1/ Priory Rd, D BLK 2D2	16 Jan 2015
10-12 Dec 2014	**Mandatory (DS, PR and SWR):** Introduction to Qualitative Research Methods in the Social Sciences [SPOLM0014]	Priory Road, 7G1 / Hawthorns Brunel	23 Jan 2015
28-30 Jan 2015	**Mandatory (PR), Optional (SWR):** Further Quantitative Methods [SPOLM0016]	Priory Road, 7G1 & Priory Rd, D BLK 4D29 / Canynge Hall LG.09 (PC labs)	13 Mar 2015
09 Feb 2015 **(Mon, 2-5pm)**	**Mandatory (PR and SWR):** Dissertation Workshop	Victoria Rooms, G12	Proposal due 02 Apr 2015
4-6 Mar 2015	**Mandatory (SWR), Optional (PR):** Further Qualitative Methods [SPOLM0017]	Priory Rd, 7G1	20 Apr 2015
11-13 Mar 2015	**Mandatory (DS), Optional (PR and SWR):** Inclusive Research with Disabled People [ACHSM0001]	Priory Rd, 7G1	24 Apr 2015
25-27 Mar 2015	**Optional (PR and SWR):** Researching Child and Family Welfare [SPOLM0011]	Priory Rd, 7G1	08 May 2015
08-10 Apr 2015	**Optional (DS) Optional (PR and SWR):** Citizenship and Participation [ACHSM0002]	Priory Rd, 7G1	22 May 2015
15-17 Apr 2015	**Optional (PR and SWR):** Health and Social Care Research [SPOLM5004]	Priory Rd, 7G1	29 May 2015
6-8 May 2015	**Optional (PR and SWR):** Economics of Public Policy [SPOLM1062]	Priory Rd, 7G143 Woodland Rd LR2 Thursday only	19 June 2015

3. PROGRAMME INFORMATION

3.1 Aims of the Programmes

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MSc in Policy Research

This programme aims to develop the student's interest in and knowledge and understanding of:

- The epistemological, methodological and ethical aspects of conducting social research;
- The essential skills (research design, data collection, data analysis, presentation of results and policy recommendations) for conducting high quality research on issues of concern to policy makers in statutory, voluntary and charitable sector organisations;
- The broader social, political and economic context in which policy research is carried out and applied in policy making processes;
- The requirements for effectively managing and commissioning research, including the utilisation and dissemination of research findings to policy makers.

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

- Wider theoretical issues and current academic debates in the epistemology and methodology of social research;
- Various theoretical approaches to understanding the policy process in various settings;
- Conceptual and methodological approaches to policy research;
- Various models of the relationship between research, evidence, and policy making and implementation;
- Practical and ethical issues in the design and conduct of policy research

Upon successful completion of this programme, students should be able to:

- Critically evaluate research on policy making and implementation;
- Design research appropriate to the requirements and questions of policy makers;
- Employ appropriate methods of data collection and analysis in a rigorous manner;
- Design challenging yet feasible policy research briefs for others to execute;
- Design research which recognises the resource constraints set by others in various policy making settings;
- Appreciate and build into research an appropriate ethical framework for the collection, analysis, presentation and storage of data;
- Carry out introductory quantitative and qualitative analysis techniques, including use of relevant computer packages;
- Manage effectively research projects commissioned from external bodies;
- Communicate effectively the findings and recommendations from policy research to a variety of audiences.

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MSc in Social Work Research

This programme aims to develop the student's interest in and knowledge and understanding of:
- The essential skills (research design, data collection, data analysis, presentation of results and recommendations) for conducting high quality research on issues of concern to policy makers and practitioners in public service organisations.
- The broader social, political and economic context in which research is carried out and applied in policymaking process and social work practice;
- The epistemological, methodological and ethical aspects of conducting social work research;
- The requirements for effectively managing and commissioning research, including the utilisation and dissemination of research findings to policy makers and practitioners.

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:
- The scope and distinctiveness of social work research;
- Models of the relationship between research and the development of evidence-based policy and practice;
- Academic debates in the epistemology and methodology of social work research.
- Ethical questions that arise when undertaking research on policy practice, including research with and for marginalised and oppressed groups.

Upon successful completion of this programme, students should be able to:
- Design research appropriate to the requirements and questions of policy makers, practitioners, service users and carers;
- Employ appropriate methods of data collection and analysis in a rigorous manner
- Appreciate and build into research an appropriate ethical framework for the collection, analysis, presentation and storage of data;
- Collaborate with service users and practitioners in the design, conduct and interpretation of research;
- Design research which recognises the resource constraints set by others in various policy and practice settings;
- Communicate effectively the findings and recommendations from research to a variety of audiences.

MSc in Disability Studies

This programme aims to develop the student's interest in and knowledge and understanding of:
- Social research evidence and the principles underlying the spectrum of methodologies in social research;
- The theoretical principles of the active agency of disabled people in society, research and policy-making;
- The underpinning theories and policies which support the inclusion of disabled people, especially in the areas of community, policy making and in research;
- The Social Model of Disability, its critiques and the barriers faced by disabled people in local communities, education, research and policy-making;
- The issues faced by disabled people in achieving full citizenship and active voice;
- The principles of empowerment, inclusion and participation.

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:
- Social research evidence and the principles underlying the spectrum of methodologies in social research;
- The principles behind the active agency of disabled people in society, research and policy making;
- The Social Model of Disability, its critiques and the barriers faced by disabled people in local communities, education, research and policy-making;
- The principles of empowerment, inclusion and participation.

On successful completion of this programme students should be able to:
- Evaluate the robustness and validity of particular research evidence in relation to practice;
- Select appropriate research methodologies for particular research questions.
- Respect the voices and contributions of disabled people, and work with them on a basis of equality; Critique models of inclusion, in theory and practice;
- Choose from a range of person-centred practices and apply them to real situations;
- Analyse the problems and societal barriers facing disabled people.

3.2   Timings and Organisation

These Programmes are delivered through a series of intensive (3-day) block visits held in Bristol so as to be most accessible to busy policy professionals and practitioners. Each unit is delivered during one of these visits, allowing you to accumulate credits flexibly and organise the pattern of visits to suit your own needs and circumstances.

The Programmes consist of a combination of Mandatory and Optional (elective) units and a research-based dissertation (equivalent to three units) which is undertaken over a period of up to 12 months (full-time) and 2-5 years (part-time). The Programmes are scheduled on an academic year cycle. However, part-time students will still be able to take units at times which suit their circumstances.

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

MSc in Policy Research

The MSc in Policy Research provides an **Induction Day** on **October 1st 2013**, which is mandatory for students enrolled on the programme.

The first three mandatory units, taken in common with students on the MSc Social Work Research and the MSc Disability Studies, will enable all students to gain a basic grounding in the philosophy and design of research in the social sciences, as well as both qualitative and quantitative methods. The additional mandatory unit is on Further Quantitative Methods.

Students registered on the programme can also choose two amongst a number of optional units offered by the Policy Research, Social Work Research and Disability Studies programmes.

Mandatory units for 2014-15

Full-time students on the *Policy Research* programme will take the following four mandatory units in 2014-15. Most part-time students will take two of these units in 2014-15.

SPOLM0013 Philosophy and Research Design in the Social Sciences
SPOLM0015 Introduction to Quantitative Research Methods in the Social Sciences
SPOLM0014 Introduction to Qualitative Research Methods in the Social Sciences
SPOLM0016 Further Quantitative Methods

Optional units for 2014-15

Full-time students on the *Policy Research* programme will take two optional units from the following offered in 2014-15, while part-time students will take one optional unit.

SPOLM0017 Further Qualitative Methods
SPOLM0011 Researching Child and Family Welfare
SPOLM5004 Health and Social Care Research
SPOLM1062 Economics of Public Policy
ACHSM0001 Inclusive Research with Disabled People
ACHSM0002 Citizenship and Participation

Dissertation unit for 2014-15

Full-time students on the *Policy Research* programme will also be required to take the following dissertation unit.

SPOLM5100 Policy Research Dissertation

MSc in Social Work Research

The MSc in Social Work Research provides an **Induction Day** on **October 1st 2013**, which is mandatory for students enrolled on the programme.

The first three mandatory units, taken in common with students on the MSc Policy Research and the MSc Disability Studies, will enable all students to gain a basic grounding in the philosophy and design of research in the social sciences, as well as both qualitative and quantitative methods. The additional mandatory unit is on Further Qualitative Methods.

Students registered on the programme can also choose two amongst a number of optional units offered by the Policy Research, Social Work Research and Disability Studies programmes.

Mandatory units for 2014-15

Full-time students on the *Social Work Research* programme will take the following mandatory units in 2014-15. Most part-time students will take two of these units in 2014-15.

SPOLM0013   Philosophy and Research Design in the Social Sciences
SPOLM0015   Introduction to Quantitative Research Methods in the Social Sciences
SPOLM0014   Introduction to Qualitative Research Methods in the Social Sciences
SPOLM0017   Further Qualitative Methods

Optional units for 2014-15

Full-time students on the *Social Work Research* programme will take two optional units from the following offered in 2014-15, while part-time students will take one optional unit.

SPOLM0016   Further Quantitative Methods
SPOLM0011   Researching Child and Family Welfare
SPOLM5004   Health and Social Care Research
SPOLM1062   Economics of Public Policy
ACHSM0001   Inclusive Research with Disabled People
ACHSM0002   Citizenship and Participation

Dissertation unit for 2014-15

Full-time students on the *Social Work Research* programme will also be required to take the following dissertation unit.

SPOLM0039   Social Work Research Dissertation

MSc in Disability Studies

The MSc in Disability Studies offers an introductory day on **September 29th 2014**, in addition to the induction day on **September 30th 2014**. The introductory day offers a chance to consider what 'disability studies' means, to reflect on the social model in relation to research, and to discuss some recent disability studies research.

The majority of students on this programme are part-time, often on a flexible basis; they start with the first mandatory unit, and then generally complete one other mandatory unit, and one optional unit, in the first year. The first three mandatory units, taken in common with students on the MSc Policy Research, and the MSc Social Work Research, enable all students to gain a basic grounding in design of research, as well as both qualitative and quantitative methods. This includes an orientation and application of research within the Disability Studies area, firmly grounded in the development of generic social research skills. The fourth mandatory unit on this programme is the specialist unit 'Inclusive Research', which builds on the knowledge and skills in the other three research methods units, to apply these within an inclusive context in Disability Studies.

Optional units include those from the former MSc in Inclusive Theory and Practice, and will offer students on the Disability Studies programme an opportunity to develop skills and critical knowledge about research methods to explore social inclusion, education, citizenship and personalisation. These units aim to develop professional and academic skills in developing effective working partnerships and understanding for inclusion of disabled people in society.

Mandatory units for 2014-15

Full-time students on the *Disability Studies* programme will take the following mandatory units in 2014-15. Most part-time students will take two of these units in 2014-15.

Registration and Induction Day (1 day prior to commencement of SPOLM0013)
SPOLM0013   Philosophy and Research Design in the Social Sciences
SPOLM0015   Introduction to Quantitative Research Methods in the Social Sciences
SPOLM0014   Introduction to Qualitative Research Methods in the Social Sciences
ACHSM0001   Inclusive Research with Disabled People

Optional units for 2014-15

Full-time students on *Disability Studies* will take two optional units in 2014-15, while part-time students will take one optional unit.

ACHSM0003   Including Students' Voices
ACHSM0002   Citizenship and Participation

Dissertation unit for 2014-15

Full-time students on the *Disability Studies* programme will also be required to take the following dissertation unit.

ACHSM0004   Dissertation (Disability Studies: Inclusive Theory and Research)

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, assessment, feedback 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. Margaret Thompson
Postgraduate Student Administrator
MSc Policy Research, MSc in Social Work Research and MSc in Disability Studies
School for Policy Studies
6 Priory Road, Room G2
Bristol
BS8 1TZ
Email: margaret.thompson@bristol.ac.uk
Tel: +44 (0)117 331 0474

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 Directors

Dr. Demi Patsios MSc in Policy Research & MSc in Social Work Research Email: Demi.Patsios@bristol.ac.uk Tel: +44 (0)117 95 46774	Dr. Val Williams MSc in Disability Studies Email: Val.Williams@bristol.ac.uk Tel: +44 (0)117 3310971

3.5 School for Policy Studies

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Email: sps-enquiries@bristol.ac.uk

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

3.6 Programme Registration

3.6.1 New Students

This takes place on the Registration and Induction Day prior to the beginning of the first unit Philosophy and Research Design in the Social Sciences. 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**

3.6.2 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.

3.7 Unit Enrolment

In late August/early September you will receive a timetable of Mandatory and Optional units for the forthcoming year. Whether you are studying on a part- or full-time basis, you are required to indicate which units you will be taking. This information must be returned to the Postgraduate Student Administrator in order that registers can be drawn up and students registered on Blackboard. For newcomers to the programme it is advisable to discuss your unit choices with the Programme Director first.

If there are any changes to your planned programme of study you MUST inform the Postgraduate Student Administrator at the earliest possible notice.

3.8 Personal Tutors

Taught postgraduates are assigned a Personal Tutor within the School for Policy Studies to whom they can turn for help and advice on both academic and personal matters.

It is recommended that Students and Personal Tutors have contact (face-to-face, phone, email) at least once per teaching block (in other words, two times in the academic year).

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

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

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

3.9 Academic Staff Involved on the Programmes

Name	Email	Tel
Demi Patsios (Programme Director, MSc Policy Research & Social Work Research, Unit convenor, MPR/MSWR Dissertation Unit convenor)	Demi.Patsios@bristol.ac.uk	9546774
Val Williams (Programme Director, MSc in Disability Studies, Unit convenor, MDS Dissertation unit convenor)	val.williams@bristol.ac.uk	3310971
Nadia Aghtaie (Unit convenor)	nadia.aghtaie@bristol.ac.uk	9545561
David Abbott (Unit convenor)	d.abbott@bristol.ac.uk	3310972
David Berridge (Unit convenor)	David.Berridge@bristol.ac.uk	9546730
Ailsa Cameron (Unit convenor)	A.Cameron@bristol.ac.uk	9546707
Eldin Fahmy (Unit convenor)	Eldin.Fahmy@bristol.ac.uk	9546703
Pauline Heslop (Unit convenor)	Pauline.heslop@bristol.ac.uk	3310973
Laura Johnson (Unit convenor)	Laura.Johnson@Bristol.ac.uk	3310482
Rachel Lart (Unit convenor)	R.Lart@bristol.ac.uk	9546706
Alex Marsh (Unit convenor)	Alex.Marsh@Bristol.ac.uk	9545584
Beth Tarleton (Unit convenor)	Beth.tarleton@bristol.ac.uk	3310976
William Turner (Unit convenor)	w.turner@bristol.ac.uk	9546704

3.10 Introductory units (2014-15)

> **Disability Studies Introductory Day (1 day)**
>
> **Optional for MSc Disability Studies students**
>
> **Convenor: Val Williams**
>
> **The *Introductory Day* is an invaluable chance to a) start to consider what the term 'disability studies' means; b) meet staff from the Norah Fry Research Centre; c) ground what you will learn in examples of research that has involved disabled people, and which aims to make a difference on the terms of disabled people themselves. It will be held prior to the registration and induction day below.**

3.11 Mandatory Units (2014-15)

> **Registration and Induction Day (1 day)**
>
> **Mandatory for: MSc Policy Research, MSc Social Work Research and MSc Disability Studies**
>
> **Convenors: Demi Patsios, Val Williams**

The *Registration and Induction Day* which is held immediately prior to the *Philosophy and Research Design in the Social Sciences* unit (see below) acts to formally introduce students to the School and University via a one-day programme of information sessions and events. In addition to being provided an overview of the Programmes, the School will organise a tour of the Library and Computing facilities at the University, and provide sessions on techniques of data searching and systematic reviews, as well as an informative session on study skills and learning expectations.

> **Philosophy and Research Design in the Social Sciences (3 days)**
>
> **Mandatory for: MSc Policy Research, MSc Social Work Research and MSc in Disability Studies**
>
> **[SPOLM0013]**   **20 credit points**
>
> **Convenors: Demi Patsios, Val Williams**

Unit description and aims

This unit forms the introduction to the MSc in Policy Research, MSc in Social Work Research and MSc in Disability Studies. The unit aims to provide foundation knowledge and skills for the design of research in the social sciences, including an appreciation of philosophical, practical and ethical issues. Students will apply these in the particular context of their own discipline.

The specific aims of the unit are as follows:

> ➢ Acquaint students with theories of the 'state' and of the 'process' of policymaking and implementation, including the role of research '*for* policy' and '*of* policy'.

- ➢ Provide students with up-to-date knowledge of the key elements of the policy research process and of the differences between quantitative and qualitative research methodologies.
- ➢ Develop a clear understanding of the broader context in which policy is developed and how to evaluate the effectiveness of policy.
- ➢ Provide awareness and guidance on the ethical issues to be addressed when undertaking policy and practice research.

Unit learning outcomes

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

Methods of teaching

Lectures, demonstration and class/group exercises.

Methods of assessment

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

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

Key readings

- ➢ Bryman, A. (2012) *Social Research Methods,4th ed.,* Oxford: Oxford University Press.
- ➢ Becker, S., Bryman, A. Ferguson, H. (eds) (2012) *Understanding Research for Social Policy and Social Work*. Bristol: The Policy Press.
- ➢ Benton, T. and Craib, I., (2010) Philosophy of Social Science: the philosophical foundations of social thought, 2nd ed., Basingstoke: Palgrave Macmillan.
- ➢ Colebatch, H. (2009) *Policy*, 3rd ed., Buckingham: Open University Press.
- ➢ Considine, M. (2005) *Making Public Policy: Institutions, Actors, Strategies*, Oxford: Polity.
- ➢ Davies, H.T.O., Nutley, S. & Smith, P. (eds) (2000) *What works? Evidence based Policy and Practice in Public Services*, Bristol: The Policy Press.
- ➢ Davis, L. (ed) (2010) *The Disability Studies Reader,* 3rd ed. London: Routledge.
- ➢ Gilbert, N. (ed.) (2008) *Researching Social Life.* 3rd ed., London: Sage.
- ➢ Goodley, D. (2011) *Disability Studies: An Interdisciplinary Introduction,* London: Sage.
- ➢ Hill, M. (2012) *The Public Policy Process,* 6th ed*.,* Essex: Pearson.

➢ Hudson, J. and Lowe, S. (2009) *Understanding the Policy Process: Analysing welfare policy & practice*, 2nd ed., Bristol: The Policy Press.

➢ Williams, H. (2005). *Philosophical Foundations of Social Research Methods*. London: Sage Publications.

Introduction to Quantitative Research Methods in the Social Sciences (3 days)
Mandatory for: MSc Policy Research, MSc Social Work Research and MSc in
   Disability Studies

[SPOLM0015]   **20 credit points**

Convenor: Laura Johnson

Unit descriptions and aims

This unit is an introductory graduate course in the theory and practice of social science quantitative research applied to social policy and social work. The course focuses on the design, development, and implementation of social research projects. Students will be introduced to a range of techniques and methods of data collection and synthesis in quantitative research: surveys, experimental and quasi-experimental studies, secondary data analysis, and systematic reviews. The unit also introduces the key ideas underlying statistical and quantitative reasoning, including fundamentals of probability. Topics may include elements of sample surveys, experimental design, secondary data analysis, and systematic reviews, descriptive and summary statistics for both measured and counted variables, and statistical inference including estimation and tests of hypotheses as applied to one- and two-sample problems. The unit is a *prerequisite* for the unit *Further Quantitative Methods*.

The specific aims of the unit are as follows:

> ➢ To provide a philosophical appreciation of the underpinnings of quantitative research methods
> ➢ To develop a critical understanding of the potential of various quantitative methodologies and key epistemological and methodological 'problems' raised in quantitative methodologies
> ➢ To introduce ethical, political and value concerns arising from the interpretation and analysis of quantitative data
> ➢ To develop students' understanding of the application, strengths and weaknesses of a range of quantitative methods and develop basic skills in the use of quantitative research techniques

It is expected that students will apply these methods and techniques in the particular context of their own discipline.

Unit learning outcomes

> ➢ Develop a philosophical appreciation of the underpinnings of quantitative research methods
> ➢ A critical understanding of and the ability to apply to their own work, the appropriate uses, strengths and weaknesses of quantitative methods
> ➢ Ability to evaluate the research practice, data and interpretations of others
> ➢ Sensitivity to ethical, political and value concerns in quantitative research
> ➢ Appreciation of a reflexive approach to social science research
> ➢ Demonstrate basic skills in the use of quantitative research techniques

Methods of teaching

Lectures, demonstration and class exercises. A number of sessions in this unit involve the development of IT-related skills and will be computer lab-based. These

sessions will involve computer lab-based statistical simulations and exercises designed to provide practical experience and to develop competency in data handling and data analysis.

Method of assessment

Formative assessment: Contribution and participation in a group presentation on principles of quantitative research design during day 3 of the unit. Details of this task will be announced at the beginning of the unit.

Summative assessment: Formal assessment will be by an assignment of 4,000 words (maximum). The assignment will be based on a topic relating to an area of social policy or social work that would require students to demonstrate knowledge of quantitative research methodologies as well as critical consideration of pertinent methodological issues and possible policy and/or practice implications.

Key readings

> ➢ Babbie, E (2007) *The Practice of Social Research* (11th ed). Belmont: Wadsworth Pub. Co. [Arts & Social Sciences H62 BAB] (Chapters 7 & 9)
> ➢ Bryman, A. (2012) *Social Research Methods* [4th edition] Oxford: Oxford University Press. [Arts & Social Sciences H62 BRY] (Chapters 7, 8, 10, 11, 14, & 15)
> ➢ Field, A (2009) *Discovering Statistics using SPSS [3rd edition],* London: Sage. [Arts & Social Sciences BF39 FIE] (Chapters 1& 2)
> ➢ Gilbert, N. (ed.) (2008) *Researching Social Life [third edition],* London: Sage. [Arts & Social Sciences HM48 RES](Chapters 2, 3, 5, 6 &16)
> ➢ Petticrew M & Roberts H (2006) Systematic reviews in the social sciences: a practical guide. Oxford, UK. Blackwell Publishing [Arts & Social Sciences H62 PET] (Chapters1, 2, 5 & 9)

Introduction to Qualitative Research Methods in the Social Sciences (3 days)

Mandatory for: MSc Policy Research, MSc Social Work Research and MSc in Disability Studies

[SPOLM0014]   **20 credit points**

Convenor: Ailsa Cameron

Unit description and aims

This unit provides an introduction to the use of qualitative methods in the social sciences. The unit includes an appreciation of qualitative methods of research including its underlying philosophies before moving onto more detailed aspects: choosing methods and research design; qualitative sampling and topic guide design; face-to-face interviewing and focus groups; analysing and making sense of qualitative data and finally drawing wider inferences from research findings. This unit will consider key debates in qualitative research for example the importance of reflexivity, the role of research ethics, as well as the concepts of validity and reliability. The unit will allow students the opportunity to develop their practical research skills using qualitative methods and better understand the role that qualitative data can play in informing policy and practice.

The specific aims of the unit are as follows:

> ➢ To provide a philosophical appreciation of the underpinnings of qualitative research methods

> ➢ To develop a critical understanding of the potential of various qualitative methodologies and key epistemological and methodological 'problems' raised in qualitative methodologies

> ➢ To introduce ethical, political and value concerns arising from the interpretation and analysis of qualitative data

> ➢ To develop students' understanding of the application, strengths and weaknesses of a range of qualitative methods and develop basic skills in the use of qualitative research techniques

Students will apply these methods and techniques in the particular context of their own discipline.

Unit learning outcomes

> ➢ Develop a philosophical appreciation of the underpinnings of qualitative research methods

> ➢ A critical understanding of and the ability to apply to their own work, the appropriate uses, strengths and weaknesses of qualitative methods

> ➢ Ability to evaluate the research practice, data and interpretations of others

> ➢ Sensitivity to ethical, political and value concerns in qualitative research

> ➢ Appreciation of a reflexive approach to social science research

> ➢ Demonstrate basic skills in the use of qualitative research techniques

Methods of teaching

> ➢ Over the course of 12 sessions of one and a half hours each, the unit will be taught by a combination of lectures, practical exercises in small groups and seminar discussions.

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Methods of assessment

Formative assessment: Provided through group exercises/presentations and verbal feedback from unit convenor.

Summative assessment: A written assignment of 4,000 words requiring students to design a qualitative research study and provide a critique, demonstrating an appreciation of epistemological debates pertaining to qualitative methodologies and an understanding of the application, strengths and weaknesses of a range of qualitative methods within social policy/social care research.

Key readings

➢ Bryman, A. (2008) *Social Research Methods [third edition]* Oxford University Press.

➢ Flick, U. (2009) *An Introduction to Qualitative Research [fourth edition]* London, Sage.

➢ Mason, J. (2002). *Qualitative Researching.* London & Thousand Oaks, California, Sage.

➢ Ritchie, J. and J. Lewis (2003). *Qualitative Research Practice*. London, Sage.

➢ Silverman, D. (2006) *Interpreting Qualitative Data [third edition]* London: Sage Publications.

➢ Silverman, D. (2010) *Doing Qualitative Research [third edition]* Sage Publications.

Note: The Library provides access to a number of interdisciplinary specialist journals, including: *Qualitative Research*, *Qualitative Inquiry* and *Forum Qualitative Social Research*

Further Quantitative Methods	
Mandatory for:	**MSc Policy Research**
Optional for:	**MSc Social Work Research**
[SPOLM0016]	**20 credit points**
Convenor: William Turner	

Unit description and aims

This course builds upon material covered in *'Introduction to Quantitative Research Methods in the Social Sciences'* in order to develop participants' quantitative research skills in the context of primary and secondary data derived from survey and experimental sources. The unit develops participants' understanding of key statistical methods including measures of association, correlation and regression, logistic regression, analysis of variance, and non-parametric techniques.

Throughout, the emphasis is upon the practical applications of statistical methods using SPSS data analysis software in order to explore the circumstances in which particular techniques can be applied, their strengths, weaknesses and limitations, and the statistical problems to beware of. Through a combination of theoretical exposition and student-centred learning approaches based upon 'hands-on' lab-based sessions and virtual learning materials, the unit aims to develop participants' skills in the analysis and interpretation of quantitative data and the dissemination of results in accessible ways which can inform policy and practice.

Unit learning outcomes

Upon completion of this unit student should be able to:
- Demonstrate a critical awareness of the applications of basic quantitative analysis techniques as well as their limitations;
- Identify appropriate quantitative research designs and strategies of analysis in a variety of different research contexts;
- Demonstrate competency in the use of SPSS for the manipulation and analysis of large scale data sets;
- Outline the basic principles of key quantitative approaches such as correlation and regression, analysis of categorical data, non-parametric methods, and the analysis of variance
- Demonstrate an understanding of the principles of effective dissemination of quantitative evidence to policy makers and practitioners
- Apply these theoretical insights in the analysis of 'real-world' social problems.

Methods of teaching

Lectures, demonstration and class exercises. The sessions in this unit reflect a student-centred approach and include an emphasis upon the development of IT-related research skills based upon lab sessions. These sessions will involve computer-based learning through the interrogation of existing teaching datasets that provide 'hands-on' data analysis experience.

In addition, students will be provided with supporting proprietary interactive software, Statistics for the Terrified, as well as with dedicated online learning materials provided through Blackboard.

Method of assessment

Formative assessment: Will be by means of student presentations delivered as part of the teaching program. Students will be asked to work in small groups in developing an appropriate strategy for the analysis of large-scale teaching dataset. Students will be asked to work independently and will be expected to make a brief presentation (15mins) of their findings, and to have an opportunity to receive feedback on this during the presentations session.

Summative assessment: A written paper of 4,000 words (maximum). Students will be asked to apply the knowledge and skills they have developed during the course of the unit to the investigation of a key social policy problem based upon the secondary analysis of a large scale teaching data set. Students will be made aware of their assignment brief at the beginning of the course.

Key readings

- Dorling, D, and Simpson, L. (1998) *Statistics in Society*, London: Arnold. [HA29 STA]
- Field, A. (2008) *Discovering Statistics Using SPSS (2ⁿᵈ Ed.)*, London: Sage. [BF39 FIE]
- Hakim, C. (2000) *Research Design: Successful Designs for Social and Economic Research*, London: Routledge. [H61 HAK]
- Marsh, C. (1988) *Exploring Data: An Introduction to data analysis for the social scientists*, London: Polity Press. [HA29 MAR]
- Sapsford, R. (2007). *Survey Research.* (2nd Ed.) London: Sage. [H62 SAP]

Further Qualitative Methods	
Mandatory for:	**MSc Social Work Research**
Optional for:	**MSc Policy Research**
[SPOLM0017]	**20 credit points**
Convenor: To be confirmed	

Unit description and aims

This course builds upon material covered in the mandatory Qualitative Methods unit and provides students with an opportunity to develop a more detailed understanding of a range of approaches to qualitative research.

The unit begins with an experiential exploration of the process of qualitative research with particular attention to developing research questions, interpretation, reflexivity and theory building. This aims to problematise the research process and/or the relationship between researcher and research participants. Sessions on particular methods follow, including visual methods, narrative and biographical inquiry, conversation analysis, ethnography, and the use of drama in data collection and analysis and as a means of dissemination. There is a strong emphasis upon the practical development of research skills, the advantages and disadvantages of different methods and exploration of the circumstances in which particular techniques can be applied. Since qualitative and quantitative methods are increasingly often combined in research on policy and practice, one session is devoted to mixed methods.

Two sessions are concerned with data analysis. The first considers the different ways in which qualitative data can be analysed and the theoretical and philosophical underpinnings of such analytic approaches. It will consider how the aims of a project impact on the method chosen, the type of data generated, and the subsequent analytic techniques which are available to the researcher. The second examines how to analyse qualitative data from a practical perspective and considers how different methods of data organisation, in particular, computer software packages, can impact both positively and negatively on data analysis.

The importance of ethical considerations and reflexivity in undertaking qualitative research will be emphasised throughout.

Unit learning outcomes

On completion of this unit students should:

> ➢ Be familiar with a range of qualitative research methods and have a critical appreciation of their use in researching policy and practice.
> ➢ Be able to demonstrate a detailed appreciation of the link between different theoretical positions within qualitative research and the methods adopted.
> ➢ Have gained greater understanding and experience of the practical aspects of various methods of qualitative research and data analysis.

Methods of teaching

The learning and teaching methods will include experiential exercises, personal reflection and group work as well as formal presentations and discussion. The sessions are all led by staff currently engaged in qualitative research who will draw

on their experience to discuss the practicalities and issues not usually presented in the text books.

The course comprises 12 sessions of one and a half hours each over three days.

Methods of assessment

Formative assessment: Provided through group exercises/presentations and verbal feedback from unit convenor.

Summative assessment: A written assignment of 4,000 words (maximum) requiring students to demonstrate an appreciation of different methodological approaches to qualitative research. Students have a choice of presenting the methodology for a qualitative or mixed methods study, or critiquing published research.

Key readings

- Charmaz, K. (2006) *Constructing grounded theory: A practical guide through qualitative analysis*. Sage: London.
- Creswell, J.W. (2007) [2nd ed] *Qualitative inquiry and research design*. Sage: CA.
- Elliot, J. (2005) *Using narrative in social research. Qualitative and quantitative approaches*. London, Sage.
- Finlay, L. and Gough, B. (eds.) (2003) *Reflexivity: A practical guide for researchers in health and social sciences*, Oxford, Blackwell.
- Gibbs.G.R. (2002) *Qualitative data analysis: Explorations with NVivo*. Open University Press: Maidenhead.
- Hammersley, M and Wilkinson, P. (2007), *Ethnography: Principles in Practice*. 3rd Edition. Taylor & Francis.
- Kvale, S. & Brinkmann, S. (2009) [2nd ed] *Interviews: Learning the craft of qualitative research interviewing*, Sage: London.
- Richards, L. (2005) *Handling qualitative data: A practical guide*. Sage: London.
- Schostak, J. (2006) *Interviewing and representation in qualitative research*. Open University Press; Maidenhead.
- Silverman, D. (2005) [2nd ed] *Doing qualitative research*, Sage: London.
- Silverman, D. (2006) [3rd ed] *Interpreting qualitative data*. Sage: London.
- Stanczak, G. (2007) *Visual research methods. Image, society and representation*. Sage: London.
- Wooffitt, R. (2005) *Conversation Analysis and Discourse Analysis: a comparative and critical introduction.* London: Sage.
- Williams, V. (2011) *Disability and Discourse.* Chichester: Wiley-Blackwell.

Inclusive Research with Disabled People
Mandatory for: **MSc Disability Studies**
Optional for: **MSc Policy Research and MSc Social Work Research**
[ACHSM0001]   **20 credit points**
Convenor: Val Williams
Tutors: Co-tutors will include people with learning disabilities who have carried out research.

Unit description and aims

This unit springs from the movement for emancipatory and participatory research carried out by and with disabled people. In order for social research to have an impact, it is necessary for it to be grounded in the lived experience of disabled 'end users' of social care services. Developments in this field have been led by disabled people themselves, who have criticised conventional social care research for a tendency to reinforce a care system which they see as oppressive (Oliver, 1990). This revised unit includes recent work on discourse and its relationship with inclusive research (Williams, 2011), as well as a focus on the international movement for action research.

The unit will explore these developments, and specifically focus on research which includes people with learning disabilities or others for whom there are issues of the ownership of the research, the development of the skills necessary to carry out research, power relationships and support.

Unit learning outcomes:

On completion of this unit, students will be able to:

- ➢ describe and synthesize developments in the field of emancipatory, participatory and inclusive research by and with disabled people since 1990.

- ➢ analyse and explain the main benefits of disabled people becoming involved in research

- ➢ identify the main benefits and tensions in practising inclusive research with people with learning disabilities or others who find it hard to engage in research methodologies

- ➢ construct a practicable, robust and valid research project which includes disabled people as key players.

Methods of teaching

Guided reading, lectures, seminars, and presentations across 21 contact hours in the University. Aspects of the unit will be taught by disabled people who have experience of carrying out their own research.

Methods of assessment:

4,000 word essay (100%: there will be an option to carry out the assignment in one of two ways:

a) reporting on discussions with disabled people, in relation to designing, initiating or using some research. The assignment will both report on that discussion and reflect on it in relation to the issues raised in the literature.

b) identifying the key issues and tensions in inclusive research methodologies in the literature and showing how they can be addressed in practice.

Key readings
> Barnes, C. and Mercer, G. (1997) *Doing Disability Research.* Leeds: The Disability Press.
> Faulkner, A. (2004) *An exploration of guidelines for ethical conduct of research carried out by mental health service users and survivors.* Bristol: Policy Press.
> Lowes, L. and Hulatt, I. (2005) *Involving Service Users in Health and Social Care Research.* London: Routledge.
> Smyth, M. and Williamson, E. (eds) (2004) *Researchers and their 'subjects': ethics, power, knowledge and consent.* Bristol: Policy Press.
> Walmsley, J. and Johnson, K. (2003) *Inclusive Research with People with Learning Disabilities: Past, Present and Futures.* London: Jessica Kingsley.

> Williams, V. (2011) *Disability and Discourse: analysing inclusive conversation with people with intellectual disabilities.* Oxford: Wiley-Blackwell.

3.12 Optional Units (2014-15)

3.12.1 Units open to all programmes

Researching Child and Family Welfare
[SPOLM0011]   **20 credit points**
Convenor: David Berridge

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

Learning Outcomes

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

➢ An understanding of the political, social, and ethical context for research in relation to child and family welfare

➢ Knowledge of the advantages and disadvantages of different methods for understanding users' and carers' experiences of services and the outcomes of those services

➢ An understanding of the difference between research on children and research with children and young people

➢ An understanding and skills in the process of ensuring informed assent and consent from children and young people, and their carers, to participate in research

➢ The acquisition of basic skills in understanding children's, including disabled children's views and experiences, using a variety of methods including interviewing and observation.

Methods of Teaching

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

Methods of Assessment

A written assignment of not more than 4,000 words based on a major, completed, empirical study of a child welfare topic. The assignment should critically examine some of the main political, social and ethical challenges in the study; children and young people's involvement; and the major potential problems involved in the research.

Initial Reading

➢ Alderson, P and Morrow, G. (2004) Ethics, Social Research and Consulting with Children and Young People. Barkingside: Barnardo's.

➢ Barter, C. et al. (2009) Partner Exploitation and Violence in Teenage Intimate Relationships. London. NSPCC.

http://www.nspcc.org.uk/inform/research/findings/partner_exploitation_and_violence_wda68092.html

➤ Greene, S. and Hogan, D. (2005) Researching Children's Experience: Approaches and Methods. London: Sage.

➤ Iwaniec, D. and Pinkerton, J. (eds) (1998) Making Research Work: Promoting Child Care Policy and Practice. Chichester: Wiley.

➤ Selwyn, J. et al. (2009) Adoption and the Inter-Agency Fee. Research Report DCSF-RR149. Bristol: University of Bristol.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-RR149

Health and Social Care Research	
[SPOLM5004]	**20 credit points**
Unit Convenor: Rachel Lart	

Unit description and aims

The field of health and social care has long been characterised by diversity in the disciplines and epistemologies it contains. The key occupational groups within the field differ in the ways they perceive the purposes of policy, the means to achieve policy objectives and the most appropriate ways of evaluating policy and establishing truths. Current policies promote on the one hand, evidence based policy and practice, and on the other an increased role for both users of services and the wider public in decision making about policy. The Health and Social Care Research unit is organised around three themes: 'need' and how different stakeholders perceive need, and the consequences of this for policy research; 'evaluation', and the different approaches to evaluating policy; and 'issues' within the research/policy relationship in health and social care.

Unit learning outcomes

On completion of the unit, the student should be able to:

  ➢ describe competing philosophical approaches to research within the health and social care field
  ➢ describe and evaluate different ways of establishing and researching need within the field
  ➢ describe and evaluate different approaches to evaluation of policy within the field
  ➢ critically discuss selected issues within the field.

Methods of teaching

Teaching takes place in 12 x 1.5 hour sessions. The sessions are a mixture of formal presentations, and group and individual exercises. Students are sent preparatory material which they are expected to have done some work on in advance of the teaching.

Methods of assessment

A written assignment of not more than 4,000. The assignment will require students to demonstrate an appreciation of the different epistemological approaches to research within the health and social care field and an understanding of the application of different techniques to research of policy.

Key readings

  ➢ Bowling, A. (2002) Research Methods in Health: Investigating Health and Health Services, Open University Press: Buckingham.
  ➢ Saks, M and Allsop, J.(eds) (2007) Researching Health: Qualitative, Quantitative and Mixed Methods London: Sage
  ➢ Neale, J (ed) (2009) Research methods for health and social care Basingstoke: Palgrave McMillan

Citizenship and Participation (3 days)
Optional for: **MSc Disability Studies**
[ACHSM0002] **20 credit points**
Convenor: TBC
Tutors: Beth Tarleton, Sue Porter, Val Williams and co-tutors

Unit description and aim

The main aim of this unit is to enable students to explore the different ideas, research and theories of 'citizenship' and 'participation' and their implications for disabled people. It will look at disabled people's rights and responsibilities as citizens, analyse how disabled people engage with policy making and investigate the impact of recent legislation such as the Human Rights Act. It will question whether in the current political context (where citizenship is linked to contribution, particularly through employment) whether disabled people are viewed as 'full citizens'. In particular the unit aims to:

- explore some of the differing views of citizenship and participation through research, theory and policy
- analyse the implications of different views of citizenship and participation in the lives of disabled people.
- Explore the nature of power and its integral links to citizenship and participation.
- Explore people with learning disabilities' actual level of participation as citizens and the support/issues involved in this.

Unit learning outcomes

By the end of this unit students will have:

- ➢ Demonstrated an understanding of the complexity of participation and citizenship as concepts in research contexts
- ➢ Demonstrated an understanding of the cultural relativity of these concepts.
- ➢ Shown that they are able to analyse how power is exercised in differing approaches to citizenship and participation.
- ➢ Shown that they are to apply understandings of citizenship and participation to research about policies at both a national and local level in relation to disabled people.

Methods of teaching

The unit will be delivered using guided reading, presentations and discussions/group work. Disabled people and people with learning disabilities will be co-tutors on at least two taught sessions in the unit.

Methods of assessment
This unit will be assessed by one of two alternative assignments, both of 4,000 words.

- Students may choose to explore one or more aspects of citizenship and participation by disabled people generally or people with learning disabilities more specifically through a literature review, and write a critical account of the effectiveness of particular methods of participation. The literature review

should include both published and 'grey material' – i.e. unpublished or non-academic reports of initiatives carried out.

- Students may choose to engage in an exercise to include disabled people/people with learning disabilities in policy making or exercising their citizenship. (This exercise could be undertaken in their own professional practice). The written assignment will consist of a reasoned, critical assessment, showing evidence of reflective practice and a detailed consideration regarding the ability of the people with learning disabilities to exercise their citizenship.

All assignments should have a short (1 page) summary in easy English, for the co-presenters with learning disabilities.

Key readings

- Barnes, C. .and Mercer, G. (eds) (2007) *Disability policy and practice: applying the social model* Leeds*:* Disability Press.

- Burton M and Kagan C (2006) Decoding Valuing People.   Disability and Society Vol 21, No 4, June 2006 pp 299-313
- Concannon, L. (2004) *Planning for Life: involving adults with learning disabilities in service planning.* Routledge.

- Johnson K and Walmsley, J with Wolfe, M. (2010) Chapter 2 *Thinking about a good life. In People with intellectual disabilities: Towards a good life.* Bristol: Policy Press.

- Kovarsky, D., Duchan, J. and Maxwell, M. (eds) (1999) *Constructing (In)Competence: Disabling evaluations in clinical and social interaction.* New Jersey: Lawrence Erlbaum Associates.

- Ramcharan, P., Roberts, G., Grant, G. and Borland, J. (1997) *Empowerment in Everyday Life: learning disability.* London: Jessica Kingsley

- Schelly, D. (2008). Problems associated with choice and quality of life for an individual with intellectual disability: a personal assistant's reflexive ethnography. *Disability and Society,* 23(7), 719-732.

3.12.2 Units open to MSc Policy Research/Social Work Research only

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Economics of Public Policy

[SPOLM1062]   **20 credit points**

Unit Convenor: Alex Marsh

Unit description and aims

This unit examines a selection of key ideas from mainstream economics and their relevance to policy. It examines contrasting approaches from behavioural and institutional economics, which provide alternative perspectives on policy questions. A key concern throughout is the way in which economic analysis and research are deployed to shape policy. The unit considers a selection of applied topics such as: the economic critique of government, the marketing of public services, the use of cost-benefit analysis and impact assessment in policy decisions, the use of economic tools in environmental policy. The unit seeks to set the economic approach to policy alongside other criteria that could be used to inform thinking about policy.

Unit learning outcomes

On completion of the unit, the student should be able to:

> ➢ Understand a selection of concepts that are key to the mainstream, behavioural and institutional approaches to economics.
> ➢ Identify key differences between alternative economic approaches and how they assess policy issues.
> ➢ Appreciate how economic reasoning is applied in practical public policy contexts
> ➢ Compare the economic approach to policy with other perspectives and criteria that could inform policy thinking.

Methods of teaching

This unit will be delivered in sessions of 2 hours. Each session will comprise a formal lecture and group activities or discussion.

Methods of assessment

A written assignment of not more than 4,000 words.

Key readings

> ➢ Bailey, S. (2002) *Public Sector Economics*, 2nd Ed, Palgrave.
> ➢ Bellinger, W (2007) *The Economic Analysis of Public Policy*, Routledge.
> ➢ Barr, N. (2004) *The Economics of the Welfare State*, 4th Ed, OUP
> ➢ Hausman, D. and McPherson, M. (2006) *Economic Analysis, Moral Philosophy and Public Policy*, Cambridge: CUP.
> ➢ Le Grand, J., Propper, C. and Smith, S. (2009) *The Economics of Social Problems*, 4th ed, Palgrave MacMillan.
> ➢ Stiglitz, J. (2000) *Economics of the Public Sector*, 3rd Ed, Norton
> ➢ Weimer, D. and Vining, A. (2011) *Policy Analysis: Concepts and Practice*, 5th Ed, Pearson International.

3.12.3 Units open to MSc Disability Studies (and M Ed students from the Graduate School of Education)

Including Student's Voices (3 days)

Optional for: MSc Disability Studies

[ACHSM0003] 20 credit points

Convenor: David Abbott

Tutors: Val Williams, Carmel Hand, Hannah Webb.

Unit description and aims

Within the field of education (and everyday life), the importance of listening to disabled children and young people has been strongly and consistently emphasised in the policy and research literature. The overall purpose of this unit is to explore research findings and theoretical writing about the value, importance and tensions inherent in listening to disabled children and young people and involving them in decision making.

Unit learning outcomes

By the end of this unit students will have:

> Grasped an overview of the implications of what young disabled people tell us about education and learning *from their own perspective*

> Explored the policy and legal frameworks which set out how young disabled people should be listened to and consulted

> Explored the implications of research for listening to young disabled people at transition, as they leave school and move into adulthood, and to identify gaps and tensions within this field

> Developed an understanding of why self-advocacy and decision making are important for disabled people, and how these skills can be nurtured in educational settings

> Developed critical awareness of the role of adopting a person centred approach when school, parents/carers and other agencies work together

Methods of teaching

Guided reading, lectures, seminars, and presentations across 21 contact hours in the University. Aspects of the unit will be taught by young disabled people from their own experience.

Methods of assessment

The assessment for the unit will consist of a small practical or library-based investigation into an aspect of including students' voices (4,000 words or equivalent). The main issues and challenges associate with including disabled children and young people's views should be outlined and discussed with reference to the research literature and in relation to one of the following topics:

- ➤ Supporting disabled children and young people with non-verbal communication

- ➤ Supporting disabled children and young people as they transition to adulthood/adult services

- ➤ Person centred approaches to working with disabled children and young people

- ➤ Working in partnership with parents and carers and/or schools

Key readings

- ➤ Connors, C. & Stalker, K. (2003) *The views and experiences of disabled children and their siblings: A positive outlook.* London: Jessica Kingsley.

- ➤ Tisdall, E.K.M., Davis, J.M. & Gallagher, M. (2008) Reflecting upon children and young people's participation in the UK, *International Journal of Children's Rights,* 16(3): 419-429.

- ➤ Morris, J. (2002) *Moving into adulthood: young disabled people moving into adulthood.* Foundations series. Joseph Rowntree Foundation: York. Download from: http://www.jrf.org.uk/knowledge/findings/foundations/512.asp

- ➤ Lewis, A. (2011) Disabled children's 'voice' and experiences, in S. Haines and D. Ruebain (eds) *Education, Disability and Social Policy. Bristol*: Policy Press.

- ➤ Goodley, D. & Runswick-Cole, K. (2011) 'Problematising policy: conceptions of 'child', 'disabled' and 'parents' in social policy in England', *International Journal of Inclusive Education*, 15:1, 71-85

- ➤ Watson, N. (2012), Theorising the Lives of Disabled Children: How Can Disability Theory Help? *Children & Society*, 26: 192–202.

3.13 Special optional unit in MSc in Policy Research, Social Work Research and Disability Studies

Supervised Independent Study

Optional for: MSc Policy Research, MSc Social Work Research

[SPOLM4300] 20 credit points

Convenors: Demi Patsios

This unit will enable students to pursue a topic of interest and relevance to them with the support of individual supervision. This unit is only available to students registered for MSc/Diploma degrees in Policy Research and Social Work Research in the School for Policy Studies. Agreement will be on the proviso that the work done is not covered by content already available to the student in the taught part of the programme attended by the student. The student will undertake independent study in accordance with the published guidelines and produce a piece of work for assessment.

Independent Study

Optional for: MSc Disability Studies

[SPOLM0012] 20 credit points

Convenors: Val Williams

This unit will cover the core materials and ideas within any of the optional units offered within the MSc in Disability Studies: Inclusive Theory and Research. The aim is to achieve skills and understanding in the particular unit topic, and to pursue independent, guided study in order to achieve the unit learning outcomes.

3.14 Optional units likely to be offered in 2015-16 (*by Programme*)

MSc in Policy Research and MSc in Social Work Research

Researching Poverty, Inequality and Social Exclusion (3 days)
Optional for: MSc Policy Research and MSc Social Work Research
[SPOLM5011]   20 credit points
Convenor: Eldin Fahmy

Unit description and aims

Tackling poverty and social exclusion are currently core aims of both international and domestic policy. However, the question of how best to define and measure poverty and social exclusion remains of fundamental importance in the development of effective policies to eradicate them within the UK and internationally. This perspective will be illustrated through discussion of a variety of policy areas, including human rights, global development, migration, gender, and poverty across the life course. This unit seeks to provide participants with the knowledge, skills and understanding necessary to undertaking research into poverty and social exclusion in both developed and developing countries. The focus of this course is upon developing participants' critical awareness of the theories and methods necessary to researching poverty and exclusion – and to the development of effective evidence-based policies for tackling poverty and social exclusion at local, national and international levels. Throughout the course the emphasis is upon understanding the relationship between empirical research and anti-poverty policy development.

Unit learning Outcomes

Upon completion of this unit student should be able to:

- Identify key issues in the definition and measurement of poverty and social exclusion and their implications for research practice and policy development
- Critically evaluate different theoretical perspectives on the nature, causes and effects of poverty and social exclusion
- Demonstrate an understanding of the ways in which vulnerability to poverty and exclusion varies across the life course and for different population groups
- Outline the international analysis of poverty and exclusion in the context of global (under) development and human rights
- Assess the implications of existing research evidence for the development of effective policies to tackle poverty and social exclusion at local, national and supranational levels

Methods of Teaching

Lectures and class exercises.

Methods of Assessment

Formative assessment: Will be by means of student presentations delivered as part of the teaching program. Students will be asked to work in small groups in addressing a key issue in the theory and measurement of poverty and social exclusion, including potential implications for policy and practice. Students will be asked to work independently over the course of the unit and will be expected to make a brief presentation (15mins) of their findings, and to have an opportunity to receive feedback on this during the presentations session.

Summative assessment: Will be by means of a written assignment of not more than 4,000 words. Participants will be asked to apply the knowledge and skills they have

developed during the course of the unit to the investigation of poverty within the UK or internationally.

Key Readings
- Alcock, P. (2006) *Understanding Poverty.* London: Palgrave. (3rd Edition). [HV4087 ALC]
- Bradshaw, J. & Sainsbury, R. (2000) *Researching Poverty.* Ashgate: Aldershot. [HC110.P6 EXP]
- Byrne, D. (2005) *Social Exclusion.* Maidenhead: Open University Press. [HV238 BYR]
- Gordon, D., Pantazis, C. & Levitas, R. (Eds.) *Poverty and Social Exclusion in Britain: The Millennium Survey.* Bristol: The Policy Press. [HC260.P6 POV]
- Gordon, D. & Townsend, P. (2000) *Breadline Europe: The measurement of poverty.* Bristol : Policy Press. [HV238 BRE]
- Hills, J., LeGrand, J. & Piachaud, D. (Eds.) (2002) *Understanding Social Exclusion.* Oxford University Press. [HV248 UND]
- Hills, J. & Stewart, K. (2005) *A More Equal Society? New Labour, Poverty, Inequality and Social Exclusion.* Bristol: Policy Press. [HV245 MOR]
- Lister, R. (2004) *Poverty.* Cambridge: Polity Press. [HV4028 LIS]
- Pantazis, C. & Gordon, D. (2000) *Tackling Inequalities: Where are we now and what can be done?* Bristol: Policy Press. [JC575 TAC]
- Townsend, P. & Gordon, D. (Eds.) (2002) *World Poverty: New policies to defeat an old enemy.* Bristol: Policy Press. [HV4028 WOR]

Domestic Violence: Research, Policy and Activism (3 days)
Optional for: MSc Policy Research and MSc Social Work Research
[SPOLM5010]   20 credit points
Convenor: Nadia Aghtaie

Unit description and aims
Domestic violence is currently the subject of substantial policy development at government and non-governmental level and the aims of this unit are to examine contemporary developments in policy research and to explore the links between policy and practice. The unit will consider domestic violence, providing a general overview of the subject including sexual, emotional, psychological and physical abuse. Consideration will be given to various theoretical perspectives on the issue, including feminist models, and to the gendered nature of such violence against both children and adults. The lectures are delivered by staff in the Centre for Gender and Violence Research which has a national and international standing in the field of violence against women research. Lecturers will use empirical data from key research studies they have conducted to construct and illustrate their arguments. The specific aims of the unit are:
  ➢ To develop an understanding of the key theoretical and practical issues involved in attempting to understand domestic violence against women;
  ➢ To explore the practical and theoretical aspects of undertaking research on domestic violence within the wider context of feminist understandings of research methodologies;
  ➢ To gain an understanding of the links between research, activism and policy in the domestic violence field; and
  ➢ To develop these understandings at Master's level.

Unit learning outcomes
On completion of the unit, students will:
  ➢ Have a clear analysis of and an ability to debate the nature, extent, impact and policy implications of domestic violence;
  ➢ Be confident in interpreting domestic violence research and understanding the methods used;
  ➢ Have developed an overview of issues relating to domestic violence within research theoretical, personal, practical and political frameworks;
  ➢ Be able to understand activism, research and policy responses within the wider context of the global activist movement against domestic violence;
  ➢ Have a theoretical and practical analysis of the issues at Master's level.

Key Texts
  ➢ Aghtaie, N. (2014) Iranian Women's Perspectives On Violence Against Women In Iran And The UK, Women's Studies International Forum.
  ➢ Aghtaie, N. (2011) Breaking the silence: rape law in Iran and controlling women's sexuality. In N. Westmarland & G. Gangoli, International Approaches to Rape. London: Policy Press.
  ➢ Dobash, R.E. and Dobash, R. (1992) *Women, Violence and Social Change*. London: Routledge.
  ➢ Gangoli, G & Rew.M, (2011) 'Mothers-in-law against daughters-in-law: domestic violence and legal discourses around mothers-in-law against daughters-in-laws in India'. *Women's Studies International Journal*, vol 34., pp. 420 - 429
  ➢ Hague, G. and Malos, E. (3rd Edition) (2005) *Domestic Violence: Action for Change.* Cheltenham: New Clarion Press.

- Hague, G. Mullender, A. and Aris, R. (2003) *Is Anyone Listening? Accountability and Women Survivors of Domestic Violence.* London: Routledge.
- Hanmer, J. and Itzen, C. (Eds.) (2000) *Home Truths about Domestic Violence.* London: Routledge.
- Hester, M. (2013), 'From Report to Court: Rape and the Criminal Justice System in the North East'. Bristol: University of Bristol
- Hester, M. (2013) 'Who does what to whom? Gender and domestic violence perpetrators in English police reports''.*European Journal of Criminology.*, pp. 1-15
- Hester, M., Harwin, N. and Pearson, C. with H. Abrahams (2nd Edition) (2007) *Making an Impact: Children and Domestic Violence. A Reader.* London: Jessica Kingsley.
- Hester, M. and Westmarland, N. (2005) *Tackling Domestic Violence: Effective Interventions and Approaches.* Home Office Research Study 290. London: Home Office.
- Mullender, A., Hague, G., Imam, A., Kelly, L., Malos, E. and Regan, L. (2002) *Children's Perspectives on Domestic Violence.* London: Sage.
- Skinner, T., Hester, M. and Malos, E. (Eds.) (2005) *Researching Gender Violence: Feminist Methodology in Action.* Devon: Willan.
- Stark, E. (2007) *Coercive Control: How Men Entrap Women in Personal Life.* Oxford: Oxford University Press.
- Taylor-Browne, J. (Ed.) (2001) *What Works in Reducing Domestic Violence: A comprehensive guide for professionals* (Home Office Review) London: Whiting and Birch.
- Williamson, E. (2010), 'Living in the world of the domestic violence perpetrator: Negotiating the unreality of coercive control'. *Violence Against Women*, vol 16., pp. 1412 - 1423

General Reading

- Barter, C., McCarry, M., Berridge, D. and Evans, K. (2010) *Partner exploitation and violence in teenage intimate relationships.* London: University of Bristol and NSPCC.
- Davies, M. (1994) *Women and Violence: Responses of Women World-wide.* London: Zed.
- Dobash, R.E. and Dobash, R. (1980) *Violence Against Wives: a case **against** the patriarchy*. London: Open Books.
- Dobash, R. and Dobash, R. (1998) *Rethinking Violence Against Women.* London: Sage.
- Donovan, C., Hester, M., Holmes, J. and McCarry, M. (2006) *Comparing Domestic Abuse in Same Sex and Heterosexual Relationships.* Bristol: University of Bristol.
- Gangoli, G., Razak, A. and McCarry, M. (2006) *Forced Marriage and Domestic Violence Among South Asian Communities in North East England.* Bristol: University of Bristol and Northern Rock Foundation.
- Gill, A. and Thiara, R.K. (2009) *Violence Against Women in South Asian Communities: Issues for Policy and Practice.* London: Jessica Kingsley Publishers
- Harwin, N., Malos, E. and Hague, G. (1999) *The Multi-agency Approach to Domestic Violence: New Opportunities, Old Challenges.* London: Whiting and Birch.
- Hester, M 2012, 'Portrayal of Women as Intimate Partner Domestic Violence Perpetrators'. Violence Against Women, vol 18., pp. 1067-1082.

- Hester, M., Kelly, L. and Radford, J. (Eds.) (1996) *Women, Violence and Male Power*. Buckingham: Open University Press.
- Hester, M. and Westmarland, N. (2004) *Tackling Street Prostitution: Towards an Holistic Approach*. Home Office Research Study 279, London: Home Office.
- Hester, M. and Westmarland, N. (2005) *Tackling Domestic Violence: Effective Interventions and Approaches.* Home Office Research Study 290, London: Home Office.
- Kelly, L. (1988) *Surviving Sexual Violence.* London: Polity Press.
- Mama, A. (1996) *The Hidden Struggle: Statutory and Voluntary Sector Responses to Violence against Black Women in the Home*. London: Whiting and Birch.
- McCarry, M., Hester, M and Donovan, C. (2008) 'Researching Same Sex Domestic Violence: Constructing a Survey Methodology' *Sociological Research Online,* 13(1).
- Mullender, A. (1996) *Rethinking Domestic Violence: the Social Work and Probation Response*. London: Routledge.
- Mullender, A. and Morley, R. (1994) *Children Living with Domestic Violence*, London: Whiting and Birch.
- Schechter, S. (1982) *Women and Male Violence: The Visions and Struggles of the Battered Women's Movement.* London: Pluto Press.
- Shepard, M. and Pence, E. (1999) *Co-ordinating Community Responses to Domestic Violence: Lessons from Duluth and Beyond.* London: Sage.
- Stark, E. and Flitcraft, A. (1996) *Women at Risk: Domestic Violence and Women's Health.* London: Sage.
- Sweetman, C. (Ed.) (1998) *Violence Against Women*. Oxford: Oxfam.
- Thiara, R. And Gill, A. (2009) *Violence against Women in South Asian Communities.* London: Jessica Kinglsey Publishers.
- Williamson, E. (2000) *Domestic Violence and Health: The response of the medical profession.* Bristol: The Policy Press.
- Yllo. K. and Bograd, M. (1988) *Feminist Perspectives on Wife Abuse.* London: Sage

Websites

Women's Aid:	www.womensaid.or.uk
Home Office:	www.homeoffice.gov.uk
Department of Health:	www.doh.gov.uk
Respect (perpetrators organisation):	http://www.respect.uk.net/

MSc in Disability Studies

Personalisation in Practice (3 days)

Optional for: **MSc Disability Studies**

[ACHSM0008]   **20 credit points**

Convenor: Pauline Heslop

Tutors: Val Williams, Pauline Heslop, Steve Strong, Sal Hilman

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Unit description and aim

The overall purpose of this unit is to explore evidence about the personalisation of health and social care. Personalisation is the current government approach to the delivery of social care in England. It is also a philosophy that underpins changes in the provision of welfare services across the world. At its essence, it means putting the person at the centre of all of our activities and thoughtfully building supports around them, rather than slotting people into existing services. The 'Personalisation Agenda' began with a three-year programme of change that the English government initiated in 2008 (DoH, 2008). The current coalition government has made clear its commitment to a more personalised approach to health and social care.

The unit will provide a general overview of personalisation and how it is being implemented in practice. This will include discussions about what we mean by 'self-directed support' and how this can be made a reality, how a more personalised approach can be used with people with the most severe or complex disabilities, issues regarding risk and risk management, the implications for the workforce with new ways of working, and how far personalisation can go in publicly provided services. Existing research will be used to highlight particular aspects of personalisation. Students will be encouraged to explore the links between policy and practice and how we might effectively conduct research about personalisation.

The specific aims of the unit are:

- ➢ To develop an understanding of the key policy and practice issues involved in adopting a more personalised approach to health and social car
- ➢ To explore the practical and theoretical aspects of undertaking research about personalisation

Unit learning outcomes

By the end of this unit students will:

- ➢ Be able to describe and synthesise the societal forces and discourses which underpin the personalisation of health and social care
- ➢ Have developed an overview of issues relating to personalisation, and be confident in analysing the implications of personalisation on the commissioning and delivery of services
- ➢ Be confident in interpreting research about personalisation, and be able to evaluate what research has shown so far about personalisation.
- ➢ Have a theoretical and practical analysis of personalisation at Master's level.

Methods of teaching

The unit will be delivered using guided reading, presentations and discussions/group work. Disabled people and people with learning disabilities will be co-tutors on some taught sessions in the unit.

Methods of assessment

Students will be asked to submit a 4,000 word essay, in which they examine one or more of the competing tensions that there may be in making a more personalised approach to care a reality for a person, and identify strategies for addressing these in practice.

The essay must be rooted in research – either primary or secondary. A case study, or examples, from your own professional/work experience may be included, but must be supported by a reasoned, critical assessment, showing evidence of reflective practice and supporting research literature.

Key readings

- ➢ Carr S. (2010) Personalisation: A Rough Guide (Revised Edition). Adult Services Report 20. Social Care Institute for Excellence, London.

- ➢ Macintyre G. (2012) Personalization: what the research tells us. In: M. Davies (Ed.) Social Work with Adults. Palgrave, Basingstoke.

- ➢ Needham, C. (2010) Commissioning for personalisation: from the fringes to the mainstream. CIPFA: London

- ➢ Sims D. & Gulyurtlu C. (2013) A scoping review of personalisation in the UK: approaches to social work and people with learning disabilities, Health and Social Care in the Community doi: 10.1111/hsc.12048

- ➢ Taylor Knox, H. (2009) Personalisation and individual budgets: challenge or opportunity? HQN Network www.hqnetwork.org.uk

3.15 Dissertation units offered in 2014-15 (*by Programme*)

3.15.1 Policy Research Dissertation

Unit Code	SPOLM5100
Unit Name	Policy Research Dissertation
Credit Points	60
Convenor	Dr. Demi Patsios
Description	The dissertation is an opportunity to carry out some original independent study enabling the student to select a field of inquiry relevant to social policy or social welfare and to carry out research in depth over a sustained period of time. It is an opportunity to apply some of the research skills to their chosen area of study. Student learning is supported by regular individual supervision sessions, though the expectation is that the dissertation is primarily an individual piece of work. The unit aims to: 1. provide the student with the opportunity to investigate a topic of their own choice (within the broad framework of social policy/social welfare) 2. enable the student to apply some (but not necessarily all) of the research skills developed in the taught units in carrying out a short piece of research. 3. enhance the practical and transferable skills of locating and using knowledge and information, conveying ideas in written format, planning and managing their time.
Assessment Details	**Summative:** A dissertation of no more than 15,000 words. The dissertation should demonstrate that the student understands how to: frame research questions, develop and apply an appropriate research strategy (plan and complete primary data collection and/or identify appropriate secondary data sources), analyse data and draw conclusions that are integrated with wider academic debates.
Reading and References	• Becker, S., Bryman, A. and Ferguson, H. (eds) (2012) *Understanding Research for Social Policy and Social Work, 2nd ed.*, Bristol: The Policy Press. • Bryman, A. (2012) *Social Research Methods, 4th ed.,* Oxford: Oxford University Press. • Creswell, J.W. (2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd ed.*, London: Sage. • Hudson, J. and Lowe, S. (2009*) Understanding the Policy Process: Analysing welfare policy & prac*tice, *2nd ed.*, Bristol: The Policy Press. Others to be negotiated with the supervisor.
Intended Learning Outcomes	On successful completion of the unit, the student will demonstrate, through the production of a 15,000 word dissertation:

	1. an ability to frame suitable research questions
	2. an understanding of, and ability to apply an appropriate research methodology to investigate their chosen topic
	3. an ability to analyse data, draw apposite conclusions which are integrated with wider academic debates.
	4. an aptitude to plan and carry out a sustained piece of independent research
Methods of Teaching	Students will be expected to present their research proposal at a dissertation workshop, after which they will be assigned a dissertation supervisor. Thereafter individual study supported by regular, negotiated academic supervision. Students must submit an acceptable research ethics proposal to the programme director before beginning their research.

3.15.2 Social Work Research Dissertation

Unit Code	SPOLM0039
Unit Name	Social Work Research Dissertation
Credit Points	60
Director	Dr. Demi Patsios
Description	The dissertation is an opportunity to carry out independent study, enabling the student to select a field of inquiry relevant to social work and to carry out research in depth over a sustained period of time. Student learning is supported by regular individual supervision sessions, though the expectation is that the dissertation is primarily an individual piece of work. The unit aims to: 1. provide the student with the opportunity to investigate a topic of their own choice (within the broad framework of social work/social care) 2. enable the student to apply some (but not necessarily all) of the research skills developed in the taught units in carrying out a short piece of research. 3. enhance the practical and transferable skills of locating and using knowledge and information, conveying ideas in written format, planning and managing their time.
Assessment Details	**Summative:** A dissertation of no more than 15,000 words. The dissertation should demonstrate that the student understands how to: frame research questions, develop and apply an appropriate research strategy (plan and complete primary data collection and/or identify appropriate secondary data sources), analyse data and draw conclusions that are integrated with wider academic debates.
Reading and References	• Becker, S., Bryman, A. and Ferguson, H. (eds) (2012) *Understanding Research for Social Policy and Social Work, 2nd ed.*, Bristol: The Policy Press. • Bryman, A. (2012) *Social Research Methods, 4th ed.*, Oxford:

	Oxford University Press.
	• Creswell, J.W. (2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd ed.*, London: Sage.
	• Hudson, J. and Lowe, S. (2009*) Understanding the Policy Process: Analysing welfare policy & prac*tice, *2nd ed.*, Bristol: The Policy Press.
	Others to be negotiated with the supervisor.
Intended Learning Outcomes	On successful completion of the unit, the student will demonstrate, through the production of a 15,000 word dissertation: 1. an ability to frame suitable research questions 2. an understanding of, and ability to apply an appropriate research methodology to investigate their chosen topic 3. an ability to analyse data, draw apposite conclusions which are integrated with wider academic debates. 4. an aptitude to plan and carry out a sustained piece of independent research
Methods of Teaching	Students will be expected to present their research proposal at a dissertation workshop, after which they will be assigned a dissertation supervisor. Thereafter individual study supported by regular, negotiated academic supervision. Students must submit an acceptable research ethics proposal to the programme director before beginning their research.
Teaching Block(s) in 2013/14	Academic Year (weeks 1 - 52)

3.15.3 Disability Studies Dissertation

Unit Code	ACHSM0004
Unit Name	Dissertation
Credit Points	60
Director	Dr. Val Williams
Description	Disability Studies research is built on a sound basis of both quantitative and qualitative research methods in the Social Sciences. In addition, researchers in this field take into account the turn towards user-involvement and both emancipatory and participatory paradigms of disability research. This unit gives students the chance to undertake a dissertation in this area. This will take one of the following forms: A small-scale empirical research study. The aim is to put into practice the key research approaches and knowledge gained from other units in the programme. An in-depth literature review, which will focus on a major aspect of Disability Studies research, and will explore, argue and present findings from a theoretical point of view.
Assessment Details	A 15,000 word dissertation, assessed against the generic marking criteria for level M work (as in the programme handbook) and the

	specific learning outcomes
Reading and References	• Lowes, L. and Hulatt, I. (2005) Involving Service Users in Health and Social Care Research. London: Routledge. • Riessman, Catherine Kohler (2008) Narrative Methods for the Human Sciences, Los Angeles, CA: Sage. • Walmsley, J. and Johnson, K. (2003) Inclusive Research with People with Learning Disabilities: Past, Present and Futures. London: Jessica Kingsley. • Williams, V. (2011) Disability and Discourse: analysing inclusive conversation with people with intellectual disabilities. Oxford: Wiley-Blackwell.
Intended Learning Outcomes	By the end of this unit, students will be able to: • Design a small-scale research study within a Disability Studies context; • Identify and address ethical issues in research; • Explore and justify a chosen methodology; • Collect, analyse and report on data collected. Alternatively, in the case of a literature-based dissertation, they will be able to: • Conduct a systematic literature review in a Disability Studies context; • Identify and address ethical issues in the research explored; • Critically evaluate research literature • Collect, analyse and report on a given topic in Disability Studies.
Methods of Teaching	Students carrying out dissertations will be assigned to individual supervisors. They will carry out independent study, with the support of their supervisor, and will attend workshop(s) as offered by SPS Masters programmes.

3.15.4 Dissertations for Good

Dissertations for Good is a new concept from the National Union of Students, which connects students with external organisations to complete dissertation projects in sustainability that are practical, exciting and publishable. This opportunity gives students the chance to lead on a research project with an organisation that will use the results to inform how they operate.

Some project titles that have already been suggested by organisations include:

➢ What are the impacts of fuel poverty on mental health and wellbeing?
➢ Sustainability leadership models for the sector
➢ How do we empower private tenants to request energy efficiency improvements to their homes?
➢ Mapping sector sustainability initiatives/projects/tools, such as ISO 14001 or EcoCampus

If you're interested, please contact Hannah Tweddell (Hannah.Tweddell@bristol.ac.uk) for more information. She is co-ordinating and supporting UOB students and supervisors who want to participate.

4. ADMINISTRATION AND COMMUNICATION

4.1 University Card

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

4.2 Blackboard

The School uses the Blackboard virtual learning environment as the principal medium for delivering supporting materials for its teaching programmes. There is an overall Blackboard site for your programme, which is used for general administration and communication. You will be expected to submit your 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 (eg. briefings for class exercises, where relevant)
- any messages from the unit convenor regarding changes to arrangements.

It may also have other resources like external links or additional reading. Some units may have discussion boards and fora, but these depend on how the unit convenor wants to use their Blackboard site.

Access Blackboard through your 'MyBristol' page, which you reach from the University home page. It is on the 'Course' tab at the top of your home page.

Accessing via MyBristol means you are logged in to the system.

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

5. ASSESSMENT

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 sec. 20 of the Regulations and Code of Practice for Taught Programmes.

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

80-100% Distinction	• Work is worthy of publication or dissemination as appropriate to the field. • Clear evidence of originality and independent thinking, as appropriate to the task. • Exceptional in-depth knowledge across specialised and applied areas of relevant literature, policy and conceptual issues as appropriate to the task. • The work is very well written and presents an excellent synthesis of appropriate available information, coherently structured and draws valid conclusions. • Outstanding evidence of acquisition of relevant skills and their application. • Excellent presentation including the consistent use of an appropriate referencing system.
70-79% Distinction	• Commanding knowledge of relevant literature, policy and conceptual issues appropriate to the field. • Evidence of originality and independent thinking, as appropriate to the task. • Demonstrates the ability to make good judgements and draw valid conclusions, as appropriate to the assessment task. • 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 convener) 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 passed 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 [MyBristo](#)l 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 you 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 sec. 31.5 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 sec. 31 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 <u>first</u> 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 sec. 27 of the Regulations and Code of Practice for Taught Programmes). In exceptional circumstances, the relevant faculty

Board of Examiners may permit the student to undertake a supplementary year (See sec. 15 of the Regulations and Code of Practice for Taught Programmes).

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

5.12 Programme Awards

The **MSc** is awarded for the successful completion of six units (four mandatory and two electives) plus a dissertation (equivalent of three units) (180 credit points in total) and can be taken in not less than one and not more than five years. We anticipate most students will take between two and three years to gain the MSc.

The **Diploma** is awarded for the successful completion of six units (four mandatory and two electives) (120 credit points in total) but does not require a dissertation.

The **Certificate** is awarded for the successful completion of three units (60 credit points in total). Students should discuss with the Programme Director which set of units they would like to take, bearing in mind that at least two should be selected from the mandatory units.

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

5.13 Final Programme Mark

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

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

The weighting of each unit mark, in calculating the 'final programme mark', will correspond to the credit point value of the unit. See Annex 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 27 of Regulations and Code of Practice for Taught Programmes. This will explain what we mean by extenuating circumstances and the procedures followed.

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

Students must complete the University's form for extenuating circumstances (available at: www.bristol.ac.uk/currentstudents/forms/) 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 http://www.bristol.ac.uk/media-library/sites/currentstudents/migrated/documents/student-absence.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 Extension of studies

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 sec. 14 of the Regulations and Code of Practice for Taught Programmes for information.

Please remember that deadlines for submission are set within the examination board timetable. Any extension for submission may have an impact on when your work can

be received by an exam board and ultimately may affect whether you can complete your programme and so graduate within the normal timeframe.

7.4   Suspension of studies

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 sec. 13 of the Regulations and Code of Practice for Taught Programmes 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 (to be confirmed) or the Head of School (Professor Alex Marsh).

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

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

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

Examples of thesis topics of recent/current students include:

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

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

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.

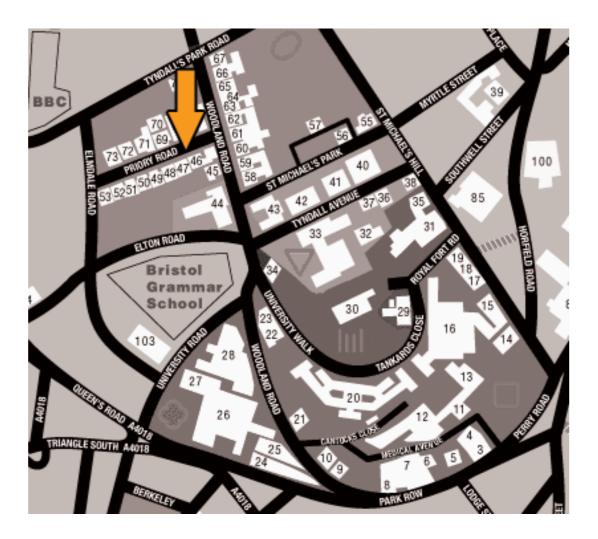For further information you may like to look at the following web sites:

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, eg:

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

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

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

For a book:

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

For an edited book:

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

For a book chapter:

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

For a journal:

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

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

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

For a website:

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

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

Other references:

Unpublished sources, parliamentary acts, newspapers, images etc.

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

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

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

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

APPENDIX 3: ESSENTIAL IT SKILLS

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

You should able to:

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

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

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

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

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

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

APPENDIX 4: INFORMATION FOR DISABLED[1] STUDENTS

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

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

Accessibility and Practical Issues

The School for Policy Studies complex consists of 5 buildings (6,7,8 Priory Road, 10 and 12 Woodland Road). All buildings except No 12 Woodland Road are partially accessible. The Reception area in 8 Priory Rd, the programme offices in 6 Priory Rd and some teaching rooms in the complex are fully accessible. The main School entrance in 8 Priory Rd has automatic doors and is generally staffed by the School's Receptionist who will be able to assist you with access to other parts of the complex. Accessible toilets are available in all of the School's buildings, however those in 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 <u>essential</u> 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. <u>If you have not yet applied, please contact Disability Services immediately</u>.** 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.

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

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

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

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

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

APPENDIX 6: DIGNITY AT WORK AND STUDY

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

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

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

APPENDIX 7: IMPORTANT LINKS

a. Student Policy on Intellectual Property

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

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

Please read the guidance on data protection at

www.bristol.ac.uk/secretary/dataprotection

DISCLAIMER

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

The University reserves the right to withdraw or change courses.