University of Bristol

School of Economics, Finance & Management

MSc Student Handbook 11/12

THIS DOCUMENT CONTAINS IMPORTANT INFORMATION PLEASE CARRY IT WITH YOU.

School of Economics, Finance & Management

MSc Student Handbook 2011/12

Introduction

This handbook establishes the School's code of good practice for Masters students. It is very important that you read carefully and fully understand what is in this handbook. It is your responsibility to be aware of, for example, the rules covering plagiarism (copying the work of someone else), late hand-in of assessed work, or attendance requirements for visa purposes, and the possible consequences of not following those rules. The handbook is also intended as a helpful reference tool for students and aims to enhance current University practices. It should be read in conjunction with the Rules & Regulations for Students (available at www.bristol.ac.uk/secretary/studentrulesregs/) and the Regulations and Code of Practice for the Assessment and Progression of Students on Taught Programmes (available at www.bristol.ac.uk/esu/assessment/codeonline.html).

Disclaimer

The University and the School reserve the right to occasionally make necessary alterations in relation to individual programmes of study and the facilities and services available.

A letter from the Head of School

Welcome to the School of Economics, Finance & Management

We are delighted that you have chosen to study at the University of Bristol this year, and I hope that your time here will be interesting and challenging. Although the 'School' is quite recent, the University has been actively teaching and researching the subjects of economics, accounting & finance, and management for nearly a century. We have a wealth of experience from which I hope you will benefit.

The School has an international reputation for excellence in teaching and research. We set high standards and, as a result, our degrees are highly regarded. We strive to keep our graduate programmes abreast of developments. Sometimes this means dealing with technically demanding material and there may be times when you will find the going tough. We adopt an analytic approach to most of our work in order to bring out the common principles underlying aspects of economics, finance and management. I think you will find our MSc programmes intellectually exciting as well as providing a firm foundation for either a career in business or government, or for further research with a PhD.

Various rankings of universities put Bristol among the top universities in the UK, and often in the top 50 in the world. The School is also genuinely international. We have staff from at least fifteen countries and students from all round the globe. We also attract some of the world's leading academics who are available for teaching, giving talks and consultation by graduate students.

Please study your handbook carefully; you will find it very useful initially and throughout the year. The handbook covers the personal tutor system in the School and information on how you can contribute to the School by giving us constructive criticism through course questionnaires and your representatives on School and Faculty committees. Your voice is vital to the future development of the School. Information regarding the examination structure and how the MSc degree is awarded can also be found in the handbook. Details of the agreed School procedures for monitoring progress are also included. Most importantly, you will find information and contact addresses of people who can help you if you feel things are going wrong.

Above all, enjoy your time at Bristol and make sure that you make the most of the opportunities that are open to you. Bristol is a marvelous city to live in, and Bristol University is a great place to study.

Dr Steve Lyne, Head of School

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Procedures

Study & Transferable Skills

**Are you looking for a topic and can't find information about it here?
Please email the Graduate Studies Office (efim-pgsupport@bris.ac.uk) and
they will be happy to help.**
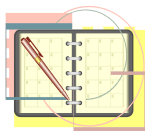
Calendar

The following dates are important. Please ensure you do not book any travel tickets without checking these dates to ensure you don't miss any teaching. If you are in any doubt please enquire at the Graduate Studies Office during office opening hours.

Date	Event
3rd October 2011	School registration – COMPULSORY
3rd – 7th October 2011	Introductory week – COMPULSORY (Mon-Fri from 9am to 6pm)
10th October 2011	**Start of Autumn term – you will receive partial timetables on 10/10/2011**
Wednesday 19th October	Maths and Statistics test for MSc Economics, Economics & Finance, Economics & Econometrics and Economics & Public Policy students
16th December 2011	End of Autumn term
23rd December 2011 – 3rd January 2012 inclusive	Christmas break – University closed
11th – 13th January 2012	EXAMS – COMPULSORY (see page 36) – PLEASE ENSURE YOU KNOW THE DAY, TIME AND VENUE OF YOUR EXAMS Your exam timetable will be available on Student Info in early January
13th January 2012	**Start of Spring term – you will receive timetables on 13/01/2012**
23rd March 2012	End of Spring term

more dates overleaf
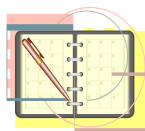
Calendar continued

Date	Event
6th – 10th April 2012 inclusive	Easter break – University closed
23rd April 2010	**Start of Summer term**
7th May 2012	May day – University closed
14th May – 15th June 2012 (to be confirmed)	EXAMS – COMPULSORY (see page 36) – PLEASE ENSURE YOU KNOW THE DAY, TIME AND VENUE OF ALL OF YOUR EXAMS Your exam timetable will be available on Student Info in early May
4th June 2012 5th June 2012	Spring bank holiday – University closed Public Holiday – Queen's Diamond Jubilee – University closed
June 2012 (Circa end of June)	Research Methods Week – COMPULSORY
27th & 28th August 2012	Summer bank holiday – University closed
~~14th~~ 17th September 2012	Dissertation deadline – COMPULSORY

*Please see page 91 for update on dissertation deadline.

For more information about key dates in the University calendar please visit:
www.bristol.ac.uk/university/dates/

School Information

Useful Websites

The School web pages provide information regarding staff, the MSc programmes and units. The School website has many pieces of information which may help you, from past exam papers to unit descriptions.

- The School website: www.bristol.ac.uk/efm

- The postgraduate section of the School website: www.bristol.ac.uk/efm/current-postgraduates/

- Blackboard – the University's virtual learning environment: www.ole.bris.ac.uk/

- The Graduate Studies Noticeboard on Blackboard – a source of important information and announcements about your MSc programme: www.ole.bris.ac.uk/

- Details of all MSc programmes, with links to the relevant unit descriptions: www.bristol.ac.uk/efm/postgraduate-programmes/msc-degrees/

School Information

Academic Departments

The School is made up of three departments – Accounting & Finance, Economics and Management.

Department of Accounting and Finance

Ranked in the top four UK departments in its field in the 2008 Research Assessment Exercise and with a grade of 23 out of 24 awarded by the Quality Assurance Agency for the quality of education, Bristol University has one of the leading departments of Accounting and Finance in the UK.

Department of Economics

Bristol University's long-established Economics Department undertakes teaching and research in theoretical and applied economics and econometrics. Within the department, the Centre for Market and Public Organisation (CMPO) researches the intersection between the public and private sectors of the economy. The Department was rated joint 6th in its field in the 2008 Research Assessment Exercise.

Department of Management

The Department of Management is building its reputation around a group of academics with a collaborative style and a variety of interests. They undertake interdisciplinary management research, drawing on a range of theories. The RAE2008 results show that the recently established Department of Management produces high quality research. 75% of its research is rated as of international quality, with all research-active staff submitted. It recorded the best result in the group of smaller business schools.

The School website (www.bristol.ac.uk/efm) gives full details of all academic staff, including their contact details, teaching and research interests. It also gives details of administrative staff with their contact details and responsibilities.

Student Support

Useful Contact Details

Graduate Studies Office A dedicated office for MSc students open from 10.00am to 12.30pm and 1.30pm to 3.30pm most week days. Room 1C6 in 12 Priory Road. (Please see the map on the back cover, key reference 68).	Email: efim-pgsupport@bristol.ac.uk Tel: (0117) 33 10505 Website: www.bristol.ac.uk/efm Blackboard: Graduate Studies Noticeboard
IT Helpdesk The first point of contact for IT enquiries. Computer Centre first floor. (Map key reference 41).	Email: service-desk@bristol.ac.uk Tel: (0117) 92 87870 Website: www.bristol.ac.uk/it-services/
Faculty of Social Sciences and Law Senate House, Tyndall Avenue. (Map key reference 43).	Email: fssl-pgadmin@bristol.ac.uk Tel: (0117) 92 89952 Website: www.bristol.ac.uk/fssl/
Arts and Social Science Library Tyndall Avenue. (Map key reference 40).	Email: library-enquiries@bristol.ac.uk Tel: (0117) 92 88000 Fax: (0117) 92 55334 Website: www.bristol.ac.uk/library
International Advice & Support Office Students Union, Queens Road For advice and support on areas such as arriving in the UK, visa information and social events. (Map key reference 80).	Email: os-as@bristol.ac.uk Tel: (0117) 95 45849 Fax: (0117) 95 45770 Website: www.bristol.ac.uk/international/studentsupport/
Accommodation Office The Hawthorns, Woodland Road (Map key reference 44).	Email: accom-office@bristol.ac.uk Tel: (0117) 95 46640 Website: www.bristol.ac.uk/accommodation/

Student Support

Your Checklist

Below is a handy checklist to help you to remember all of the things you need to do in the days after Registration and throughout your MSc programme:

☐ Read this handbook carefully and make sure you understand the School and University rules, regulations and procedures.

☐ Check your University email daily for important messages.

☐ Log on to Blackboard daily to check for important announcements about your programme and view the Graduate Studies Noticeboard on Blackboard for important information and guidance.

☐ Check your timetable on Student Info every day.

☐ Update your contact details and term time address on My Bristol.

☐ Meet with your Personal Tutor once a term to discuss any matters – academic or personal.

☐ Do not listen to rumours! If in doubt, read your handbook or ask your personal tutor or the Graduate Studies Office.

☐ Read and understand what plagiarism is and how to avoid it (see pages 44-45 and 66-69).

☐ Do not divulge security codes – including your username and passwords – to other people. **This is a disciplinary offence.**

☐ Carry your student ID card with you at all times when on the University campus.

Communicating with Students

Communication of vital information is by email. Please ensure you check your University email account daily.

All information regarding your programme of study and all other important information from your tutors, Unit Directors, the Graduate Studies Manager and the Graduate Studies Office will be put on Blackboard or will be emailed to your **University email address** – not your personal email address. It is essential that you check Blackboard and your University email every day for important messages and announcements.

Please do the following things on a regular basis to make sure that you have all of the information you need:

- Contact your personal tutor in the first instance if you have any questions or concerns, either academic or personal or email the Graduate Studies Office at: efim-pgsupport@bristol.ac.uk.
- Check Blackboard announcements and the Graduate Studies Noticeboard daily.
- Check your University email and look out for emails from Blackboard every day.
- Look out for key emails at important points throughout the year for coursework deadline dates, information about exams and information about your dissertation.
- Check Student Info every day and ensure that your details are up-to-date.
- Look out for important emails from the Faculty Office, the Exams Office, the Accommodation Office, the Library and the International Office.
- Regularly check the noticeboards in C and D Blocks of the Social Sciences Complex.

Important Information

MSc Student Area

MSc students have 24-hour access to social facilities and computing in the basement of C Block, ~~where there is the facility to print up to a **maximum** of 200 pages a day free of charge~~*. This is a unique service that our school chooses to offer but please be aware that any students printing more than this number of pages will have their free printing privileges taken away from them for a two-week period. *Please see page 91 for update on free printing limits.

Letters of Attendance

Many students require letters to verify that they are students in the UK and these can be obtained from the Faculty Office in Senate House. Please give the Faculty Officers appropriate notice as demand for letters can be high.

Change of Information

Please ensure you inform both the School and the Faculty of any change to your personal details e.g. address, mobile phone number, etc.

- You must inform the School via the Graduate Studies Office during office hours.
- You must inform the Faculty via the web link at: www.bris.ac.uk/studentinfo/ or update your details on MyBristol (portal.bris.ac.uk/mybristol/)

Absence from Lectures or Tutorials

If you are absent from lectures or tutorials please let the Graduate Studies Office know. If you are absent through illness you will be required to provide a medical note from your doctor. Please submit all medical notes to the Graduate Studies Office. Please also note that the new visa requirements are linked to attendance, please see pages 38-39 for further information.

Student Support

Got a Personal Problem?

Students who require help can get it from a variety of sources. You should talk to your personal tutor or, if you prefer, you should talk to the Graduate Studies Manager. Either will be happy to discuss any problems you may be having. This can be personal problems as well as problems regarding your studies. All discussions are private and confidential.

You can also get valuable information from the University Student Help web page at: www.bristol.ac.uk/studenthelp/

Disability

If you have a disability which will cause you difficulties whilst at Bristol you should report it to your personal tutor in the first instance. They will be happy to arrange any necessary help.

The Disability Representative for the School is Gervas Huxley (Gervas.Huxley@bris.ac.uk). He acts as a channel to information about disability matters.

Further information can also be obtained from: www.bristol.ac.uk/accessunit/

Sources of Financial Support

Any students experiencing financial difficulties should contact the Student Funding Office for advice. Further information and contact details are available from their website at: www.bristol.ac.uk/studentfunding/

Sources of additional help can be found in the table in Appendix 4 on pages 83-84.

Student Support

Frequently Asked Questions

Start of MSc Programme

Q. Will my lessons start straight after Registration? When will I get my timetable?

A. You will receive your timetable for the first week on Registration day, further information about your timetable for the Autumn term will be provided on 10/10/2011.

Q. When will I get my student card?

A. You will receive your student card on Registration day. For replacement student cards you can visit Card Services who are located at the Arts and Social Sciences Library, Tyndall Avenue. Please be aware that there is a charge of £5 for replacement student cards.

Q. When should I pay my tuition fees and can I do this online?

A. Tuition fees are due on the first day of your programme of study, and payment must be received within 28 days of the due date. Payment for tuition fees can be arranged using the online payments facility (www.bristol.ac.uk/online-payments/). Please contact the Income Office for further information about paying your fees.

Q. When will I find out who my personal tutor is and where can I find them?

A. You will find out who your personal tutor is during the first week following Registration and this information will be posted on Blackboard. A list of all academic and teaching staff within the School, including their contact details, can be found at www.bristol.ac.uk/efm/academic-staff/

During your MSc Programme

Q. How do I keep my personal details up to date?

A. You can update your home and term-time address and other personal details on either Student Info (www.bristol.ac.uk/studentinfo/) or MyBristol (portal.bris.ac.uk/mybristol/). You can also view the units you are registered for as well as your results (when available) and your exam timetable. When prompted, logon with your university username and password.

Frequently Asked Questions

During your MSc Programme continued

Q. What do I do if I have problems with logging on to my University email?

A. For all access problems including forgotten passwords please contact the IT Help Desk at the Computer Centre (see page 10 for details).

Q. How do I become a postgraduate representative?

A. Details of how to become a postgraduate representative will be provided on Registration day; as a postgraduate representative you will be able to attend official school meetings and will automatically become a member of the staff-student focus group.

Q. Where can I get a status letter confirming I am a student, eg, for a bank account?

A. Various people may request confirmation of your student status (eg, Bristol City Council, an external funding body, your bank). These letters are produced by your Faculty Office (see page 10 for details).

Q. Who should I contact if I have a visa or immigration enquiry?

A. The International Office (see page 10 for details) can help you with any visa or immigration enquiries. Please note that the Graduate Studies Office are unable to assist with visa enquiries.

Q. Where can I go if I am having difficulties or problems?

A. Your personal tutor is the first person to go to if you would like to discuss any matters – academic or personal – and the Graduate Studies Office can also help with any problems you may be experiencing.

For more FAQs visit the Graduate Studies Noticeboard on Blackboard.

In addition, further answers to frequently asked questions on any aspect of student life can be found on the Students' Union Student Help site at: www.bristol.ac.uk/studenthelp/

Personal Tutors

When you arrive at Bristol, you will be allocated a personal tutor in the first week. This will be a member of the academic staff in the School. This information will be posted on the Graduate Studies Noticeboard on Blackboard. Your personal tutor will be available to discuss any matters with you – academic or personal. You are required to go and see your tutor at least once a term. **All students must contact their personal tutor by the end of the second week of the first term.**

You should not hesitate to contact your personal tutor if you encounter any problems – no matter how small or insignificant these might seem. We hope that your time in our School will be a happy and productive one, however, students at University can occasionally experience difficulties apart from academic problems: these may involve health, financial or family circumstances. Personal tutors are usually the first people to approach if such problems do arise. However, if you ever feel that you need to speak to someone other than your tutor about a particular issue please feel free to come to the Graduate Studies Office.

If necessary, your personal tutor can put you in touch with other members of staff or with specialist advisors such as the University Accommodation Office, the Student Counselling Service or the Students' Health Service. On rare occasions, illness or other types of problems may have a detrimental effect on your academic work. If this happens, it is very much in your best interests to obtain a medical certificate or a letter from your doctor or counsellor. You should give this to your tutor, or the Graduate Studies Office. You can be assured that confidentiality will always be strictly observed.

If you wish to see your personal tutor it is best to email for an appointment. Academic web pages, information on room locations and office hours can be found using the following web link: www.bristol.ac.uk/efm/academic-staff/
You can view the Regulations on Personal Tutoring on the following webpage: www.bristol.ac.uk/esu/studentlearning/pt/

Academic Staff

Academic staff in the School of Economics, Finance & Management aim to provide ongoing support to students so that they can achieve their full potential. If you have a query or problem related to your academic studies they are there to help you. You may, for example, not fully understand something you have been taught in class. Many staff have set office hours when you do not need an appointment to see them. If a lecturer, tutor or the Programme Director does not have set office hours or you wish to see them at another time, while they would be happy to see you if they are available, it is best to email to make an appointment. Academic web pages, information on room locations and office hours can be found using the following web link: www.bristol.ac.uk/efm/academic-staff/

Blackboard www.ole.bris.ac.uk/

Blackboard is the University of Bristol's centrally supported online learning environment. You will see all of the units that you have registered for on Blackboard as well as your MSc Programme Area (on the right hand side of the screen after you have logged in). If you select a unit you can see announcements from your tutors or other members of staff as well as information on all aspects of your programme including programme notes and exam preparation, amongst other things.

It is very important to log on to Blackboard daily so you do not miss any announcements or information.

Amongst the list of units on Blackboard you will also find the **GRADUATE STUDIES NOTICEBOARD**, which contains a lot of useful and important information. This is where the Graduate Studies Office posts all important announcements and we recommend that MSc students visit it on a regular basis.

IMPORTANT: Health & Safety and Security Issues

Health & Safety

If you hear the fire alarm **you must leave the building immediately by the nearest fire exit** – these exits are clearly signed – and proceed to the assembly point and stay there. As you leave encourage others to do so. If you suspect anyone is left in the building please report this to the fire warden. Do not enter a building while an alarm is sounding, or re-enter an evacuated building until the 'all clear' has been announced by University staff or the attending Emergency Services.

Security

Registered MSc students of the School **must not divulge security codes**.
If you are found to have given any code to friends, family or others the School disciplinary process may mean that this is recorded in your file and this could affect your future references.

The same rules apply to both computing facilities and electronic storage areas.

What to do in an emergency

Initial response to any emergency:

1. Keep calm
2. Warn anyone in immediate danger
3. Evacuate or move to a safe place if in danger, when directed or in response to an emergency alarm
4. Notify the Emergency Services

Emergency only: Police, Fire, Ambulance, Coast Guard: Tel: 999
University Security (24 hours a day): Tel: (0117) 33 11223

IMPORTANT: Health & Safety and Security Issues

Lone Working

Postgraduate students working alone outside of normal University opening hours, such as weekends or after 5pm on week days should carefully read the following:

- Individuals should advise a friend or partner if working alone, giving their contact details and an expected time that they will be leaving the building and confirm once they have left.

- Individuals should avoid confrontation if an intruder enters the building whilst they are alone working. They should leave the building quickly and quietly and then contact University Security (tel: 0117 33 11223). Alternatively, they should lock themselves in the room they are currently occupying and contact University Security immediately.

- Individuals should ensure that they have easy access to the means to call for assistance if required (usually by means of mobile phone). The University Security contact number should be programmed into mobile phones.

- You should be aware of all fire exits from the building and the location of the nearest meeting point should a fire alarm sound. On hearing a fire alarm individuals must evacuate the building and contact University Security once clear of the building.

- Please note: Porters check all communal areas, including toilets, before locking up at night.

SECURITY PHONE NUMBER:	0117 33 11223
SECURITY OFFICE WEBPAGE:	www.bristol.ac.uk/securityservices/
FIRE, AMBULANCE & POLICE PHONE NUMBER:	999 (**EMERGENCY <u>ONLY</u>**)

Resources and Facilities

Computers and Software

MSc students have 24-hour access to social facilities and computing in the MSc Student Area in the basement of C Block. In addition to this, there are a number of computer suites available around the University precinct, some of which are also open on a 24-hour basis. Further information on locations and access can be found at: www.bristol.ac.uk/it-services/locations/

Please note that deliberate misuse or manipulation of computing systems will result in disciplinary action. Please be aware of the University Regulations on this subject at: www.bris.ac.uk/secretary/computerregs.html

Printing and Photocopying

MSc students have 24-hour access to printing facilities in the MSc Student Area; students are able to print up to a **maximum** of 200 pages a day free of charge. *Please see page 91 for update on free printing limits.

In addition, all of the University's branch libraries offer photocopying facilities as does the Computer Centre on Tyndall Avenue. Both printing and photocopying services at these locations start at 5p per page. Further information on locations and charges can be found at: www.bristol.ac.uk/printservices

Source Café

The Source Café in the Social Sciences Complex sells a range of fresh salads, sandwiches, snacks and beverages and is a good place to meet, share ideas and gather one's thoughts. All ingredients used in the Source Café, and at other hospitality sites across the University, have been produced ethically and sustainably whenever possible.

Your Input

Questionnaires

Towards the end of each term all students are required to complete questionnaires in relation to their programme. These questionnaires provide an opportunity for students to share their thoughts about the programme and they provide useful feedback and enable us to monitor and improve teaching. Students are asked to complete these questionnaires in a responsible and constructive way.

Postgraduate Representatives

Postgraduate Representatives are elected early in the Autumn Term. A number of students are chosen to represent the MSc programmes and two are chosen to represent the MPhil and PhD programmes. As a Postgraduate Representative (rep) you will be able to attend official School Meetings and will automatically become a member of the Staff-Student Focus Group. This is an excellent opportunity to gain experience of committee work in higher education – something which may look impressive on your CV!

Staff-Student Focus Group

The Programme Director, with another member of academic staff, will hold a focus-group type meeting once in the Autumn term and once in the Spring term with the Postgraduate Representative and 5-6 students from the programme to raise and discuss issues. Notes are taken and forwarded to the School's Graduate Studies Committee.

Structure, Rules & Regulations

Programme Structure

Compulsory Units

You are required to complete a number of compulsory core units, each worth 15 credit points, these can vary depending on your MSc Programme.

Option Choices

You are also required to complete a number of optional units, each optional unit is worth 15 credit points. You will select your Spring term optional units during November.

Full details on all Compulsory and Optional Units for each Programme are available at: www.bristol.ac.uk/efm/postgraduate-programmes/msc-degrees/ These details include information on recommended books and articles.

IMPORTANT: Students must fully research their option choices because, after choices have been made, any changes must be approved by the Programme Director and will only be permitted under special circumstances. **It is not usually possible to change either to or from a unit once the unit has started.**

- You will be requested to make your spring term option choices in November and should therefore start researching your choices early in the Autumn term.
- If you have any problems or concerns regarding a chosen option you should report it to your personal tutor as soon as possible and certainly by the end of the first teaching week.
- For further details on the structure and objectives of the Compulsory and Optional Units see: www.bristol.ac.uk/efm/postgraduate-programmes/units/full-time/
- Students are only permitted to take a total of eight units and can only take assessments/examinations for the units for which they have registered.

Dissertation

- The dissertation accounts for 60 credit points and must be passed for students to be awarded an MSc.
- The dissertation project may be based on desk or empirical research.
- Project advice and information are provided in the Research Methods Week workshops in the summer term and throughout the year.
- Following the submission of a project proposal, participants develop their proposals and meet with their academic supervisors. Between April and September, students dedicate their time to the project.
- The dissertation, which should be between 10,000-15,000 words, must be handed in by ~~14th*~~ 17th **September 2012**. This is a rigid deadline – extensions can only be given for substantial reasons such as illness. Students wishing to extend the deadline must receive written permission from the Graduate Studies Manager and, extensions beyond 30 days, from the Faculty Graduate Dean.
- Work which has been submitted as part of another degree or diploma cannot be submitted as a dissertation at this University, though such work can be included in a dissertation if it is clearly referenced as such. Each copy of a dissertation must be accompanied by a signed statement saying that the work submitted is the candidate's own, known as the Author's Declaration.
- Read your Dissertation Guidebook and attend the Research Methods Week for more information on writing your dissertation.

Research Methods

The aim of this course is to help students prepare for their dissertations by increasing their awareness of a range of research methods and their appropriate use. On completion of this course the student should:

- be aware of the principles of research design and a range of research methods necessary for the completion of the dissertation – this is also extremely useful in the workplace
- be able to evaluate critically the limitations of specific methods
- be in a position to develop ideas for their dissertation

Participation will be assessed on a pass-fail basis (pass for those who attend and take part in the work), and the result recorded.

Assessment

Formal assessment varies by unit and may be by examination and/or assessed coursework.

- Examinations are held in January just before the start of the Spring term and at the end of May/beginning of June.
- Resit examinations are held in the first two weeks of September. The dissertation hand-in date is the 14th* 17th of September 2012.
- Assignments, presentations and the Dissertation are assessed both formatively and summatively. The aim of formative assessment is to support and improve your academic skills. This is done by providing feedback on your work and how it could be improved. The aim of summative assessment is to provide a mark for the work which will build towards your achievement of the Masters degree. Examinations are only assessed summatively.
- For some units, students are required to complete pieces of work that do not count toward the final unit mark. Some of this work may be marked and handed back with comments. These marks do not contribute to final assessment but they are recorded and held on file. Student files are referred to when references are written and, in exceptional circumstances, when a view has to be taken as to a student's commitment to the programme.
- For more information about the submission and marking of summative / assessed coursework please see the information in the following pages of this handbook.

For further information and guidance on assessment methods please see the University Regulations and Code of Practice for Taught Postgraduate Programmes at: www.bristol.ac.uk/esu/pg/copregpgt.html along with the University's Assessment Guidelines at: www.bristol.ac.uk/esu/assessment/codeonline.html

For information on Examination Regulations please see: www.bristol.ac.uk/secretary/studentrulesregs/examregs.html

Please also refer to the Faculty Handbook which can be found at: www.bristol.ac.uk/fssl/current-students/fssl-postgraduates/fsslpgthandbook1011.pdf

Submission of Assessed Work

Summative, or Assessed, coursework – this is when the mark will count towards the overall mark for that unit – requires **anonymous marking**. When submitting Assessed coursework please follow the instructions below:

- Assessed coursework should be submitted by posting it in the appropriate **drop box(es)** in the MSc Common Room in the basement of C Block by the deadline on the submission date. Make sure you submit the correct number of copies of your coursework – some units require 2 copies to be submitted.
- Do not state your name or student number on any of the pages of the work you are submitting.
- Please use the **candidate number** that you have been allocated by the Examinations Office to identify who has undertaken the work – please note this is not your student number.
- You must complete all sections of the Form for the Submission of Assessed Coursework and attach it to the front of your work. This form can be found in the document holder outside the Graduate Studies Office. This form will be detached from the work during the administration process before it gets sent off for (anonymous) marking.
- Make sure you keep a copy of all work you submit. All submitted work must be word-processed.
- Where electronic submission is required, submit an electronic copy of your assignment to the **JISC / Turnitin** plagiarism detection service, by the deadline. You must submit both electronic and paper copies of the assignment in order to be recorded as submitted. If either are late or not submitted, you will be penalised as per the sanctions outlined in the section on Late Work on page 40. Please see Appendix 1 on page 78 for instructions on how to submit via JISC / Turnitin.

Students are issued with a **candidate number** at the beginning of the academic year. Please keep a note of your candidate number, as you will need to write it on all your assessed coursework and examination scripts. You can look up your candidate number on the Student Info web pages: www.bristol.ac.uk/studentinfo

Marking of Assessed Work: Coursework

The guidelines on the following pages give an indication of the criteria used for coursework assignments and indicate the graduations between distinction, merit, pass and fail.

Work is assessed for the knowledge and understanding displayed, the level of critical discussion, the quality of argument used in developing conclusions, the use of sources, the way that the assignment is structured and for style and presentation. These criteria form the basis for feedback provided by tutors and it is recommended that you take the time to study the guidelines on the following pages closely.

Distinction   70% and over

Knowledge and understanding
: The assessment demonstrates that an excellent knowledge of the topic has been gained from careful literature research and wide ranging reading that goes beyond essential recommendations.

Analysis and approach
: Coverage and selection of the content is excellent. There is a clear analysis of the question or topic. A clear and creative ability to describe, analyse, and synthesise ideas is demonstrated. There is evidence of critical appreciation of relevant theory and research. Arguments are sound and substantial, with elements of originality.

Organisation and structure
: The assignment is internally consistent, coherent, concise and well structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The conclusion draws insights which are logically developed from the analysis.

Use of sources
: The selection, interpretation, comparison, evaluation and integration of material from sources is extremely effective and demonstrates personal research, and with full critical awareness of their status and relevance.

Style and presentation
: The writing has a consistent and clear style that is highly appropriate. There is evidence of careful editing and proof-reading. The layout of the assignment conforms to expectations and the length is consistent with requirements. Referencing is accurate, consistent and appropriate, and conforms exactly to recommended conventions.

Merit   60-69%

Knowledge and understanding	A sound understanding of the concepts is demonstrated, and there is evidence of extensive knowledge of the topic. Issues are identified and discussed. There is clear indication of independent literature research.
Analysis and approach	The topic is addressed comprehensively, and a convincing and coherent argument is maintained. There is a very good coverage of content and evidence of good critical evaluation of relevant theory and research. Arguments are sound and substantial.
Organisation and structure	The structure of the assignment is sound. The introduction is well focused and highlights relevant literature, a central argument and overall organisation. The conclusion summarises the issues and implications.
Use of sources	Overall, there is a very good selection and use of sources, which are well integrated, interpreted and evaluated, demonstrating some critical awareness of their status and relevance.
Style and presentation	The assignment is concise and easy to read, and conforms well to style conventions. It has been well edited and proof-read. The layout of the assignment conforms very well to expectations and the length is consistent with requirements. Referencing is accurate, consistent and appropriate, and conforms well to the recommended conventions.

Pass   50-59%

Knowledge and understanding	A basic level of understanding of the concepts and issues has been demonstrated, but with some gaps or misapprehensions. Key issues have been identified and discussed, but without any significant insights being developed.
Analysis and approach	An appropriate response to the assignment task, and all aspects of the question or topic have been addressed. A reasonable level of content has been covered and the ability to analyse concepts and think critically is evident although not fully developed. Argument is let down by occasional confusion or flaws.
Organisation and structure	Effectively structured, although more careful editing would perhaps have improved the overall conciseness of the work. The introduction could more clearly state the rationale, theoretical basis or outline of the overall structure of the assignment. The conclusion provides a summary of the discussion, although there may be limitations in the significance of outcomes.
Use of sources	The scope of sources is generally relevant although limited. There is a low level of critical evaluation, or some significant sources are missing.
Style and presentation	The style of writing is appropriate although it might present some comprehension difficulties. The assignment is not as concisely written as it might have been, although layout conforms to expectations and the length meets requirements. Referencing generally conforms to conventions, although there may be some inaccuracy and inconsistency.

Fail   Below 50%

Knowledge and understanding

An inadequate level of understanding of the concepts and issues is evident. The selection of ideas is not appropriate, and the discussion remains at a basic level as a result. Few essential issues are identified and analysed, and there is evidence of substantial misunderstanding. There may also be evidence of inappropriate or irrelevant selection of content.

Analysis and approach

The assignment does not meet expectations of appropriateness as a response to the task set. It needs to address the topic more explicitly and analytically. There is little evidence of a critical perspective in relation to the ideas focused upon, and the whole remains largely descriptive. No discernable arguments are presented, or they are flawed or confused.

Organisation and structure

There is little effective organisation of ideas in the assignment. There is no introduction, or it has not been related sufficiently well to the topic or question.   The lack of analysis in the assignment results in a lack of insight in relation to outcome. The conclusion lacks focus and insight.

Use of sources

There is an inadequate and uncritical use of essential literature sources, and some sources may not be relevant to the topic. Sources may also have been casually paraphrased or plagiarised.

Style and presentation

A lack of clarity in written expression presents considerable comprehension difficulties. The style of the assignment does not meet expectations, and may not meet length requirements. Referencing does not conform to expected conventions and lacks sufficient consistency.

Marking of Assessed Work:

Exam Marking Criteria

Examinations are marked out of 100, and the marks awarded correspond to a class in the Faculty's MSc degree classification (ie, a distinction, a merit, a pass, a fail).

A distinction is awarded when a mark of 70% or over is achieved. To obtain a distinction you should demonstrate the following skills or abilities where appropriate to the question:

- An authoritative knowledge and understanding of the topic gained from wide-ranging reading that goes beyond essential recommendations or material covered in lectures.
- A high level of technical competence with very few mistakes of any kind.
- An ability to manipulate material intelligently and to direct it to the question set.
- A well-developed ability to engage critically with that material.
- An ability to construct arguments that are sound and substantial with elements of originality.

A merit is awarded when a mark is in the range 60-69%. To obtain a merit you should demonstrate the following skills or abilities where appropriate to the question:

- A good knowledge and understanding of the topic with clear indication of some reading beyond essential recommendations or material covered in lectures. A 'good' knowledge implies largely an absence of outright mistakes with clear evidence that you have understood the material and are not merely repeating it.
- A good general level of technical competence perhaps with some shortcomings.
- An ability to use relevant material which is directed to the question.
- A good ability to evaluate critically relevant theory and research.
- An ability to construct sound and substantial arguments.

A pass is awarded when a mark is in the range 50-59%. To obtain a pass you should demonstrate the following skills or abilities where appropriate to the question:

- A reasonable knowledge and understanding of the topic, although more basic than at merit level, and at least of essential reading and material covered in lectures.
- Some technical competence but with shortcomings in significant areas of the subject.
- An ability to use relevant material which is directed to the question.
- Some evidence of the ability to engage critically with content, although not fully developed.
- Some ability to construct an argument although this may be let down by occasional confusion or flaws.

A fail is in the range 0-49%. A fail mark indicates:

- An inadequate level of knowledge and understanding of the basic concepts addressed by the question.
- Limited technical competence with major shortcomings in significant areas of the subject.
- Inappropriate or irrelevant selection of content.
- Little evidence of a critical perspective or of analysis so that the whole remains largely descriptive.
- No discernable arguments presented, or they are flawed or confused.

Award of the MSc, Diploma or Certificate

- Each unit has a number of credit points associated with it. Typically, taught MSc units carry 15 credit points. The dissertation is worth 60 credit points.
- Credit points are awarded when a unit is passed. 180 credits are required for the award of the MSc, 120 credits for the award of a diploma and 60 credits for the award of a certificate.
- Passing a unit will involve gaining an overall mark of 50% from the examination and/or assessed coursework. The award levels for the MSc are as follows:

  - **MSc Pass level**
    At least 50 marks awarded in all taught units and the dissertation.
  - **MSc Merit level**
    All units and dissertation passed PLUS marks of 60 in at least 4 of the taught units PLUS a mark of minimum 60 in the dissertation PLUS an overall average in the taught component of not less than 60.
  - **MSc Distinction level**
    All units and dissertation passed PLUS marks of 70 in at least 4 of the taught units PLUS a mark of minimum 70 in the dissertation PLUS an overall average in the taught component of not less than 65.

- Progression to the dissertation stage is based on the satisfactory completion of the taught component. A student who fails, at the first or second attempt, to achieve the pass mark of 50 in a maximum of 2 units may be permitted to progress to the dissertation stage so long as he or she:

  1. has achieved unit marks in the range 45-49 for both units, and

  2. has an overall average mark of a minimum of 50 over all the taught units, including those which have been failed.

Students who are permitted to progress as described above will be awarded and carry forward the *actual unit mark* they achieved at their best attempt (**not** the unit pass mark) and will only receive the credit for these unit/s upon final completion of the programme for which they are registered (i.e. at graduation).

Award of the Postgraduate Diploma

Awarded to a student who accumulates 120 credit points.

In the School of Economics, Finance and Management, for the award of a diploma, up to two 15 credit units may be condoned in exceptional cases so long as the overall average mark is 50 or more. All decisions are at the discretion of the School and Faculty examination boards.

Award of the Postgraduate Certificate

Awarded to a student who accumulates 60 credit points.

Resits and Resubmissions

If the student passes the unit after a resit/resubmission the overall unit mark will be capped at 50. Students are permitted to resit a total of 4 units. If a student fails more than 4 units, he or she will be required to withdraw from the programme unless there are validated extenuating circumstances (see pages 41-42).

All resit examinations will be held in the UK at the University of Bristol.

Consideration of all resits and resubmissions is at the discretion of the School Examination Board.

Units assessed solely by coursework

If the coursework mark is at fail level (below 50) the student is permitted one resubmission attempt. Students will be notified of the resubmission hand-in date when collecting failed coursework from the Graduate Studies Office. This date will normally be within 4-6 weeks of the notification of the mark. Resubmission marks are capped at a maximum of 50%.

Units assessed solely by examination

If the examination mark is at fail level (below 50) the student is permitted one resit attempt.

Resit examinations are held in the first two weeks of September. Resit examination marks are capped at a maximum of 50%.

Units assessed by both examination and coursework

If the final overall weighted average of a unit is at fail level (below 50) the student is permitted one resit/resubmission of the failed section(s). Students may re-attempt any failed component <u>once</u> only.

- If the examination component is failed a single resit attempt is permitted.
- If the coursework component is failed a single resubmission attempt is permitted.
- If <u>both</u> examination and coursework are failed a resit of the examination <u>and</u> resubmission of the coursework will be permitted.

Resubmission of Dissertations

The dissertation can normally only be resubmitted where a student has achieved a mark of at least 45 in the original submission and where, in addition, the examiners suggest that it is suitable for reassessment. Resubmission of the dissertation where the student has achieved a mark less than 45 will only be permitted where the fail is due to certified illness or other sufficient cause. Decisions on dissertation resubmission can only be made by the Board of Examiners and will be subject to Faculty Examination Board approval.

Resubmission of dissertations is within three months of the relevant School Examination Board. Resubmitted dissertation marks are capped at a maximum of 50%.

Transcripts

Transcripts can only be requested from the Faculty of Social Sciences and Law. They are not available until after you have graduated in February 2013. Each student is entitled to one free copy of the transcript (to be sent to the student's home address two months post graduation). Subsequent copies will be charged.

To apply for an academic transcript, you can use the online request form (www.bris.ac.uk/fssl/at-request/). Alternatively you can visit the Faculty Office to complete an application in person, or send an email to: transcripts-fssl@bris.ac.uk

Provisional mark sheets are available to students after the June, September and December exam boards. Examination marks are also available to view online at these times via Student Info (www.bristol.ac.uk/studentinfo/).

Rules & Regulations

The University's Rules and Regulations for Students can be found at:

www.bristol.ac.uk/secretary/studentrulesregs/

All students should be aware of the information contained in these Rules and Regulations. Particular attention is drawn to the Student Complaints Procedure, the Student Disciplinary Procedure and the Examination Regulations.

Progress and Progress Monitoring

The University expects taught postgraduate students to make good progress in their studies and to complete assessment requirements within the normal study period for their award.

All students are monitored in terms of attendance and performance on the programme. You are expected to:

- attend formal teaching and learning events (lectures, seminars, tutorials, etc.), associated with your Programme of study, subject to absence for medical or other agreed reasons;
- complete and submit by the required deadlines any work to be assessed as part of your Programme of study, including any assignments, presentations or project work related to individual units (unless extenuating circumstances for which you have provided evidence are agreed by the relevant tutor(s));
- not hinder the studies of others and pursue your studies diligently, contributing effectively to the Programme on which you are registered.

Those students who fail to maintain good attendance and achieve the academic attainment required will be referred by the school to the Faculty. Reference may be made to the unsatisfactory progress procedure, details of which are contained in Section 6.2 of the Code of Practice and Regulations for Taught Postgraduates. On the basis of the information received, the Faculty may decide to issue a warning to the student and/or to make changes to their student status (e.g. deem them withdrawn or suspended).

In addition, international students in receipt of a student visa under Tier 4 of the UK points-based immigration scheme who fail to attend, submit coursework and/or maintain a required academic level may, after one warning, be reported to the UK Border Agency (UKBA) as being in violation of the terms of their visa. It should be noted that this is a requirement placed upon the University as a sponsor of international students.

All students in receipt of a Tier 4 visa who change their mode of attendance from full-time may be reported to the UKBA and may be expected to leave the UK.

In order to fulfil its obligations in this regard, Schools will be required to take into account expected contact points between students and their programme of study, and report on these twice per term through an online monitoring application. Expected contacts will include, but are not limited to the following:

- attendance at lectures, tutorials or seminars
- attendance at tests, examinations or assessment board
- submission of assessed or non-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.

Procedures

Extension to Study Time

Most requests for extensions to study time relate to completion of the dissertation. Extensions are not usually granted unless students have very good reasons, otherwise known as extenuating circumstances. If you wish to apply for an extension to your dissertation you should complete a Request for Extension to Dissertation Submission form (available from the Graduate Studies Office) and submit it, along with any supporting evidence, to the Graduate Studies Office. Please note that all requests must be made on the appropriate form and personal tutors or dissertation supervisors do not have the authority to grant extensions.

Extensions to Deadlines for Assessed Work

Requests for extensions to hand in dates for assessed work should made by completing the Extension Request with Extenuating Circumstances form and submitting this to the Graduate Studies Office. Please refer to the section on Extension Request with Extenuating Circumstances on page 42 for further guidance.

Late Work

Students handing in assessed work that contributes to their final unit marks after the deadline will be given a chance to explain why the work is late. If there are extenuating circumstances you should complete the MSc Extenuating Circumstances form, which is available from the Graduate Studies Office, and submit the form with all supporting documentation to the Graduate Studies Office. If there are no extenuating circumstances, late work will be accepted but there will be a penalty.

Penalties for Late Work

A reduction of 5% for the first day and an additional 1% for every additional day work is late. After a total of 10 days the work will be failed. Weekends are included. The same penalties apply to electronic and paper submissions.

Suspension of Studies

If you need to suspend your studies for any reason you should make an appointment with the Graduate Studies Manager, Jane Pitfield. Jane will consult with your personal tutor and any other appropriate academic(s) before advising whether suspension of studies is possible.

Extenuating Circumstances

Serious problems, including personal problems, that could prevent you from working to the best of your ability, are known as extenuating circumstances. Extenuating circumstances are not usually granted unless students have very good reasons. If you wish to apply for extenuating circumstances you should complete the MSc Extenuating Circumstances Form (available from GSO) and submit it, along with any supporting evidence, to the Graduate Studies Office. Please read the following carefully before completing the form.

If you have experienced problems that could have affected your performance in an examination, you must submit an extenuating circumstances form **before** the meeting of the examination board that will confirm your marks. The examination board will take any such circumstances into account when deciding on your marks. An email reminder will be sent to all students at the time of the examinations giving the deadline for submitting extenuating circumstances.

Extenuating circumstances cannot be claimed retrospectively after the School examination board has made its decisions. **In no circumstances will claims for extenuating circumstances be considered after a student has seen their grades.**

Extenuating circumstances are NOT normally considered for the following reasons:

- Booking travel tickets without checking dates;
- Mechanical failure (computer crash, corrupt disk etc.);
- Personal circumstances that might be encountered in normal everyday life (e.g. break-up with girl/boy friend, need to change accommodation etc.);

- Taking full-time employment when still a registered student;
- Transportation failure (cancelled plane, late bus, car breakdown etc.).

Extenuating circumstances would be considered if (and only if) there is supporting **documentary evidence** of, for example, illness or disability that clearly affected a student's ability to perform in a specific examination or diet of examinations.

Extenuating circumstances are usually raised in relation to examinations but it is possible that you experience problems that could affect assessed coursework. If you have problems while working to an assignment deadline you should complete the Extension Request with Extenuating Circumstances form and submit this to the Graduate Studies Office. If you can show that your performance will be adversely affected, in recognition of your extenuating circumstances, an extension to the assignment deadline will normally be granted. Please see the section below for further guidance.

Extension Requests with Extenuating Circumstances

If a student has extenuating circumstances for an assessed coursework element, they must request an extension by completing an Extension Request with Extenuating Circumstances form and submitting it before the set deadline of the coursework. **All requests must include supporting evidence.** Extension requests can be made for first or second attempts at assignments. Normally, granting an extension to a deadline will be considered sufficient allowance for the circumstance. However, if a student considers that the extension did not make sufficient allowance, they must then complete and submit an MSc Extenuating Circumstances form giving full details of the circumstances AND why the extension did not adequately allow for them. The form must be submitted before the provisional coursework mark is returned.

Study & Paid Work

The credit points assigned to each unit are based on the approximate number of hours a typical student is expected to spend studying to achieve the learning outcomes for that unit. Amongst Higher Education Institutions in England there is broad agreement that one credit represents 10 notional hours of learning. This concept includes formal learning contact with academic staff as well as self-directed learning such as preparation for teaching sessions and/or formative assessment as well as reading and study. A 15 credit point unit will therefore normally require 150 hours of student input.

In practice, there is an expectation that the weekly workload for full-time students on taught programmes should amount to approximately 40 hours per week. The proportion of time devoted to formal teaching and to private study will vary from unit to unit. As independent learners, students need to familiarise themselves with the level of work that is expected in each unit and to manage their work/life balance effectively. Attending University courses on time management and other personal effectiveness and skills courses may be of benefit.

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. It therefore advises that, for full-time students, up to 15 hours a week paid work would be reasonable over the course of the academic year.

For detailed information for international students on working whilst studying at the University of Bristol please visit the International Office or view the following website: www.bristol.ac.uk/international/studentsupport/immigration/working.html

Plagiarism & Cheating

The School, the Faculty and the University treat cases of cheating or plagiarism extremely seriously. School and Faculty Committees deal with cases of plagiarised work and cheating in examinations and these committees can recommend a range of penalties to the examination board in cases that are proved.

Any student found to have plagiarised a piece of coursework or found to have cheated in an examination cannot gain an overall grade of more than 50%.

Note the University's regulations on 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/

You are required to submit an electronic copy of all assessed coursework, including your dissertation, to Turnitin, a plagiarism detection service. Further information on how to do this is given in Appendix 1. The Service checks papers against all current and archived Internet sources and all other papers previously submitted to the Service. If you copy anything from the Internet, a text book or another student, **you will be found out.** In addition, the School reserves the right to undertake an oral examination to confirm that the candidate's work is their own. For further definitions of plagiarism and how to avoid plagiarising see pages 66-69.

Cheating in examinations is always treated as a very serious offence. Cheating is:

- Having unauthorised items, eg, mobile phones, or texts at your desk in the examination room during the examination;
- Making use of unauthorised items or texts during the examination;
- Copying from the script of another candidate during the examination;
- Dishonestly receiving help from another person during the examination;

- Dishonestly giving help to another person during the examination;
- Acting dishonestly in any way, whether before, during or after the examination, so as to obtain an unfair advantage in the examination;
- Acting dishonestly in any way, whether before, during or after the examination, so as to assist another candidate to obtain an unfair advantage in the examination.

Cases of plagiarism and cheating in examinations are referred in the first instance to the Graduate Dean. You should be aware that if you are found to be guilty of plagiarism or cheating it could mean that you will not be awarded an MSc.

It is essential that you familiarise yourself with the section on Essay, Assignments and Reports in this handbook. You will also find detailed guidance on referencing and how to avoid plagiarism.

Appealing a Decision by the Faculty Examination Board

All students are entitled to appeal against a decision of an Examination Board. Initially, the student may wish to discuss the appeal with their personal tutor or Head of School before proceeding. If the student wishes to then make a formal appeal the first step is to study the University regulations. The regulations require that any appeal be first submitted to the Dean of the faculty or, if the Dean considers it more appropriate, to the Graduate Dean. The Graduate Dean may wish to interview the student. Appeals need to be submitted in accordance with University regulations and students should note that appeal panels will not attempt to re-examine the student, nor appraise professional academic judgements. The Faculty Office will be able to advise the student on all aspects of the appeals procedure. NOTE: there are strict time limits relating to appeals. Any appeal must be made within 21 days of results being issued.

The University's Assessment Guidelines, Examination Regulations and Guidelines on Modularisation can be found at: www.bristol.ac.uk/esu/assessment/

Students must adhere to all relevant regulations relating to their programme. University Examinations regulations can be found at:
www.bristol.ac.uk/secretary/studentrulesregs/examregs.html and should be read in conjunction with Faculty regulations and School guidance.

Graduation

Graduation at the University of Bristol is one of the high points of the year. It is the opportunity for students, their families, friends and University staff, to celebrate their academic achievements.

Students that achieve an MSc award will be eligible to graduate and will automatically be invited to the graduation ceremony. Students that exit the programme with a Diploma or a Certificate will not be eligible to graduate.

The graduation ceremony is organised by the University's Public and Ceremonial Events Office and you will receive information from them about your graduation ceremony in the lead up to the event. For more information about graduation and your graduation ceremony visit: www.bristol.ac.uk/pace/graduation/

Students that submit their Dissertations by ~~14th~~* 17th of September 2012 will be considered at the School's December Exam Board and, if they pass, those students will graduate in February 2013. For those students with up to a four week extension or who submit by 12th October 2012, the School will make every effort to also get those dissertations to the December Exam Board for graduation in February 2013 but we cannot make any guarantee. Students who submit after 12th October 2012 will most likely attend a later graduation ceremony.

*Please see page 91 for update on dissertation deadline.

Delayed Graduation

Please be aware that re-taking examinations, receiving extensions and resubmitting dissertations and appealing against a decision of the Examination Board may result in the delay of your graduation.

Students who are required to resubmit a dissertation will not normally graduate until February 2014.

Study and Transferable Skills

Essays, Assignments and Reports

An essay must show that you have thought about the question and worked out a coherent argument to answer it. The most important requirement of an essay is to answer the particular question that is posed. Essays should not consist of extensive notes on the subject, merely repeating what you have been told. You must demonstrate that you understand what you are writing. Do not be afraid to be critical of what you have read and express your own views, but do be careful to defend them well.

Why are you required to write essays and assignments?

- Writing is a product of learning. The assignment displays your learning and demonstrates to your tutor that you are becoming competent in the skills of academic research and writing.
- Writing is also a learning tool – have you noticed how you cannot explain something if you do not understand it yourself? Building an argument makes you think through a topic and refine your understanding. Moreover, you will need to read more broadly around topics to add breadth and depth to the information presented in lectures. Just attending lectures will not be sufficient to ensure you have adequately covered a subject area, especially at Masters level!
- You will also learn from the feedback you get from your tutor when the assignment is handed back. This will help you to write a better assignment next time.

Stage 1 – Preparation

This first stage involves gathering and preparing material for the assignment. You need to choose a topic (if you have a choice), make sure you understand the topic, collect information and analyse the topic in order to make an outline plan. Start reading around the topic as widely as you can and as early as possible.

When collecting information, keep these points in mind:

- Define your task – what do you need to find out?

  o Pay particular attention to the key words in the assignment (such as 'analyse', 'discuss', 'evaluate') so that you clearly understand what the assignment requires you to do. A description of common terms is provided below.
  o What do you already know about this topic? What do you need to find out?
  o Write down any key questions relating to this topic that occur to you at this stage.

- Locate your resources – where can you find the information you need?

  o Brainstorm possible sources of information – books, journals, the internet.
  o Write a list of search terms that cover the topic.
  o Consult the library catalogue and online databases for relevant materials.
  o Scan the index and contents lists of books, and abstracts of journal articles.
  o Skim texts for keywords.

Do you have sufficient information for the assignment? Identify any gaps.

- Select and record your information

  o Skim to find relevant information.
  o How relevant is the information? Is it credible and unbiased? Can you understand it?
  o Take notes. You should take notes in your own words and not copy directly unless you intend to use a sentence or paragraph in the final presentation. This will help you to avoid plagiarising another's words or ideas unintentionally (see page 66) but will also help you to develop your understanding of the ideas.
  o Keep an accurate record of the source for your bibliography. Ensure you note the title, author and publishing details of all sources as you take notes. Record page numbers.

Stage 2 – Organisation

You now need to organise your material so that a first draft is possible. You will have to:

- decide how best to use your information
- pause and think about your information and how it relates to the assignment
- review: what does the assignment ask you to do?
- select and order the information
- you will need to evaluate and compare information from different sources: evaluate arguments, make inferences and deductions, combine information from different sources and build your argument

Stage 3 – Writing the text

When you write your assignment, you need to bear your readers in mind. Keep an imaginary reader in mind when you are writing, someone who:

- is intelligent enough to be one of your colleagues
- has a reasonable amount of common sense
- knows very little about your subject

If you follow this simple guideline, you will not fall into the trap of wasting time explaining things that any sensible person knows, but at the same time you will explain things about your subject that need clarification. Imagine that a real person is going to read the essay – not to mark it but to gain an understanding of what you are writing about.

Getting started

Everybody finds making a start the most difficult part of writing an assignment. If this happens to you, you are not alone and the following strategies should help:

- Make a plan – this will help guide your writing, but be flexible about it. In the course of writing up the assignment, you may have a really good idea that did not feature in the plan.
- Even if you feel that your first attempts are unsatisfactory, make a start. You will then at least have something to work on rather than a blank page or empty computer screen.

- You do not need to start with the introduction. You can begin by working through some ideas related to the specific assignment question. You could leave the introduction to the end when you know what direction your paper has taken.

Once you have made a start, it generally becomes easier. First drafts are often too long, but it is easier to edit and make the text sharper and more concise than to add to it. Your aim at first is to get your ideas down on paper and not strive for perfection in terms of correct grammar, spelling or punctuation.

Edit, edit, edit!

This means revising ideas and making sure they flow in a logical and coherent way, checking the grammar and spelling, clarifying words and phrases or rearranging words. You could ask someone else to read it for you to make sure it makes sense. In revising your draft, you can ask yourself the following questions:

- Does the assignment answer the question or deal with the topic that was set?
- Does it cover all the main aspects and does it do so in sufficient depth?
- Is the content accurate and relevant?
- Is the material logically arranged?
- Is each major point well supported by evidence and argument?
- Is it well written? Are any passages clumsy or awkward?
- Are the grammar, punctuation and spelling acceptable?
- Is there a clear distinction between your ideas and those used from other sources?
- Have you acknowledged all sources and references?
- Does the presentation meet the requirements of the programme?
- Is the assignment the correct length? Keep to within 10 per cent of the allocated number of words. The ability to cover a topic within a given word limit is an important skill which forms part of the assessment criteria. If the assignment is too long, you have probably not been concise in the way you have developed your argument (waffled in other words!) and if it is too short, you have not covered the topic in sufficient depth.

The Structure of an Assignment

The Introduction

A good introduction should grab your readers' attention so that they want to read more. It should:

- introduce the subject
- explain why it is important
- provide the main message (your answer to the question in the reader's mind)
- preview the logical reasoning that supports the main message
- define the scope or extent of coverage (if based on primary research)
- outline the methodology (if based on primary research)

We will go into this in some detail as thinking about your introduction will help you to determine the focus for your assignment – even if you do not actually write up the introduction first.

A way of thinking about the structure and content of the Introduction is provided in the diagram below:

Situation	Complication	Question	Main message
• Sets the scene	• Provides the hook'	• Often just implied	• Answers the question
• Grounds the audience	• Triggers the Question	• Remind or plant	• Previews main points
The collapse of Enron triggered a crisis of confidence in corporate America	Analysts assume the collapse was due to the failings of individuals rather than the system	Is that assumption correct?	However, the reason for the collapse was more complex than the unethical behaviour of one or two 'bad apples'. Ethical failure was inevitable due to Enron's organisational culture and the context in which it operated. Specifically …

The Main message previews Point 1, Point 2, Point 3.

The question provides the bridge between the known (that Enron collapsed and triggered a crisis of confidence) and the unknown (the cause or causes of the collapse):

Situation	Complication	Question	Answer
Relevant background info accepted as fact, to set the scene	Something went wrong Something could go wrong Something could change Might expect to find Y Several alternatives possible Need new approach Someone has a different view	What do we do? How can we prevent it? How should we prepare? Do we find Y? Which is best? How will it work? Who is right?	**THIS IS YOUR MAIN MESSAGE**

Body of the text

Here you develop your main message along the lines set out in the introduction. You will be putting together a logical and coherent argument to show that this message is credible so you need to back up the message with a number of support points. These should, in turn, be backed up by evidence from your reading. The argument should follow a logical sequence that leads to a summary or conclusion. You should use headings and subheadings to provide continuity and structure. Bear in mind the criteria for assessment. You need to demonstrate from the content of your assignment that you have gained knowledge and understanding of the topic from your reading. The argument you present should be sound and substantial, and you should show that you have critically analysed both your reading and the question with which you are dealing. Many students find critical analysis difficult so we will go into more detail as it is a central process in all academic work.

Critical analysis involves thinking critically! This means being active; not passively accepting everything you read, but questioning, evaluating, making judgements, finding connections and categorising. It also means being open to new ideas or other points of view.

Asking and answering questions is a central part of critical thinking. First, ask questions relating to the context and overall significance of a text:

- What is the main message presented here?
- What main points are being made to support this message?
- What evidence is being presented to back up these points? What is the quality of this evidence?
- Who is the author and when was this written? However, be careful here. Do not accept something at face value just because the author is a leading figure in his or her particular field. Equally, an article written several years ago may still be relevant and valid today.
- Is this new research or thinking, or was it written in response to previous work?
- Can you determine the author's standpoint and the underlying, and often unspoken, assumptions in the text?

Next, look closely at the argument itself and the evidence presented to support it:

- Look carefully at the conclusion and ask whether it is reasonable to draw this conclusion from the points made in the argument.
- Is every point made relevant? Does one point lead logically to the next?
- Which parts do you agree with and why?
- Which parts do you disagree with and why?
- What are the strengths and weaknesses of this text?
- What assumptions does the author make?
- Do you agree or disagree with those assumptions and why?
- What has been left out and is it significant? Why?

Conclusion

The conclusion should be a concise restatement of the preceding material. It should form a link with the objectives of the assignment set out in the Introduction. It should follow on logically from the arguments and evidence presented in the body of the text and should not introduce any new material. Do not include any material that requires referencing.

Appendices

The aim of an Appendix is to provide supplementary materials that give your readers background information on the assignment topic, but which are not critical to understanding the topic. Appendices should be used sparingly and are not an essential part of every assignment. Only include in an Appendix material related to the text but not suitable for inclusion within it. You should not use material which should appear in the text and you should not use it to extend the word limit of an assignment. It is not usually necessary to reproduce entire reports or articles in an Appendix; if they have been referenced, the reader can access them. You should always explain any materials in the Appendix in the body of the assignment so it is not sufficient merely to say 'see Appendix'.

Bibliography

The bibliography is a list of all the sources (and only those sources) you have referenced in the main body of the assignment. See the sections on Plagiarism and Referencing below for further details.

The Structure of a Report

Some assignments will require you to present your coursework in the form of a report. These have slightly different requirements to those of a continuous, prose essay.

The purpose of a management report is to provide a permanent, coherent and concise record of recommendations to senior management concerning courses of action that could be taken in relation to specific issues and problems. Such recommendations are normally arrived at after systematic analysis that produces data and other evidence to substantiate the arguments made.

Management reports have a particular style that is clear, concise, written in grammatical English and organised in such a way that allows the reader to quickly access and digest the content of the report. Avoid clichés and substitute short, simple words. Write to inform rather than impress. Remember the importance of **editing** keeping in mind both the purpose of the report and the reader. The report should be carefully proof read several times.

A standard approach is to use plenty of headings and sub-headings and devices such as bullet points. Wherever possible, graphs, tables, charts and diagrams should be used to illustrate and clarify arguments. These should be incorporated into the text, each numbered according to the appropriate section and referred to in the text, which should give an interpretation or extract key points or lessons from them.

A good report is persuasive and convinces the reader that the conclusions and recommendations make good sense.

Note that, in a report the Title Page, Executive Summary, Contents, Bibliography and Appendices do not count towards the word allowance.

Title Page

This normally carries the title, sub-title, if any, date, author's name and position and the intended recipient of the report. Don't overcrowd the page – a clear simple layout is always the best.

Executive Summary

This is an important part of a report. Its purpose is to summarise the main points of the report for the busy reader who does not have time to read the full-length document. The following is a list of elements that may be included but you should choose the elements that make sense for your assignment and omit the ones that do not. The amount of space that you give to each element will depend on the purpose and nature of your assignment.

1. purpose and scope of assignment
2. methods
3. results
4. conclusion
5. recommendations

Contents List

List the major sections of chapters, sub-sections if any, and appendices, and give their page numbers. It should be laid out clearly so as to show the relationship between them.

Introduction

This gives the background to the report and shows why it was necessary. It usually states the objective of the report (in formal terms) and who called for it.

Body of the Report

This contains your detailed facts and findings, shows how they were arrived at, and indicates the inferences to be drawn from them.

Conclusions

Here you draw out the main points of your report and present a considered judgement on them.

Recommendations

Finally, set down any recommendations, relating them clearly to what has gone before. In a good report, the reader is carried along by the argument, so that by the time he/she reaches the end, he/she will need no further convincing.

Appendices

Some reports need detailed supporting information, or perhaps information that only some readers need. All this goes in the Appendices.

Bibliography

This lists the materials (books, articles, websites, etc.) cited in the body of the report. Please follow the referencing conventions outlined on page 70.

Some Commonly Used Terms

One of the main reasons for poor marks or even failure is not answering the question set. If the question asks for a description then you only need to state facts. More usually, you will be asked to criticise, analyse or evaluate.

Analyse Separate or break up a whole into its parts to discover their nature, proportion, function or relationship.

Comment Make critical observations, even if they are fairly open-ended.

Criticise Express a judgement regarding the correctness or merit of what is being considered. Discuss strengths and weaknesses and give the results of your analysis.

Discuss Present a point of view. This is likely to need description and interpretation. Your view must be supported by carefully chosen and authoritative evidence.

Evaluate Present a judgement by stressing strengths and advantages and weaknesses and limitations.

Explain Interpret the facts. Do not just describe or summarise events. You should focus on the 'why' or 'how' of an issue with the aim of clarifying reasons, causes and effects.

Interpret Explain the meaning of something and give your own judgement.

Presentation of Assignments

In presenting your assignment please remember to:

- Use an easily readable font such as Times New Roman (size 12) or Ariel (size 11)
- Space the text by 1.5 lines
- Follow the Harvard System of referencing
- Number your pages
- Complete the Assignment Submission Form
- Include the following information on your Title Page:

    The assignment title
    Unit title
    Candidate number
    Word count

Dissertations have particular presentation requirements that are outlined in the Dissertation Guidebook.

Some Assignments Fail

The most common reason for assignments failing is not lack of knowledge or plagiarism (although there are some that are failed for these reasons). If an assignment is unsatisfactory, it is usually because the student did not answer the question asked and did not limit the topic as they were required to. There are some other common traps that you might fall into which could prevent you from producing your best work:

- **Too much time spent on the research stage:** It is not possible to give specific rules about how long you should spend researching and when you should start writing. The processes will overlap to some extent. You will have to judge for yourself when you have read sufficiently to begin writing the assignment. Learning what not to read and sifting information is an important skill that you will develop through practice. You may find that you are collecting a stack of material that realistically you will not have time to read. Sometimes students do this as it feels as though you are doing lots of worthwhile research but really you are putting off having to start writing.

- **Putting off work until the deadline approaches:** The assignment will not have substance, depth or focus unless you allow time to research, think and write. Do it now!

- **Proof-reading instead of getting on with it:** It is another way of putting off making real progress. Time spent correcting grammar, spelling and punctuation when you are still in the process of getting your ideas down in writing is not a good idea because:

  - it can hinder your thought processes and interrupt the flow of your writing
  - it can be a waste of time as you may decide later not to include sections you have spent time proof-reading

- **Lack of structure:** Before you start you should make a plan. A string of disconnected 'points' makes a bad essay or assignment. No doubt you will have a number of points to make, but each must be fitted into the overall structure of your argument. The closing paragraph should summarise the argument and present your conclusion.

- **Sloppiness:** Express yourself in good accurate English, as precisely as you can. If "Slatter's Rule is implied by the Zubek Square Equation" say so, rather than the vaguer: "Slatter's Rule is related to the Zubek Square Equation". Make sure that your arguments are logical. Do not say: "Therefore the PQ curve slopes upwards", unless this really does follow from what you have just said. Avoid inaccurate phrases such as: "Activity-based costing includes JIT and TQM". You may have meant that activity-based costing appeared at about the same time as JIT and TQM but, if you do not say what you mean, your tutor will simply assume that you do not understand the subject. Sloppy, imprecise writing suggests sloppy, imprecise thinking. Aim for a tight analytical style rather than a diffuse literary one.

- **Presentation:** Present your work well. Use the spelling and grammar checking facilities in Microsoft Word. Draw your diagrams neatly. Tutors reserve the right not to mark work that is illegible. Do not pad out your essay with repetitive or irrelevant material, simply to make it longer. Generally shorter, sharper phrasing is better. Stick to the word limit provided.

Exam Guidance

We asked one of our Unit Directors, Matt Bamber, to write this section on exam guidance to help you best prepare for your exams and the following three pages contain Matt's advice on this topic:

First things first, there are no hidden secrets to exam success that will mitigate the necessity for working hard. However there might be one or two things that could help you in both your studying and your preparations for exams. Here is a list of 10 items with the aim of raising your awareness of some of the key issues. You should be aware that there are no generic rules though and other examiners might name 10 items completely different to these 10 so please see these as guidance only and be aware that they do not supersede what individual unit directors tell you.

1. The first and most obvious way to achieve exam success is to **work consistently hard** during your time at University. Do not leave the learning for the revision phase. When the unit demands you do homework, you should do it. You might find that some of it you will struggle to complete. As a unit director I would hope that I am setting questions you find difficult on a weekly basis otherwise what would be the point of discussing the solutions in a tutorial. If you fall behind, you run the risk of never being able to catch up. It is tempting if you find something difficult to ignore its existence... I hope you can see the problems associated with this avoidance strategy.

2. **Start exam preparations early**. Revise as you go along. If you wait until the end of the teaching you will be limited to two or three weeks of revision time.

3. Again, this is just a case of stating the obvious, nevertheless you should make full use of all that is provided to you i.e. the **key revision materials are the lecture notes, homework material and past exam papers**. Past exam papers are particularly useful because they will allow you to test yourself on real material in timed conditions. Do not *waste* the past exam papers by working through the questions using the solutions at the same time. Attempt the questions and only then look at the suggested solutions. If the solutions have a marking guide, then use this resource. Try to mark your own work and thus

assess what you would have scored. This will either be morale boosting or it will give you an idea of how much work you need to do. Either way, this is a good indicator of progress. There is a caveat here – if the unit director is new then past papers will almost definitely not reflect future content.

4. **Do not question spot**. Even if you predict the subjects accurately, you cannot guarantee you'll be able to answer the question being asked. Examiners will test subjects differently each year.

5. **Do read the question carefully** and make sure you are actually answering that question rather than writing everything you think you know on the subject. Every year we find that students write pages of irrelevant, or marginally relevant answers that do not focus on the question asked.

6. **Organise your exam time wisely**. If you have a three-hour exam then this is how long the examiner thinks the exam should take. If there are four questions, the examiner has written questions which he/she expects to take 45 minutes each. It is common for students to miscalculate how much time is remaining and there is no feeling as desperate as sitting in an exam hall knowing you've spent two hours on the first question and have one hour for the others... but just about everyone who has sat an exam will tell you a personal tale of woe like this. If a question is worth 25% of the total, give it 25% of the available time. Leave a gap after the answer and you can return to it if you finish the exam early (although you shouldn't!).

7. **Know the exam logistics before you arrive at the exam venue**. Research the exam requirements, and what is provided, before you go through the door. The number of times candidates choose to answer the wrong number of questions is amazing (for all the wrong reasons). Also, some exams provide formulae, others do not. Some provide tables, others do not. Make sure you know the logistics of the exam as well as the specifics. Also, one way to settle pre-exam nerves is to ensure you know not just the time and place of the exam

but also, if you really suffer from nerves, then you might like to consider actually visiting the venue in advance. Have a look around; take a few deep breaths; visualise the exam day – this really helps some people.

8. **Score the easy marks quickly and early**. There will normally be easier marks (than others) on any exam paper. Personally I like to think of these as nerve settling marks. If you see a question you know you will be able to answer very well then you should do this first. Often when marking exams one notices that a good start leads to a solid overall mark.

9. **Develop a question annotation strategy/technique**. We see many different annotation techniques. Some people make rough plans, some people write key words, some people do basic workings or make notes about processes, some people simply write the question out at the top of the page. You should develop your own technique but ultimately all techniques are looking to achieve the same end – a way which ensures that you answer the question you have been set and not the question you wanted to be asked.

10. **Put yourself in the shoes of the examiner**. What does an examiner want? What are they looking for? Generally speaking all we want is a clear and concise answer to the question that has been set. We want solutions and essays to be written legibly. Leave plenty of white space in the answer so the marker can annotate your solution if he/she wants.

Plagiarism

Plagiarism is theft of words and ideas and it is regarded by all universities as a very serious offence. IT IS A FORM OF CHEATING. If you are found to have plagiarised all or part of an assignment, you risk facing serious disciplinary consequences, including not being awarded an MSc. For more information on the penalties associated with plagiarism please see pages 44-45 of this handbook.

The following definitions of plagiarism are taken from the University Examination Regulations:

Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material. Examples include:

- Quoting another's work "word for word" without placing the phrase(s), sentence(s) or paragraph(s) in quotation marks and providing a reference for the source.
- Using statistics, tables, figures, formulae, data, diagrams, questionnaires, images, musical notation, computer code, etc., created by others without acknowledging and referencing the original source. This list is not intended to be exhaustive.
- Summarising, or paraphrasing the work or ideas of another without acknowledging and referencing the original source. "Paraphrasing" means re-stating another author's ideas, meaning or information in a student's own words.
- Copying the work of another student, with or without that student's agreement.
- Collaborating with another student, even where the initial collaboration is legitimate, eg, joint project work, and then presenting the resulting work as one's own. If students are unclear about the extent of collaboration which is permitted in joint work they should consult the relevant tutor.
- Submitting, in whole or in part, work which has previously been submitted at the University of Bristol or elsewhere, without fully referencing the earlier work. This includes unacknowledged re-use of the student's own submitted work.
- Buying or commissioning an essay or other piece of work and presenting it as a student's own.

Not only is plagiarism unacceptable for ethical reasons, it is foolish. By referencing properly, you are able to demonstrate the depth of research you have undertaken and the extent to which you have engaged with ideas and debates. You will strengthen your argument by showing that you have drawn on and acknowledged the work of experts on a particular topic. It is also foolish because it is very easy for tutors to detect copying.

To help you understand what is meant by plagiarism, the following are real examples taken from the work of past students studying on MSc programmes in the School.

> EXAMPLE 1
> Ethics, like democracy, is a lot easier in theory than in practice. As an example, let's look at the proliferation of codes of conduct and mission statements that have been drafted in the wake of the Kathie Lee Gifford fiasco over foreign sweatshops. The Gifford scandalette, as helpful as it has been in shining needed light on the complicated issue of foreign sourcing, may also leave us with a not-very-progressive legacy if we're not careful. (Hoegl and Gemuenden, 2001, 435-449)

This paragraph (and most of this assignment) was taken from a website. The student has copied it word for word. They have tried to hide the copying by replacing all the letter e's with the mathematical symbol for estimate. Some websites claim that if you do this, copying cannot be detected, but as you can see, they are wrong. The student has also given a reference at the end of the passage but this reference has no connection with what is written here. Because this was a deliberate attempt to cheat, this student was not allowed to progress to the MSc and left the programme.

> EXAMPLE 2
> Only phenomena and hence knowledge confirmed by the senses can genuinely be warranted as knowledge *(known as phenomenalism)*. The *purpose* of the *theory* is to generate theory that can be tested and thereby allow explanations of laws to be assessed (principle of deductivism). *The* knowledge *is derived by gathering* the facts that provide the basis for *the* laws (principle of inductivism).

This student has copied from a text book. The italicised words are their own. However, this is such close paraphrasing that to all intents and purposes, it has been copied word for word. No reference has been given so the student clearly wishes the marker to believe that these ideas and all these words are their own. Over 20% of the assignment was copied from this book.

EXAMPLE 3

In short, companies should understand the importance of the *customer because* they are *marketbased*. It seems true that if a company *could* take *its* customer as *its* first priority, then they should have ethical conducts. *Attempt* to *review* the nature of *the* case, according to Milton Friedman (1970)'s *argue* that "there is one and only one social responsibility of business – to use its resources with and engage in activities designed to increase its profits as long as it stays within the rules of the game, which is to say, engages in open and free competitive without deception or fraud".

This student failed an assignment on their first attempt. They were allowed a second attempt from which this passage was taken. The italicised words are the student's own but all the other words in this example are copied from the work of a student on the same programme who passed. Over 30% of the assignment was copied from the other student's work. The assignment was failed, and as it was a second attempt, no further attempt was possible. The student could not progress to the dissertation or gain their MSc.

EXAMPLE 4

Furthermore, when the multiple, initial technical and financial hurdles of a new field are surmounted, the private sector may enter, as it did in the human genome case. The way government was organized to pursue the HGP was not a result of careful strategic planning. Governmental involvement started through DOE; then the NIH entered the fray, which quickly asserted itself as the lead agency. (Lambright, 2002)

Here the student has copied a paragraph word for word from a report. The report has been correctly referenced as Lambright, 2002. However, the student has not indicated that this is a direct quotation by placing quotations marks around it ("…"). This is also considered plagiarism.

If you have any questions or concerns that you may be accidentally plagiarising, see your personal tutor, the relevant Unit Director or the Programme Director. **Failing to understand what plagiarism is, or unintentional plagiarism, are not acceptable defences if copying is found in your work.**

Direct quotations must always appear in quotation marks or, if they are over 40 words long, as an indented paragraph. It is usually better to paraphrase information, ideas or data than rely on lengthy quotations so you should only use direct quotes when you would find it difficult to paraphrase without loss of accuracy. Quotations should therefore be used sparingly. Too many quotations, or very long quotations, suggest that you are unable to discuss or argue the point in your own words.

You can, under certain circumstances, alter a direct quotation. You may wish to highlight a certain word or words to emphasise their significance but you must make it clear that the emphasis does not appear in the original passage:

> 'The Kantian principle … simply enjoins against using others as a means *only*, which would not apply to most commercial transactions or environmental awareness campaigns' (p 167, my italics).

You can also delete selected words or phrases to avoid quoting at undue length. You can do this at the beginning of a sentence, in mid-sentence to eliminate irrelevant words or clauses, or at the end of a sentence but again, you must always show that you have altered the original. In the example given above, you will note that I have indicated the removal of 'however' with three stops (…)

Referencing

In order not to plagiarise, you must cite all the sources you have referred to in your assignment; this is known as referencing. A preferred style of referencing is what is known as the author/date style. It is also sometimes referred to as Harvard referencing style. There are two elements to this: (1) in-text citations (references) which are given in the body of the assignment; and (2) a reference list or bibliography at the end of the assignment which gives the full details for the references cited in the paper. You cannot include anything in this list which you have not cited in the paper.

In-text Citations

The Harvard system is known as the author/date system because in the body of the assignment, the references consist of the surname(s) of the author(s) and the date (the year) of publication. The author and date can be in brackets, for example:

> Arranging different sources of evidence into a hierarchy will be a major determinant of the knowledge produced and the practices recommended (Hollway, 2001).

Or the name of the author can be included in the sentence, eg:

> Hollway (2001) argues that arranging different sources of evidence into a hierarchy will be a major determinant of the knowledge produced and the practices recommended.

The page number must be included if you incorporate a quotation, eg:

> Hollway (2001, p 46) contends that: 'the type of research undertaken will, to a large extent, determine the nature of the knowledge produced'.

The first time a reference is cited in a paragraph it must include the author's name and date as shown above. Further references to the same source in the same paragraph do not require the date:

Hollway (2001) argues that… Hollway goes on to state…

Two authors – If a work has two authors both surnames should be cited each time the reference occurs:

A recent study (Smith & Jones, 2004) has shown that …

Note that when you include the authors' names in the narrative rather than in brackets, you should use 'and' rather than '&', eg:

Smith and Jones (2004) state that …

More than two authors – If a work has more than two authors, the surnames of all authors (up to a maximum of 5) should be cited the first time the work appears in the text. Subsequent references should include the surname of the first author only, followed by 'et al.' and the year of publication:

Smith, Jones and Gilbert (2003) demonstrate …

Electronic (internet) sources – You should cite these in the same way as for printed references. If no author or date is given, you should cite the title of the source, use '(n.d.)' eg:

Recent research (Smith, Jones & Gilbert, 2003) has shown … Smith et al. also assert that …

When a work has six or more authors, cite the surname of the first author followed by 'et al.' and the year of publication in first and subsequent citations.

Multiple references – You might want to demonstrate that a particular point has been made by a number of different authors. To do this, you should list the authors and dates, separated by a semi-colon. The list can be either in alphabetical or date order, but you must be consistent throughout the assignment:

Several authors have argued that … (Davies, 2003; Hammersley, 1997; Hollway, 2001; Rolfe, 1999)

Secondary sources – You might wish to make a reference to work you read about in another text (secondary source). The correct method is:

Smith and Jones (as cited in Graham, 2002) assert that …

Electronic (internet) sources – You should cite these in the same way as for printed references. If no author or date is given, you should cite the title of the source, use '(n.d.)' eg:

Public relations practitioners are… ('Strong market growth in sector' n.d.).

Reference list (bibliography)

The Reference List, which should appear at the end of the assignment, provides bibliographic information about the material cited in the text. This would allow a reader to access that material for him or herself. To do this, it is essential that the reference in the text should match the surname(s) of the author(s) and the year of publication. You should only list a work once in the Reference List, regardless of how many times it appears in the text. The list shows all the works cited in the text in alphabetical order by surname of the author(s), and the full bibliographic details (key elements in a publication):

Author(s) – Show each author with the surname first, followed by the initials. The authors of a work are listed in the order in which they appear in that work which might not be in alphabetical order.

Date – Use the date of first publication unless the book is a revised or numbered edition. Enclose the date in brackets.

Title – Give the title of the book or article exactly as it appears in the work itself. Where there is a subtitle, use a colon to separate the two. *The title of a book or name of a journal are italicised*. The title of the journal article itself, or the title of an article in a book are in plain text and enclosed in single quotation marks.

Further publication details – The way these are given differs between books and journals. You will also see that different publications use variations of this (eg, year of publication not in parenthesis). The most important point is that your referencing should be consistent. Given below are examples of three types of entries that most commonly appear in reference lists:

- Books – Give the city of publication and the name of the publisher, separated by a colon:

    Schneider, B., & Bowen, D.E. (1995).   *Winning the service game*. Boston: Harvard Business School Press.

Edited books are recorded in the same way but the editors are identified as such:

    Megone, C., & Robinson, S.J. (Eds) (2002). *Case studies in business ethics*. London: Routledge.

When referring to an article in an edited book, use the following method:

    Borrie, G., & Dehn, G. (2002). 'Whistleblowing: The new perspective' in C. Megone & S.J. Robinson (Eds), *Case studies in business ethics*, pp 96-105. London: Routledge.

Note that the page number range is included before the place of publication and publisher.

- Journal articles – Give the volume number and any issue number, followed by the page number range over which the article appears:

  Shostack, G.L. (1977). 'Breaking free from product marketing', *Journal of Marketing*, Vol. 41, No. 1, pp 73-89.

  Some journals do not give volume or issue numbers, but give the month instead. References to articles in newspapers or magazines should also follow this style:

  Willing, R. (2001). 'Lawsuits follow growth curve of Wal-Mart', *USA Today*, 14 August, p 3.

- Websites – An entry for a website source should contain the same general information as for a printed reference (author, date, title) as well as the date the information was retrieved and the details of the source. It is important to give the retrieval date as the web page may have been subsequently deleted or changed. If the author is not identified, use the title of the document and when the publication date is unknown, use '(n.d.)'. The reference therefore looks like this:

  'Porter's Generic Strategies' (n.d.), retrieved 12 July, 2004 from http://www.quickmba.com/strategy/generic.shtml.

Giving a Presentation

All MSc students will be required to make tutorial presentations at some time during the year. This can seem something of a daunting task at first and these notes are intended for your guidance and reassurance.

Nerves

Everyone gets nervous. It may be useful to remember that nervousness rarely affects a presentation as much as you may think or feel that it does. Other people, fellow students and your tutor, will be sympathetic towards you, not least because, sooner or later, they will find themselves in the same boat!

The Presentation

Your tutorials are an opportunity for discussion and the purpose of your presentation is to initiate debate within your tutorial group.

Aim to be concise, interesting and stimulating.

It is a good idea to add variety to your presentation. You can do this by referring to quotes from literature. Diagrams and proofs may be used. You might have prepared unanswered questions, which your essay or reading has prompted you to think about. A variety of data to back up your arguments along with the theory that you have covered in classes/your reading can be applied. Do not simply regurgitate your class notes. This is especially boring for your audience when all of your colleagues have been to the same class.

Preparation

Your presentation is certain to go better if you come well prepared. You are unlikely to have to speak for longer than 15 minutes at most and so you should not be tempted to try to cram in too much material. Anything else that you want to say can be part of the discussion that follows.

It is a good idea to speak from notes: don't write out and then read from a whole speech as this is more likely to send everyone to sleep.

Make sure that you have got your material sorted out before you come to the tutorial; if you are worried about what you are going to say your tutor will be happy to talk to you before the class.

Above all, try to enjoy yourself. Giving a tutorial presentation will provide you with invaluable insights into the sorts of situations that you are likely to face when you leave university and start work. Trying to enjoy the experience will enable both you and your tutorial group to get the most out of it.

Central University Training for Students

The Student Skills Directory which enables students to search for and book on to skills courses in addition to those courses run by the Department. (www.bristol.ac.uk/studentskills/skills_resources/).

Personal Development Planning Made Easy! A downloadable guide for students on learning from experience, enhancing learning through reflection, skills development and goal setting to enhance their future employability (www.bristol.ac.uk/careers/pdp/index.asp).

Library Services (www.bristol.ac.uk/library) and the Computing Centre (www.bristol.ac.uk/it-services) has useful information on services, as well as self-help learning.

The Careers Service, which provides career-orientated workshops, practice interviews and personal guidance as well as a variety of courses to help develop student skills (www.bristol.ac.uk/careers/).

The Careers Service also has an extensive information and resources section which is aimed specifically at postgraduate students (www.bristol.ac.uk/careers/postgrads/).

Appendix 1: Submission to JISC / Turnitin

The instructions for enrolling and submitting a paper to Turnitin / JISC are reproduced on the following pages:

Introduction

This quick start is designed to provide you with step-by-step instructions for submitting a paper to the JISC / Turnitin Plagiarism Detection Service (http://www.submit.ac.uk/). If you would like more information on the service, our user manuals provide an extensive overview of the system.

Step 1

All users of the service must have a user profile. To create a new user profile, go to http://submit.ac.uk/newuser_type.asp?r=23.54985342341&svr=1& . The new user wizard will open and walk you through the profile creation process. In order to create a profile, you must have the class id and enrolment password for your class (please see Appendix 2 or contact your tutor for this information).

Step 2

To login, enter your email address and password. Click submit to open your student homepage.

Step 3

Your class will appear on your homepage. Click on your class to open your class portfolio.

Step 4

You have now opened your class portfolio. Your portfolio shows the assignments your instructor has created. To submit a paper to an assignment, click the submit button next to an assignment.

Step 5

The paper submission page will open. Enter a title for your paper. To select a paper for submission, click on the "browse" button and locate the paper on your computer. Papers can be submitted in MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text formats. Once you have completed the form, click on the "submit" button.

Step 6

On the following page, look over all the information to double-check that it is correct. If everything is okay, click the "yes, submit" button.

Step 7

After you confirm your submission, a digital receipt will be shown. This receipt will also be sent to you by email. To return to your portfolio and view your submission, click the portfolio button.

Appendix 2: JISC / Turnitin Class IDs and Passwords for Management Units

All Management Units require assessed coursework to be submitted to JISC / Turnitin. In order to do this you will need the class IDs and passwords shown below:

Unit	Class ID	Password
Formative Assignment	290112	Denning
Organisational Creativity	290115	Amabile
Studying Management	290117	Taylor
Management AFM/EFM only	290644	Pondy
Strategic Human Resource Management	290120	Bratton
Business Ethics & CSR	290118	Friedman
Operations Management	290121	Slack
Organisational Behaviour	290123	Fiedler
International Business	293380	Hatch
Management of Knowledge & Information	290124	Nonaka
Marketing Management	290140	Lovelock
Project Management	290143	Cleland
Strategic Management Groupwork	290162	Barney
Strategic Management AFM/EFM only	290166	Rowe
Enterprise & Entrepreneurship	290168	Harding
Dissertation	358614	Knights

Appendix 3: Assessed Coursework Deadline Dates for MSc Management Units

Assessed coursework deadlines are set throughout the year and you will receive information about these via email and through announcements on Blackboard. The assignment deadlines for assessed coursework **for the MSc Management units** are as follows:

Autumn Term

Formative Assignment	Monday 10th October 2011
Organisational Creativity	Thursday 15th December 2011
Enterprise & Entrepreneurship	Thursday 15th December 2011
Management AFM / EFM only (Groupwork)	Friday 20th January 2012
Strategic Human Resource Management	Thursday 15th December 2011
Studying Management	Thursday 15th December 2011

Summer Term

Business Ethics & CSR	Friday 23rd March 2012
International Business	Friday 23rd March 2012
Management of Knowledge & Information	Friday 23rd March 2012
Marketing Management:	
- Individual work	Friday 23rd March 2012
- Group project report	Friday 27th April 2012
Operations Management	Friday 23rd March 2012
Organisational Behaviour	Friday 23rd March 2012
Project Management	Friday 23rd March 2012
Strategic Management AFM / EFM only	Friday 23rd March 2012
Strategic Management (Groupwork)	Tuesday 8th May 2012

Appendix 4: Additional Help

TOPIC	RELEVANT URLs
Access Unit for Deaf and Disabled Students	www.bristol.ac.uk/accessunit/
Accommodation Office	www.bristol.ac.uk/accom/
Brief Facts about UofB (for example, structure, history, ethos, mission)	www.bristol.ac.uk/university/
Careers Advisory Service	www.bristol.ac.uk/cas/
Catering Facilities	www.bristol.ac.uk/hawthorns/
Council Tax	www.bristol.gov.uk/ccm/navigation/advice-and-benefits/council-tax/
Education Policy & Guidance (Code of Practice)	www.bristol.ac.uk/esu/facultyadvice/policy/
Examination Regulations	www.bristol.ac.uk/secretary/studentrulesregs/examregs.html
Getting Around (maps, transport)	www.bristol.ac.uk/university/maps/ www.bristol.ac.uk/environment/transport/
Graduation, Alumni, Keeping in Touch	www.bristol.ac.uk/cms/go/degreeceremonies www.bristol.ac.uk/alumni/

TOPIC	RELEVANT URLs
Health & Safety, Personal Security, Emergencies	www.bristol.ac.uk/securityservices/personalsafety/ www.bristol.ac.uk/Depts/Safety/Policy.shtml
International Students' Advisory Service	www.bristol.ac.uk/Depts/IC/isas.htm
IT Service Desk	www.bristol.ac.uk/it-services/
Key Dates	www.bristol.ac.uk/university/dates/
Nightline	Tel. 9266266 (also minicom), 8pm – 8am
Rules & Regulations for Students	www.bristol.ac.uk/secretary/studentrulesregs/
Security Services	www.bristol.ac.uk/Depts/SecurityServices/home.htm
Student Counselling Service	www.bristol.ac.uk/Depts/StudentCounselling/
Student Health Service	www.bristol.ac.uk/Depts/StudentHealthService/
Student Help	www.bristol.ac.uk/studenthelp/
Student Info	www.bristol.ac.uk/studentinfo/

Appendix 5: Map of the Buildings in the School Of Economics Finance & Management

WOODLAND ROAD

T Y N D A L L S   P A R K   R O A D

P R I O R Y   R O A D

34 TYNDALL PARK ROAD

F BLOCK
SEMINAR ROOMS
(Access through D BLOCK)

E BLOCK
SEMINAR ROOMS
STAFF OFFICES
(Access through D BLOCK)

LANGUAGE CENTRE

Main Entrance to Social Sciences Complex

D BLOCK
SEMINAR ROOMS (LEVEL1)
COMPUTER SEMINAR ROOMS (LEVELS 1 & 2)
LECTURE THEATRES 2D1, 2D2, 2D3 (LEVEL 2)
CAFÉ (LEVEL 2)

MARY PALEY BUILDING
SCHOOL OF ECONOMICS FINANCE AND MANAGEMENT
C BLOCK
MSC AREA (BASEMENT)
GRADUATE STUDIES OFFICE (LEVEL 1)
STAFF OFFICES (LEVELS 2 & 3)

0A1

12 Priory Road:
Entrance to the School

ALFRED MARSHALL BUILDING
SCHOOL OF ECONOMICS FINANCE AND MANAGEMENT
B BLOCK
STAFF OFFICES (LEVELS 1, 2 & 3)

KEY
⇔ Entrance / Exit
▤ Stairs
▬ Walkway

Appendix 6: Room Codes Key

Your timetables will contain a lot of room codes, many of which are detailed below, with a description next to the code to assist you in locating the room.

Room Name	Room Description
SOC SCI CMPLX LT 0A1	Social Sciences Complex: 0A1 Lecture Room
SOC SCI CMPLX LT 2D1	Social Sciences Complex: 2D1 Lecture Theatre
SOC SCI CMPLX LT 2D3	Social Sciences Complex: 2D3 Lecture Theatre
SOC SCI CMPLX LT 3F9	Social Sciences Complex: 3F9 Seminar Room
SSL 10 PR G2	10 Priory Road: G02 SSL Teaching Room
SSL 10 PR LG3	10 Priory Road: LG3 SSL Teaching Room
SSL 10 WR G4	10 Woodland Road: G4 SSL Teaching Room
SSL 11 PR B01	11 Priory Road: B01 SSL Teaching Room
SSL 12 WR 1G5	12 Woodland Road: 1G5 SSL Teaching Room
SSL 12 WR 1G6	12 Woodland Road: 1G6 SSL Teaching Room
SSL 34 TPR B.01	34 Tyndall's Park Road: B.01 SSL Teaching Room
SSL 34 TPR B.02	34 Tyndall's Park Road: B.02 SSL Teaching Room
SSL 34 TPR G.01	34 Tyndall's Park Road: G.01 SSL Teaching Room
SSL 34 TPR G.02	34 Tyndall's Park Road: G.02 SSL Teaching Room
SSL 4 PR B15 SR	4 Priory Road: B15 Seminar Room
SSL 4 PR B16 SR	4 Priory Road: B16 Seminar Room
SSL 6 PR B1 SR	6 Priory Road: B1 Seminar Room
SSL 7 PR B2	7 Priory Road: B2 SSL Teaching Room
SSL 7 PR B3	7 Priory Road: B3 SSL Teaching Room
SSL 7 PR G1	7 Priory Road: G1 SSL Teaching Room
SSL 8 PR B2	8 Priory Road: B2 SSL Teaching Room
SSL 8 WR 1D5 Comp Lab	Social Sciences Complex: 1D5 Computer Lab
SSL 8 WR 1E4	Social Sciences Complex: 1E4 SSL Teaching Room
SSL 8 WR 1E6	Social Sciences Complex: 1E6 SSL Teaching Room
SSL 8 WR 1F12	Social Sciences Complex: 1F12 SSL Teaching Room
SSL 8 WR 1F4	Social Sciences Complex: 1F4 SSL Teaching Room
SSL 8 WR 1F5	Social Sciences Complex: 1F5 SSL Teaching Room
SSL 8 WR 2D2	Social Sciences Complex: 2D2 SSL Teaching Room

Room Name	Room Description
SSL 8 WR 2E2	Social Sciences Complex: 2E2 SSL Teaching Room
SSL 8 WR 2E4 SR	Social Sciences Complex: 2E4 SSL Teaching Room
SSL 8 WR 2F13 Comp Lab	Social Sciences Complex: 2F13 Computer Lab
SSL 8 WR 3F11	Social Sciences Complex: 3F11 SSL Teaching Room
SSL 8 WR 3F6	Social Sciences Complex: 3F6 SSL Teaching Room
SSL 8 WR 4F1	Social Sciences Complex: 4F1 SSL Teaching Room
SSL 8 WR 4F2	Social Sciences Complex: 4F2 SSL Teaching Room
SSL 8 WR 4F5	Social Sciences Complex: 4F5 SSL Teaching Room
03WRG17	Arts Lecture Room 1
21WRG115	Arts Lecture Room 8
36TPG18	Arts Lecture Theatre 1
11WRG44	Arts Lecture Theatre 2
17WRG88B	Arts Lecture Theatre 3
BIOLB37	Bio Sciences B37
BIOLB74	Bio Sciences B74
BIOLB75	Bio Sciences B75
BIOLD53	Bio Sciences D53
CHEME230	Chemistry Lecture Theatre 1
CHEME231	Chemistry Lecture Theatre 2
CHEME232	Chemistry Lecture Theatre 3
CHEMW206	Chemistry Lecture Theatre 4
PHYSB16/B17	Physics Enderby Room
PHYSG44	Physics Frank Theatre
PHYSG12	Physics Mott Theatre
PHYSG42	Physics Powell Theatre
PHYS3.21	Physics Small Lecture Theatre (Room 3.21)
PHYS1.11	Physics Tyndall Theatre
MEDSA1-1.4	Medical A1.4
MEDSC42	Medical C42
MEDSC44	Medical C44
MEDSE29	Medical E29

Key to University Precinct Map (www.bristol.ac.uk/maps/print/precinct-key.pdf)

07/04/2010

University of Bristol Precinct Map

Amendments To Student Handbook

Amendment 1 (from page 21):

As of Monday 21st November 2011 MSc student free printing limits will be set at 40 pages (sides) a day.

This new limit will allow more students to make use of the free printing facility. This is a unique service that our School chooses to offer and is only intended for the use of printing small documents.

The University has various computing areas in libraries and at the Computer Centre on Tyndall Avenue. If you wish to print out larger documents you can purchase printing credits via the MyBristol portal and print out documents in these locations. Please note that the printer in the MSc area is not set up for the use of printing credits.

Coming very soon there will be an addition to the free 40 pages (sides) a day print limit. Students will be capped at free printing of 40 pages (sides) a day with a total not exceeding 100 pages (sides) per week. The School is in the process of setting this up and students will be given adequate notice when this printing rule is put in to action.

Amendment 2 (from pp 7, 24,25 and 47):

The dissertation deadline is **Monday 17th of September 2012** and not Friday 14th of September 2012 as was previously stated.