DEPARTMENT OF LAW AND CRIMINOLOGY

MSc in Social Work

POST GRADUATE TAUGHT STUDENT HANDBOOK

2024/2025

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Disclaimer

This document was published in September 2021 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the College.
Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term 'department' is used to refer to 'departments', 'Centres and 'Schools'. Students on joint or combined degree courses will receive two departmental handbooks.

An electronic copy of this handbook can be found on the departmental website
https://www.royalholloway.ac.uk/research-and-teaching/departments-and-schools/social-work/ **where it will be possible to follow the hyperlinks to relevant webpages.**

Contents

Introduction to your Department

1.1   Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter 'the College') is one of the UK's leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

Welcome to Social Work at Royal Holloway, University of London. On behalf of the Department of Law and Criminology based in the School of Law and Social Sciences I would like to extend a warm welcome to all incoming and returning students. We are delighted that you have chosen to pursue a degree in Social Work with us and we will do all we can to ensure that your learning experience is a positive one.

This MSc in Social Work Course Handbook provides an overview of the course philosophy and the professional and educational values that underpin the curriculum. The aim of this Handbook is to provide you with a clear, accurate and user-friendly guide to the University and signposts to more detailed information. Please read this handbook carefully as it contains essential information regarding policies and procedures relevant to your professional and academic qualification, as required by Social Work England, the Professional Capabilities Framework (PCF)* and University of London. The handbook should be used in conjunction with information and course syllabi provided by course co-coordinators.

This handbook lists the people who deliver the course and others who will provide information and help when needed. It introduces the basic structure of the course and underlines the assessment guidelines and regulations that are relevant to this course and also provides web links to important College regulations and resources.

Our social work courses are challenging, demanding and stimulating. The academic and administrative staff look forward to working with you on your student journey towards qualification. Please use this handbook throughout your course in conjunction with online resources and the many resources Royal Holloway University of London offers you as a student.

Karl Mason
MSc Social Work Course Lead

*N.B. The MSc Social Work course is approved by Social Work England and incorporates the Social Work England Professional standards and Education and training guidelines. The course also follows the British Association of Social Workers (BASW) overarching professional standards framework known as the Professional Capabilities Framework (PCF).

1.2   How to find us: the Department

The Department of Law and criminology administration office is located in McCrea 1-01 at the main Egham campus. This can be found on the College campus map as building 17. The MSc in Social work will be taught at the university's central London campus, which includes Bedford Square and Senate House. Staff have offices in Bedford Square and Senate House.

1.3   Map of the Egham campus
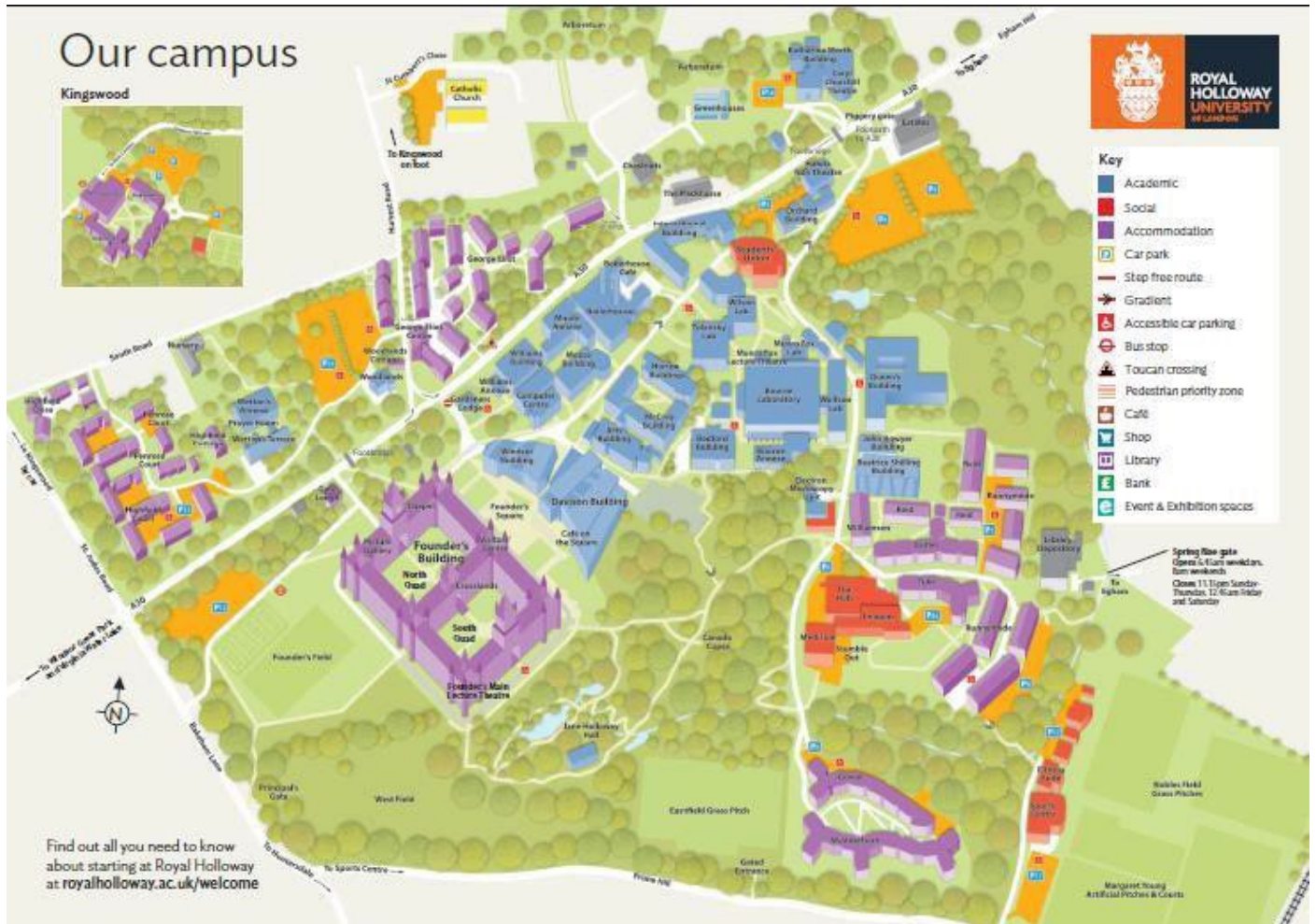
Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with College. Find more information about the Parking Permit portal here.

Bedford Square Map
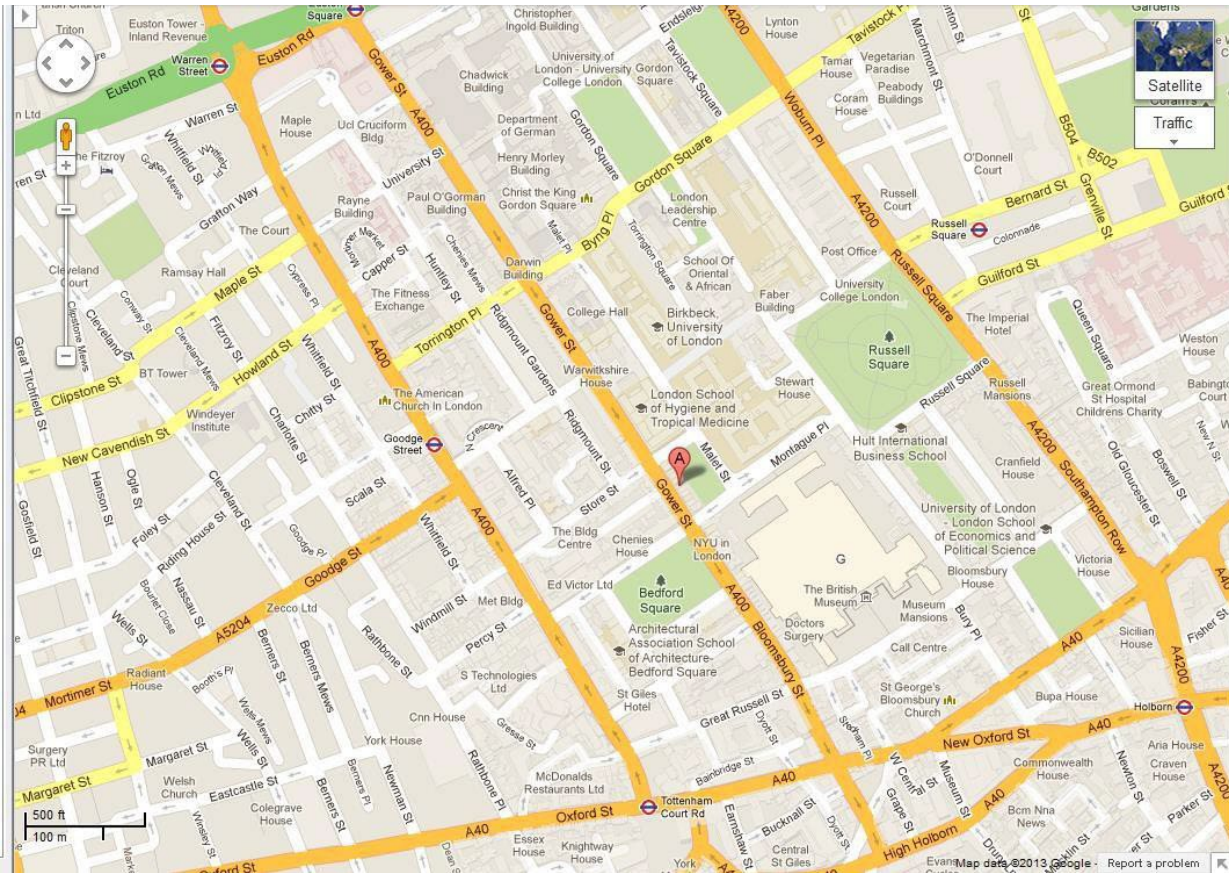
1.4   How to find us: the staff

CONTACT DETAILS

Head of School: Prof. Mathew Humphreys
Email: Matthew.Humphreys@rhul.ac.uk
Office: McCrea 1-01

Head of Department: Prof. Ravinder Barn
Email: R.Barn@rhul.ac.uk

Academic Staff:

Karl Mason
MSc Social Work course lead
Email: karl.mason@rhul.ac.uk

Dr. Stefan Brown
Head of Subject: Social Work
Email: Stefan.brown@rhul.ac.uk

Prof. Anna Gupta
Deputy Dean and Professor of Social Work
Email: anna.gupta@rhul.ac.uk

Dr. Sushri-Sangita Puhan
**MSc Social Work admissions
lead** Email: sushri-sangita.puhan@rhul.ac.uk

Dr Niina Manninen
BSc Health and Social Care course lead
Email: Niina.Manninen@rhul.ac.uk

Dr Louise O'Connor
BSc Social Science course lead:
Email: Louise.O'Connor@rhul.ac.uk

Zoe Howes
Placements lead
Email: Zoe.howes@rhul.ac.uk

Alix Walton
MSc in Advanced Practice Course lead Email: Alix.walton@rhul.ac.uk;

Natalie Pitimson
Undergraduate Deputy Education Lead
Email: natalie.pitimson@rhul.ac.uk

School Manager: Moya Watson
Email: Moya.watson@rhul.ac.uk;
Office: McCrea 1-01

School Helpdesk
Email: LSS-School@rhul.ac.uk;
Tel: 01784 276 883
Office: McCrea 1-01

1.5 How to find us: the School office

The school office is located in McCrea Building, Ground Floor 1-01, Egham Campus, Egham, Surrey, TW20 0EX

1.6 The Department: practical information

Social Work team has offices in both the Egham campus and the Central London Campus. Please note that all teaching is undertaken at our central London site.

Senate House & Stewart House

The Department of Social Work teaching rooms are located on the 1st Floor of Senate House (rooms 102-107) and Stewart House, which is located on the first floor of Senate House. There is a café on the ground floor and seating spaces throughout the building (usually in the lift foyers on each floor).

11 Bedford Square

There is a common room, a kitchen and cloakrooms for the use of Royal Holloway postgraduate students. Apart from the times you go there for classes, you are welcome to use the building during its open hours for private study or meetings with other students. Opening hours are available at:
https://intranet.royalholloway.ac.uk/staff/campus-life/bedford-square-and-senate-house/bedford-square-and-senate-house.aspx

1.7 Staff research interests

Research in the Social Work academic group fits in with the wider departmental research clusters of Health and Social Care, Crime and punishment, Families and Children, and Scholarship. The research themes cut across traditional client-group boundaries and address the increasingly complex and globalised nature of practice. The people with whom social workers work are drawn from different and dynamic communities, and a key topic within the Inequalities, Justice and Power group is the critical examination of services engagement with diversity, such as the responses of mental health services to ethnicity, gender and inequalities, and the experiences of groups that are often marginalised in social care services, such as vulnerable adults, unaccompanied asylum-seeking young people and children involved with the family justice and care systems. A developing area of work within this theme is a concern with cultural competence, which looks at ways of working with people across different cultures but also understanding their experiences, and strategies to challenge injustices in day-to-day experience.

Contemporary professionalism reflects the concern of members of the department with the policy and organisational contexts of social work and the impact of economic and social change on current and future of professional practice within social care. Key topics addressed within this theme are: the relationship between practitioners and managers, and between practitioners and other professionals; professional knowledge, particularly the use of critical reflection, the pedagogy of professional skills development; decision-making and professional discretion and the role and function of emotions in practice. A developing area of work is the international aspects of social work practice including comparative research.

For further information about our academic staff and research students, including their publications and projects, please visit the Social Work Subject webpage

2 Support and Advice

All students are allocated a personal tutor at the beginning of the course.

2.1 Student Charter

The College aims to bring all students into a close, harmonious relationship with each other and with the wider community. The Student Charter outlines how you can support the College in achieving these goals and also seeks to encourage you to act as an effective ambassador for the College, during your time as a student and later as part of the College's alumni

This Charter is not intended to constitute a binding agreement but is offered as a framework of aspirations, designed to be of benefit primarily to you as a student and to underpin the College's aim of ensuring that you have a highly

enjoyable and rewarding experience during the course of your degree.

2.2   PGT Degree Regulations

The Postgraduate Taught Regulations set out the various standards that shape the regulatory framework of your Postgraduate Taught degree with the College. These include a variety of essential information, ranging from admissions to academic progression and examination. Some frequently used elements of the regulations are covered in this handbook.

2.3   Support within your school

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. It is situated in McCrea Building, Room 1-01. Opening hours are 8:30am to 5:30pm in term time and 10:00am to 4:00pm during vacation. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring 01784 276883 or email to LSS-School@rhul.ac.uk. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

2.4   Students' Union Royal Holloway University of London (SURHUL)

The Students' Union Royal Holloway University of London (SURHUL) is a registered charity (Registered No: 1141998) and actively represents the students of Royal Holloway University of London. SURHUL promotes your needs and interests by offering employment, participation, entertainment, support and advice, your clubs and societies, catering, transport, volunteering, campaigning and advocacy.

The SU Advice Centre, situated on the first floor of the Students' Union, is a free service that offers you the opportunity to discuss any concerns you may have and receive impartial advice and information from the team of experienced and professional advisers. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment.

Phone: 01784 24 6700
Email: helpdesk@su.rhul.ac.uk

   Find out more about the Students' Union

2.5   Staff-student committee

We want to hear your views on the way the department operates. There is a staff-student committee on which taught students are represented. Course representatives are elected by you to represent your views and ultimately, to help improve the quality of education provided by the College.

The Students' Unions take the lead in training and supporting course representatives, working with the department and professional services to help you make as many positive changes as possible.

The Staff-Student Committee meets at least once a term and plays an important role in the department as a forum for airing student views. For more information see the Course Reps page on the SURHUL website.

You can use the Committee to raise any issues which concern students. Notices will appear by email giving details of forthcoming elections or the names of current representatives.

2.6   Student Services Centre

The Student Services Centre is located in the Davison Building and provides a single point of contact for all non-academic related queries including accommodation, fees, enrolment and graduation.

Phone: 01784 27 6641
Email: studentservices@royalholloway.ac.uk

The student service centre can be contacted by email for students based in central London. Find out

more about the Student Services Centre

2.7   Student Advisory & Wellbeing

The College offers a high level of student wellbeing support which includes triage and support through Student Wellbeing, a BACP accredited Counselling Service, dedicated disability & dyslexia support, financial and budgeting advice and support for international students.

Phone: 01784 44 3394
Email: wellbeing@royalholloway.ac.uk
The counselling service offer online sessions for students based at the central London campus.

 Find out more about Student Advisory & Wellbeing

2.8   Student Wellbeing

Student Wellbeing provides advice and guidance to all students on personal and emotional wellbeing, to assist you in maintaining a healthy balanced lifestyle and to support you from transition to university and then in the continuation of your studies towards graduation. The Student Wellbeing team actively encourages all members of the campus community to alert them to concerns or signs of vulnerability to enable proactive engagement with intervention.

Phone   01784 44 3395 / 44 3132 / 27 6757
Email: wellbeing@royalholloway.ac.uk

 Find out more about Student Wellbeing

2.9   Disability & Dyslexia Services (DDS)

If you have a disability, long standing medical condition or specific learning difficulty, it is important that you bring it to the College's attention as soon as possible.

The College Disability & Dyslexia Services support dyslexic and disabled students and those with mental health or chronic medical conditions to demonstrate their academic abilities by arranging support packages, dyslexia assessments and study skills sessions.

Phone: 01784 27 6473
Email: disability-dyslexia@royalholloway.ac.uk

Find out more about Disability & Dyslexia Services

Your first point of contact for advice and guidance is your Disability & Dyslexia Services Network Member in your department is Mohammed Sabuj.

Name: Mohammed Sabuj
Phone: +44 1784 276614
Email: mohammed.sabuj@rhul.ac.uk

2.10   International Student Support Office (ISSO)

The International Student Support Office offers advice to international students on visa issues, working in the UK, opening a bank account, processing federal loans and police registration.

Phone: 01784 27 6168
Email: internationaladvice@royalholloway.ac.uk

Find out more about the International Student Support Office

2.11 Academic Skills Support

The Centre for the Development of Academic Skills, CeDAS, offers a variety of courses, workshops, 1:1 tutorials, online resources that aim to ensure all students at Royal Holloway reach their full academic potential in a range of areas, including academic writing, oral communication skills and maths and statistics.

Whatever your needs, CeDAS is there to ensure that you can perform to the best of your ability, whether it be through a workshop that introduces you to a crucial academic skill, a session within your department that focuses on writing in the discipline, a course that develops your confidence and competence in academic English language, or a 1:1 tutorial with a specialist to help you master a maths technique or sharpen your essay skills.

The CeDAS Office can be found on the ground floor of the International Building, room IN002, and you can follow them on Twitter: @cedasrhul.

2.12   IT Services Desk

The College IT Service Desk offers a range of support covering all aspects of IT services, such as email access, connecting to the College's wireless network, connecting devices such as iPads and making use of College printing facilities. The IT Service Desk will also be able to provide expert advice and guidance on a range of more specific IT issues, should you experience any problems. They also offer a range of free software, including Microsoft Office 365, Sofos Antivirus, NVivo and SPSS.

Phone: 01784 41 4321
Email: itservicedesk@royalholloway.ac.uk
In person: Visit the IT support office in the Davison Library (ground floor)

Find out more about IT Services

3   Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to contact you to inform you of changes to teaching arrangements, special preparations you may have to make for a class, or meetings you might be required to attend. You will need to contact members of the Department if, for example, you are unable to attend a class, or you wish to arrange a meeting with your Personal Tutor.

3.1   Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the campus-wide portal, CampusNet, or direct via Outlook.com.

We will routinely email you at your College address and you should **therefore check your College email regularly** (at least daily). We will not email you at a private or commercial address. Do not ignore emails from us. We will assume you have received an email within 48 hours, excluding Saturdays and Sundays.

If you send an email to a member of staff in the department during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

3.2   Post

Communication with students will primarily be via electronically (email) or by telephone. Any post addressed to you in social work department should be delivered to your private address.

3.3   Your Contact Information

There can be occasions when the Department needs to contact you urgently by telephone or send you a letter by post. It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term- time and forwarding) are kept up to date. Further information about maintaining your contact information is available here.

You can find out about how the College processes your personal data by reading the Student Data Collection notice.

3.4 Notice boards

Notices and events will be posted on Moodle the Social Work resources Moodle page
 https://moodle.royalholloway.ac.uk/course/view.php?id=5212 or via group email – very occasionally changes have to be made at short notice and in that case email will be used.

It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your courses, via the online student timetable -
https://webtimetables.royalholloway.ac.uk/SWS/SDB1920SWS/Login.aspx . However, if in doubt, please ask!

3.5 Personal Tutors

All students are allocated a Tutor at the beginning of the course. **The tutor will fulfil the academic and placement tutor role**. Details of the placement tutor role are in the Practice Placement Handbook.

The Tutor complements wider educational support by offering group and individual tutorials across the course. Tutors will be available to students at agreed times to:

- Discuss learning needs, personal development planning & progress on the course
- Discuss professional development as a social worker
- Be a first point of contact in relation to any academic or personal difficulties a student is experiencing
- Oversee the placement learning opportunity and act as a consistent bridge between academic and practice learning, including ensuring clear communication and support re both the student and Practice Educator (PE). Tutors will work in conjunction with the PE's employer to guide and support them in the delivery of the placement
- Act as referee for job or further course applications

The Tutor is the person with whom students should meet to plan and review their academic development, plus placement progression. Personal and professional planning takes place throughout the Course. It is expected that through this process, students will reflect upon their progress in order to plan their educational and professional development.
Students have a responsibility to attend all arranged group/integrative tutorials that are timetabled and to ensure they keep to any arrangements made to see their individual tutor. It is recognised that there are occasions when students require additional support from tutors and it is important that students take responsibility for letting tutors know about their needs.
Please remember that staff have other responsibilities – research, practice, writing, consultation and membership of a range of committees and professional bodies inside and outside the University. Therefore, they cannot always be immediately available.
When on placement students will be allocated a Practice Educator during their practice learning experience.

3.6 Questionnaires

Students are asked to complete evaluation forms at the end of each module. These are completed anonymously and will be distributed and collected by the course administrator. In addition verbal feedback is sought via student staff student committees. We continually strive to improve and develop our courses and highly value the feedback from students. Feedback from students and the external examiners are also addressed in the quality
assurance reports provided annually for the College.

3.7 Space

There are a limited number of computer terminals in the basement of Bedford Square. These computer terminals are for all users of the central London campus, not just social work.

Students are advised to use their own lap tops or to log onto Campus Net while at Bedford Square or Campus Anywhere (VPN) services while off campus.

4   Teaching
4.1   Dates of terms

Term dates for the year are as follows:
Autumn Term: Monday 23 September to Friday 13 December 2024
Autumn Assessment Week: 13 January – 17 January 2025
Autumn Study Week (reading week): Monday 4 November to Friday 8 November 2024

Spring Term: Monday 13 January to Friday 4 April 2025
Spring Study Week (reading week): Monday 24 February to Friday 28 February 2025

Summer Term: Monday 7 April to Friday 13 June 2025

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/ or miss lectures/ seminars/ practicals etc., you are expected to inform your department and fill in a Notification of Absence Form (explained further below). During the summer term, after the examination period, you are expected to attend all required academic activities organized by the department and to be available should you be required to meet with College staff for any reason. Furthermore, as Master's courses run for one calendar year from September to September you are required to engage with your studies and be available to meet with staff after the end of the Summer Term until your course end date in September. For Master's courses there is no summer vacation period.

4.2   Academic Timetable
Your individual student timetable will be available via the Your Timetable page on the Student Intranet. Log in with your College username and password and view your timetable via the system or download to a personal calendar. In September you will receive communications by email about exactly how to access and download your timetable, so keep any eye out for these. Timetables are subject to change during the course of the academic year, so you should check yours regularly, (as a minimum every two days) to ensure you are using the most up to date timetable. The college will endeavour to notify you via an e-mail to your RHUL account for late changes to your timetable that will affect teaching within the next two working days, so please also check your emails regularly. All classes start on the hour. They end ten minutes before the hour to allow you to move between classes.

4.3   Academic Timetable MSc Social Work 2024/25

Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 a.m.	Knowledge and Skills for practice lecture	Life course development	Private Study time	Private Study time	Law and policy for Social Work
p.m.	Knowledge and skills for practice skills session	Readiness for Practice and Study Skills sessions	Private Study time	Private Study time	Private Study time

Term 2 a.m.	Law and social Policy for Social Work	Placement	Placement	Placement	Placement
p.m.	Knowledge and skills for social work	Placement	Placement	Placement	Placement
Year 2	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Term 1	Critical Social Work	Research Methods & Dissertation workshops / Knowledge and Skills 2	Placement	Placement	Placement
	Knowledge and Skills 2	Research Methods & Dissertation workshops / Knowledge and skills 2	Placement	Placement	Placement
Term 2	Study Day	Placement	Placement	Placement	Placement
	Study Day	Placement	Placement	Placement	Placement

*There will be some additional skills days in addition to this guideline

Please note that the published Academic and Placement Calendar for social work indicates full dates including skills days and placement days occurring <u>outside the standard timetable.</u> Students will be informed of the rooms where lectures and seminars will take place at the beginning of each term.
Timetables are subject to change. Students will be advised of any changes as soon as possible and at the beginning of the academic year.

4.4   Timetable for submission of academic work

Students will be advised at the beginning of the academic year and at the start of each module exactly when submission deadlines are. Students are expected to meet these deadlines. Penalties will apply for late submission of assessed work (see below). In the event of any changes to the assessment schedule you will be advised by the Postgraduate Administrator.

If circumstances are such that students are unlikely to meet assessment deadlines then they are required to alert their academic personal tutor and the assessment tutor by email as soon as possible. A number of options are available at that point, as detailed under **Extenuating Circumstances** below. **Any work handed in after the due date of an agreed extension will be an automatic fail.**

Module	Assessment details	Academic credits
MSc YEAR 1		
SW5019 Readiness for Practice	A Readiness for Practice portfolio made up of a range of documents confirming the student has met the academic and professional standard to begin a 70-day placement.	0 credits A pass required to begin the 70-Day placement
SW5021 Life course development	Essay (70%) 2000 words Reflective journal (30%) 1000 words	15 credits
SW5022 Law and social policy Social Work	Exam (70%) 2 hours Presentation (30%) 15 minutes	30 credits
SW5020 Knowledge and skills for Social Work Practice 1	A community case study of 2,500 words. Submitted in the middle of the autumn term. (50% weighting) An essay of 2,500 words on use of theories and knowledge in practice in the summer term (50% weighting) A practice placement portfolio. Submitted at the end of the 70 day placement. A pass is required in the portfolio to progress to year 2.	30 credits

MSc YEAR 2		
SW5023 Critical Social Work	A 3,000 word essay on a critical social work topic to be submitted at the end of the Autumn Term. (100% weighting of the final assessment).	15 credits
SW5024 Knowledge and Skills for practice 2	A learning log linked to the problem-based learning seminars To be submitted at the end of the spring term (50% weighting). A 20 minute presentation on applying skills in organisational setting. To be submitted at the end of the spring term (50% weighting) A practice placement portfolio submitted at the end of the 100 day placement. A pass is required in the portfolio to obtain the social work qualification.	30 credits
SW5025 Social Work Research and Dissertation	A poster presentation in the autumn term (20% weighting of the final assessment) Dissertation of 8,000 words to be submitted in the Summer Term. (80% weighting of the final assessment).	60 credits

4.5 Study weeks

The reading week for the Autumn term is week commencing 04/11/24. Please note that not all college reading weeks are available to social work students due to placement requirements. As above, students will be advised of the Academic and Placement Calendar prior to each academic year.

4.6 Attending classes and engaging with your studies

Full attendance is a mandatory requirement of the MSc in Social Work course. Social work is an extremely challenging profession and the professional qualifying course demands a high level of engagement and participation from each student.

The College has a responsibility to ensure that all students are attending classes regularly and progressing with their studies. We also have legal obligations placed on us under the Equality Act (2010), UK Visa and Immigration (UKVI) and Student Finance to ensure we monitor your attendance and engagement with studies.

Your attendance in class and consistent engagement with your studies are essential to your learning experience with the College. If you encounter difficulties with this, do please tell your tutor or another member of staff as soon as you can. They will put you in contact with Disability and Dyslexia Services (D&DS) who will advise on what support can be offered. Failure to attend and/or absence without permission from the College can result in serious consequences and may lead to disciplinary action, including the termination of your registration.

4.7 Attendance requirements

Your classes are the learning activities deemed essential to your course of study. These could include a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings with your Personal Tutor.

While you are expected to attend all the classes related to your course of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the Department of Social work has set a minimum attendance level at 80%. The attendance requirements for placements are outlined in the practice learning handbook. You can find out more about attendance policy here.

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities or social commitments do not interfere with periods where you are required to attend classes. The Postgraduate Taught Course Regulations stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis must not exceed 20 hours per week during term time.
You may not undertake paid work which may conflict with your responsibilities as a student of the College. International students must ensure that any working restrictions, as stated on their visa, are also adhered to.

4.8 Monitoring attendance

It is your responsibility to make sure that your attendance has been recorded. It is also essential that you arrive at your classes in good time, as you will be marked absent if you turn up late without good reason.

We will contact you in the event that:
- you fail to attend for **two weeks** without providing notification of your absence;
- you display a **pattern of absence** that the department feel is affecting or is likely to affect your work
- you display a pattern of absence that causes **concern over your wellbeing or which may point to an undisclosed disability**

4.9 Formal Warnings

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the Department may issue you with a formal warning which can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the formal warning process and the consequences of receiving such a warning in section 17 of the Postgraduate Taught regulations.

In situations where you are experiencing documented severe difficulties the Department and College will make every effort to support you and counsel you as to the best course of action. However, there may be cases where, although non-attendance is explained by an acceptable reason, your level of attendance falls to a level which compromises educational standards and/or your ability to reach the learning outcomes of the course. In such cases it will be necessary to implement disciplinary procedures as detailed above.

4.10   Withdrawal of visa

If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa, should your registration at the College be terminated for non-attendance, general lack of engagement with your studies or any other disciplinary matter you will be reported to the UK Visa and Immigration (UKVI) and your Tier 4 (General) Student visa will be withdrawn. Alternatively, in line with the College's legal obligations to UKVI, if you fail to meet the requirement of your Tier 4 (General) Student visa, including attendance and completion of assessments, the College may terminate your student registration without following the disciplinary procedures outlined in the Academic Regulations. This decision would not be open to appeal as it is part of the College's obligations to the UKVI. Please see our Postgraduate Taught Regulations. Visa advice can be provided by our International Student Support Team (internationaladvice@royalholloway.ac.uk).

4.11   Missing classes

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform the department as early as possible, giving the reasons for your non-attendance. The department will decide whether or not to authorise your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Tutor or the MSc Social Work Course Director. In addition, an extensive range of additional support, guidance and advice is available from the College's Student Advisory & Wellbeing teams. As explained in section 2 above, the Students' Union also operate an Advice Centre.

If you are unable to attend classes for whatever reason you must tell the department in which you are taking the course(s) in question and follow the Notification of Absence Procedure. You must submit a Notification of Absence Form together with any supporting documentation either before your absence begins or within five working days of the end of the period of absence. The exact form to submit depends on the reason for your absence, as explained in the on line guidance.

If you are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal Tutor). The Department will monitor the frequency of self-certified absences and the Head of Department may request a doctor's medical certificate from you in the event of multiple and/or sustained instances of self-certified illness. If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa please be aware that if you do not follow the process to submit a notification of absence or have an acceptable reason for absence you are putting your Tier 4 visa at risk of withdrawal. Therefore, it is very important that you continue to communicate with the College through your Department and the Advisory & Wellbeing teams if you are struggling to attend.

4.12   Missing an examination

If you are unable to attend an exam (e.g. through reasons of sudden illness) then there are two steps to follow.

Step 1

You must notify the Student Services Centre at the earliest possibility. Wherever possible, please e-mail them at studentservices@royalholloway.ac.uk before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email why you cannot attend the exam. The Student Services Centre will then forward this information to your department so that we are aware of your non-attendance.

Step 2

Read the Extenuating Circumstances Guidance and, if your circumstances meet the criteria outlined in the guidance, complete and submit the Extenuating Circumstances application form with your supporting evidence. Section 8 below provides further details about Extenuating Circumstances.

5   Degree Structure

The MSc in Social Work enables students with a first degree to obtain a qualification as a social worker. The MSc is a generic course and is located within a range of qualifying, post-qualifying, and postgraduate courses within the Department of Social Work within the school of Law and social science.

Full details about your course of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the course and any course-specific regulations are set out in the course specification available through the Course Specification Repository.

Additional Departmental courses

- BSc in Social sciences
- BSc in Health and Social Care
- MSc in Advanced Practice
- PhD Social Work

Whilst all these courses have their own distinctive characteristics, they combine in a number of important ways. Through undertaking them, we think that students will extend their knowledge and skills in working in health and social care contexts, and work with us in establishing expertise in the design, delivery, evaluation and evolution of policies and practices that influence and inform health and social care services. The social work courses are committed to promoting high quality research based, ethical social work practice within an increasingly multi-disciplinary environment. Teaching and learning in the course are closely informed by the active research of staff, and issues of diversity and anti-oppressive social work practice will be integrated throughout the courses. We undertake a wide variety of commissioned research in the national and international health and welfare arena. This underpins our taught courses for social work practitioners. We develop, and support, research-literate practitioners and policy/practice-literate researchers and break down traditional barriers between these groups at every level of departmental activity from PhD registrations to short CPD courses.

5.1   Department Specific information about degree structure

In addition to the outline timetable (see 4.2.6) MSc Social Work students are required to attend skills and professional development days in both academic years. These dates are incorporated into the combined Academic and Placement Calendar which will be provided at the beginning of each year.

There are six modules that you study, as well as receiving tutorial support in undertaking research for the final dissertation. Subject specific experts will deliver lectures, seminars, and individual tutorials. In addition your Academic Tutor will guide you throughout your course of study, with whom you will meet regularly throughout the academic year.

1st year modules	Credits
Readiness for Practice	0
Knowledge and skills for social work 1 – term 1and 2	30
Life course development – term 1	15
Law and Policy for social work- term 1 & 2	30

2nd year modules	
Critical Social Work – term 1 and 2	15
Knowledge and skills for social work 2 – terms 1 and 2	30
Research Methods and Dissertation – term 1 and 2	60

The MSc course incorporates 30 days skills input in line with the Social Work England Education standards and PCF (BASW) requirements for 'Developing skills for practice' and assessment of 'Readiness for direct practice'.

Skills input is incorporated into a range of the modules including Readiness to Practice, Knowledge and Skills 1 and 2 and Life course development. Skills sessions are devised to enhance students' readiness for practice learning and their developing professional identity with a particular focus on the skills of self-awareness, communication, intervention skills and capacity for increasingly critical reflection over the course of the social work course. In year 1 you will be introduced to learning activities which enable you to practise generic skills in observation (of self and others), communication, reflection and self- awareness whilst developing your understanding of the social work role but without the pressures of being in assessed practice learning placements. You will be introduced to service user and carer perspectives which underpin skills-oriented learning. In year 2 you will have opportunities to develop more advanced skills, integrating theoretical input and practice learning experiences.

Students are required to complete an agreement to participate in learning activities at the beginning of the academic year. If you fail to attend any designated skills session you will be required to make up this time via attendance at timetabled sessions or completion of alternative activities as required. Attendance at required skill sessions must be verified and signed off before a student can progress to qualification. You are advised that failure to meet these requirements may extend your course of study and impact on your progression.

5.2   Course registrations
You can only register for 180 credits' worth of courses in each academic year (this excludes courses which are being re-sat). You will have the option of changing courses up to the end of the second weeks after the start of teaching (excluding Welcome week). Any courses that you wish to take on an extracurricular basis (that is, not counting towards your degree) must be identified at the start of the academic year.

5.3   Change of course
Where provision is made for this in the course specification, you may transfer to another course, subject to the following conditions being met before the point of transfer:

(a) you must satisfy the normal conditions for admission to the new course;
(b) you must satisfy the requirements in respect of mandatory courses and progression specified for each stage of the new course up to the proposed point of entry;
(c) the transfer must be approved by both the department(s) responsible for teaching the new course and that for which you are currently registered.
(d) if you are a student with Tier 4 sponsorship a transfer may not be permitted by Tier 4 Immigration rules.
(e) you may not attend a new course of study until their transfer request has been approved.

Further information about changing courses is available in Section 8 of the Postgraduate Taught Regulations.

5.4   Course Approval

The Step Up PG Dip./MSc Social Work course has been validated and approved by RHUL and Social Work England. It was endorsed by the College of Social Work (TCSW) whose
Professional Capability Standards are now managed by BASW.

5.5   Course delivery and design

Social Work England Education and training standards state that the course curriculum should ensure that:

- The learning outcomes will ensure that students meet Social Work England's professional standards

- The learning outcomes will ensure that students understand and are able to meet the expectations of professional behaviour

- The course will reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance

- The curriculum will remain relevant to current practice

- Integration of theory and practice will be central to the course

- The learning and teaching methods used will be appropriate to the effective delivery of the learning outcomes

- The delivery of the course will support and develop autonomous and reflective thinking 4.8:

  The delivery of the course will support and develop evidence-based practice

- The course will ensure that students are able to learn with, and from, professionals and students in other relevant professions

- The course will include effective processes for obtaining appropriate consent from people with lived experience of social work and students

- The education provider will identify and communicate to students the parts of the course where attendance is mandatory and will have associated monitoring processes in place

5.6   Professional Capabilities Framework

Practice placements are assessed in line with the Professional Capabilities Framework (PCF) at levels: Readiness for Direct Practice, End of First Placement and End of Last Placement.

Domains within the PCF include:-

1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development
2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice
3. DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing
5. KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory
6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
7. INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse
8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings

9. PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management.

5.7 Suitability Requirements

Applicants applying for our courses and current social work students have to meet the Social Work England and HEA guidance on Course admissions
 https://www.heacademy.ac.uk/system/files/resources/assessing_the_suitability_of_students_to_enter_and_r emain_on_qualifying_social_work_courses_o.pdf which include:-

2.1 The admissions procedures will give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a course.
2.2 The admissions procedures will apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.
2.3 The admissions procedures will apply selection and entry criteria, including criminal convictions checks.
2.4 The admissions procedures will apply selection and entry criteria, including compliance with any health requirements.
2.5 The admissions procedures will apply selection and entry criteria, including appropriate academic and / or professional entry standards.
2.6 The admissions procedures will apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.
2.7 The admissions procedures will ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

All students are strongly advised to be fully aware of the Suitability for Social Work policy and College Fitness to Practice policies – see appendices 4 and 5.
It is essential that students note the implications of both policies for student behaviour on and off campus and in placement settings. Disclosure and Barring Service (DBS) checks are required at the point of application and throughout the course. Any changes in relation to the student's Disclosure and Barring Service (DBS) check, health or personal circumstances which may impact on suitability for social work must be brought to the attention of the relevant Course Director. Students must report any issues which may affect their suitability for social work (e.g. disciplinary inquiries at work, child protection concerns in their family, personal health or wellbeing). The course has a positive duty to ensure that students qualifying 'are suitable to practice as a social worker & the suitability declarations are repeated at the beginning of each academic year. **Failure to report any potentially relevant matter will itself provide grounds for considering their 'suitability'. See Appendix 2 for DBS procedure & Appendices 3 & 4 for Suitability and College Fitness to Practice procedures**.

6 Facilities

6.1 The Library
The RHUL Library is housed in the **Emily Wilding Davison Building** and provides online access to a wide range of electronic resources. These include, but aren't limited to, eBooks, journal articles, newspaper articles and conference papers. These can be accessed off campus twenty four hours a day so you can study at a time and location that suits you.

Details, including Library Search, dedicated subject guides and opening times can be found online from the Library home page. There are also a range of resources available on the Library's Moodle page to help you make the most out of using the library.

If you cannot find the specific items that you require in the library, **it is possible to order an Inter-Library Loan or to gain access to the online resources of Senate House Library as well as access to use the library's physical collections or other university libraries. You can obtain further information on this here:** www.royalholloway.ac.uk/about-us/the-library/ .

The Information Consultant for Social Work is Greg Leurs, who can be contacted at Greg.leurs@rhul.ac.uk.

The central London campus has access to **Senate House Library.** Students need to register to be able to use this library https://intranet.royalholloway.ac.uk/students/campus-life/library/undergraduate/using-other-libraries/senate-house-library.aspx. Once registered students have full borrowing privileges to Senate House Library and access to its broad range of online resources. Please note that Senate House Library does not have an extensive range of social work books.

Students are encouraged to make use of library facilities local to where they are based. Therefore, we would strongly recommend students applying for Sconul Access https://www.sconul.ac.uk/sconul-access.

If you cannot find the specific items that you require in the library, it is possible order an Inter-Library Loan You can obtain further information on this here: https://intranet.royalholloway.ac.uk/staff/tools-and-links/library/using-our-libraries/inter-library-loans/inter-library-loans-ill.aspx

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats. For information on available sessions and to book a place, go to: http://libguides.rhul.ac.uk/training

6.2   Specialist Libraries

There are also specialist libraries relevant to Social Work students. Specialist libraries in Britain are listed in the ASLIB Directory of information sources in the United Kingdom (available in the library).

Important: In each case contact the library before visiting or visit their web pages. You may have reference access only.

Other useful resources include:
Centre for Policy on Ageing
Tel: 020 753 1787
Address: 2531 Ironmongers Row, London, EC1V 3QP
WWW: http://www.cpa.org.uk/index.html

DrugWise   (website still available as a resource)
                                    https://www.drugwise.org.uk/

Equality and Human Rights Commission
Tel: 020 3117 0235 / 0808 800 0082 (EASS)
Address: 3 More London, Riverside, Tooley Street, London, SE1 2RG
WWW: https://equalityhumanrights.com/en
                                    //www.equalityadvisoryservice.com/
Email: correspondence@equalityhumanrights.com

Kings Fund Centre
Tel: 020 7 267 6111
Address: 126 Albert Street, London, NW1 7NF
WWW: http://www.kingsfund.org.uk/

National Children's Bureau
Tel: 0207 843 6033 nearest LT station ANGEL
Address: 8 Wakeley Street, London, EC1V 7QE
WWW: https://www.ncb.org.uk/resources

NSPCC
Tel: 0207 825 2775 nearest LT station OLD STREET
Address: 42 Curtain Road, London, EC2A 3NH
WWW: https://www.nspcc.org.uk/homepage/

Important Note: In most cases your Royal Holloway College Card should act as valid ID but see the Departmental Administrator if a letter of verification of student status is required when visiting other libraries. There are also specialist libraries relevant to Social Work students. Specialist libraries in Britain are listed in the ASLIB Directory of information sources in the United Kingdom (available in the library).

6.3   Photocopying and Printing

There are photocopier/ printers services available at Bedford Square. These facilities are quite limited. The photocopier/ printer is situated in the basement of the building in Bedford Square, although this can get very busy.

6.4   Computing

There are a limited number of PC terminals in the basement of Bedford Square. These can be used by students to support their studies or complete course work. We would strongly advise that you bring a lap top and find a space in Bedford Square or Senate House if you need to do course work.

The Egham Campus has a wide range of PC's based in different buildings.

How to find an available PC in Egham

7   Assessment Information

An essay is a way of presenting the reader with an account of the ways in which you have found your learning engaging and meaningful – it's a 'know and show' opportunity for you. It is a chance to both create a map of a particular territory of knowledge, as well as an invitation for the reader to take a guided walk through that territory. It should have a clear structure and style, content that is relevant, and a rhythm and momentum to the arguments presented that the reader experiences as credible. So it should say, "Look, here is my well informed, balanced, complex view of this particular world that I'm asking you to look at, and I hope you find my ways of seeing persuasive". In all, try not to let the assignment become just a flat and dull summary of other people's ideas and thoughts. Try to present it in a way that shows the following features:

- That you have knowledge of a particular area of study including concepts, debates and issues, and research evidence that affect the issue;
- Your systematic comprehension of what is known, by putting the knowledge in your own words in an intelligible way;
- That you can analyse the material under consideration, dissecting arguments in a systematic and balanced way;
- Once you've taken apart other perspectives, you can synthesise those perspectives by putting them together again in a fresh way, looking at the connections and gaps between differing views;
- Finally that you can evaluate the material in terms of its internal coherence, its links with other perspectives and views, and in relation to your own experiences and views. This will help you to give an account of how you have weighed things up, and why you've done so in the ways that you have.

The stages of essay production could look like this. But remember, this is not a prescriptive list. You will find your own start to finish path for a written assignment and may already be familiar with these and other aspects of effective writing. Our invitation to you is to take charge of the structures, mechanisms and methods that work best for you, so long as they help you to reach your highest potential
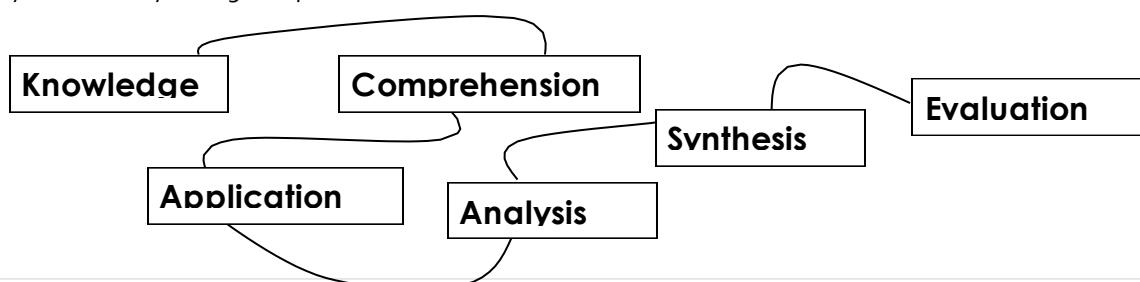
To summarise, sometimes a basic essay structure will look like this:

Introduction: Key definitions, giving the basic directions and structure: a map of the territory you are asking the reader to enter
Literature review: knowledge and comprehension of key concepts, debates, issues, research outcomes that you compare, analyse, synthesise
Conclusion: evaluate compare and weigh up the local to the general, drawing out key points.

7.1   The dissertation

Your dissertation (8,000 words) is one of the final pieces of work leading to the award of an MSc. It is important to think about its structure, so that you have a relatively clear idea of the ways in which your topic can be housed within it.

7.2   Choice of dissertation topic

Dissertation topics can be derived from theoretical ideas, experiences on placement or personal interest. The key is to have a clear focus and select a topic that will sustain your interest.
6.4   The dissertation supervisor

Your department will assign you a dissertation supervisor who will oversee your work. Dissertation supervisors are allocated in the light of the topic identified in your formative research proposal and staff availability. The role of your dissertation supervisor is to give advice about the suitability of the topic, appropriate reading and to advise on the structure and organisation of the dissertation and the way in which it should be presented. Support during the dissertation phase of the course will be provided by supervisors via group seminars and individual meetings.

Students are advised to ensure that they attend group supervision and keep all appointments with their supervisor. Dissertation supervisors are available to meet with students for a maximum of 2 hours per term that could include face-to-face contact, email correspondence and reading of drafts. The supervisor can look at a draft section of the dissertation up to a maximum of 1000 words, provided it is handed in 4 weeks prior to the final submission date. The supervisor will not pre-grade the dissertation draft.

In most cases students are happy with the supervisory relationship. However, there are occasions where for some reason the supervisory relationship does not work and breaks down. If this happens, you should speak as soon as possible with the Course Director or your Academic Tutor to see whether the problem can be resolved informally, e.g. through mediation, changing supervisor. You should not wait until after you have received your final degree results to raise the matter as it is very difficult for the College to resolve such matters or take remedial action at that point.

7.3   Content of dissertation

The dissertation is the final piece of work and the most substantial on the MSc in Social Work. The dissertation is submitted electronically via Turnitin. The dissertation should follow the layout below.

The front page
This should be similar to the one for essays, namely
•   The Course title
•   Your candidate number
•   The course code for the dissertation
•   The title of the dissertation
•   The exact word length

An abstract
Summarise your dissertation here in 300 words or less. Try to distil the content and shape for the reader that

gives an accurate idea of what the key issues, themes and debates are that you are considering, and the ways in which you've considered them, and any core findings that have emerged through your enquiry.

Contents Page

A clear neatly laid out list of the contents really signals a well-organised product. Take time to ensure that each chapter is listed and where possible include any sub-divisions within chapters.

The chapters in a research–based dissertation

Usually you will want to include (as a minimum) the following:

Introduction: As for essays, this introduction will give the reader a beginning account of what you have chosen to examine and why you have chosen to do so. It also states how you intend to proceed, and what the rest of the chapters basically contain.

Literature review: Again, as for an essay, but with greater depth and breadth, you will tell the reader what the key issues are that you are addressing, and why it is from your point of view that they are addressed in the way that they are here. You will map out what is known, what is emerging, and any areas that remain unknown or under explored in relation to the issues you have identified. You will need to demonstrate your ability to compare, analyse and or critically synthesise the current literature. Don't just list all the different studies and their findings in your area of interest. Let the reader know which ones are important to your research and how you can use the knowledge gained from past research to help you with your study. Try and be precise about your focus. Shine your light brightly on a small area of your interest, rather than attempting to cast a more diffuse light over a bigger area. Summarise the chapter by identifying the key issues, and by briefly pointing to how they connect to the next chapter.

Methodology: Here you are making a credible case for the methods you will employ to examine the issues that emerged during the literature review. Begin the chapter with a statement of what kind of research design you will be using and then follow this up with an explanation for choosing this design. You will present the research question(s) that informed the study. Then go on to do the same for the methods, including the reasons for discarding other methodological approaches in favour of the one(s) you chose. Describe your sample of respondents and their contexts. Give an account of any ethical issues you encountered and how you responded to these. Say how your research design helped or obstructed the process of gathering data, and any ways in which expected and unexpected things happened during the enquiry. Similarly, give an account of how you analysed the data, and any ways in which you think this was fruitful or limited (ending on a positive note).

Results: Begin by summarising the results briefly, so that it creates a foundation for what you are about to lay out in more detail. Then you can begin to systematically compare and contrast your local findings with the key issues identified in the literature review. You may find it helpful to structure the results using the key issues as sub-headings.

Data Analysis: When collecting data, data analysis is a separate section. In this section you explain your findings. Say what your results confirmed, and how they differed from the literature. Synthesise and evaluate, adding your own balanced views, and drawing the chapter down to a comprehensive set of statements that make a bridge between the literature and your own findings.

Conclusion: Say what your findings are and why you think they are of significance. Here you will also discuss the implications of your research for social work practice, policy and research. Give an honest appraisal of the strengths and limitations of the methods of enquiry, once again trying to end on a positive note. Always try to let the reader know that you are aware that your research has some limitations, but that it also adds to the existing body of knowledge in whatever field you decide to research. And finally, state where you or other researchers should go from here. Point the way.

The chapters in a literature–based dissertation

Usually you will want to include (as a minimum) the following:

Introduction: As for essays, this introduction will give the reader a beginning account of what you have chosen to examine and why you've chosen to do so. It also states how you intend to proceed, and what the rest of the chapters basically contain.

Background overview: Again, as for an essay, but with greater depth and breadth, you will tell the reader what the key issues are that you are addressing, and why it is from your point of view that they are addressed in the way that they are here. You will provide an overview of the policy and legislative contexts for the review. You may want to define the concepts and ideas relevant to your topic, as well as an overview of the conceptual frameworks and theories that informed your review. Shine your light brightly on a small area of your interest, rather than attempting to cast a more diffuse light over a bigger area. Summarise the chapter by identifying the key issues, and by briefly pointing to how they connect to the next chapter.

Methodology: Here you will clearly state the question(s) that informed the review. You will describe your search strategy that should include the search terms you used, your inclusion and exclusion criteria and the databases consulted. You will give an account of the results of your searches and the process for selecting studies for inclusion in the review. You will describe the tools you have used to extract data from the studies and explain how you have set about categorizing the studies and how themes were derived.

Results: Begin by summarising the results briefly, so that it creates a foundation for what you are about to lay out in more detail. Here you can offer the reader an overview of the types of studies included for review, the key foci of the studies and a summary of findings across the studies. It may be helpful to include a literature table to support the overview of the studies, map out what is known, what is emerging, and any areas that remain unknown or under explored in relation to the issues you have identified.

Analysis and Interpretation: In this section you present and explain your findings. Say what themes emerged from the review, present the themes and illustrate these by drawing on the studies reviewed. You will need to demonstrate your ability to compare, analyse and critically synthesise the current literature. Do not just list all the different studies and their findings in your area of interest.

Conclusion: Say what your findings are and why you think they are of significance. Reflect on the findings of your review in relation to your research questions(s). You should explore the implications of your findings for social work practice, policy and research. Give an honest appraisal of the strengths and limitations of the methods of the review, once again trying to end on a positive note. Finally, state where you or other researchers should go from here. Point the way.

Finally: An accurate Reference List that lists all the reference to other work made in the body of the dissertation should be followed by a list of appendices.

7.4   Presentation
The dissertation must be securely bound, double-spaced and at least 11pt typeface. You will be required to submit an electronic version via Turnitin plus two hard copies to facilitate second marking.

7.5   Referencing
The reason for citing sources is to indicate to your reader where you obtained your information. Since the object is to allow readers to locate the sources of your information, it is essential that your citations are accurate and specific. It is not enough to cite a book if the reader has to read every page to find the passage to which you are referring.

7.6   Footnotes
Footnotes are not normally used in the referencing style preferred by the department.

7.7   Reference List
The reference list should include all the citations for material referenced in the text. See below.

7.8 Referencing style

The Department of Social Work uses a version of the Harvard Referencing style – please see the departmental referencing guide: https://www.royalholloway.ac.uk/ecampus/cedas/home.aspx

7.9 Illustrations

Where these are used students should ensure that they fully acknowledge the source from which these were taken.

7.10 Appendices

Appendices are normally included following the reference list and do not count towards the total word count.

7.11 Word count

You will be expected to submit a 10,000 to 11,000 word dissertation in your final year of study. The usual word count limits specified in section 7.6 apply. The contents page, abstract, reference list and appendices do not count toward the final word count.

7.12 Anonymous marking and cover sheets

• All essays are anonymised and single-marked with a second internal marker sampling the first marker's results for moderating purposes. However, double marking is carried out for all fails, borderline fails, distinctions, practice studies and dissertations.

• Any assessment over which the internal markers disagree will be blind-marked by the Course Director or another member of staff. Exceptionally the Visiting Examiner may be asked to take on this role.

• The first marker will usually be the Course Leader or the person responsible for setting the essay title/exam question.

• The first marker is also responsible for identifying the sample to be moderated which will include all fails, borderlines, distinctions and a random selection of at least 10% of the assessments from across the full range of marks.

Academic standards and consistency of internal marking are scrutinised and verified by the External Examiner, who examines a selection of examination scripts and coursework from all the marking bands together with all the assessments of borderline and failing candidates. The assignment will be passed on to academic staff for marking and moderation, and may go to external examiners for moderation and quality assurance. All work that is a distinction or a fail will be moderated by external examiners, in addition to a sample of mid-range work.

If you fail a piece of work, you will normally be allowed a second and final attempt to re-submit it at the next available opportunity. We will let you know when this is in writing, after the Sub-Board of Examiners has confirmed your marks. Please note that you will incur an administrative fee for resubmissions, this is payable to the College before you can progress into the next year of study. Details of the fee amount for resubmissions is available from Student services.

Exams normally take place in the 3rd term and dates are set centrally – you will be informed of your exam dates towards the end of the 2nd term. Resit exams and submissions normally take place in July or August. Please note: if MSc Social Work students fail 3 or more courses in one academic year they may be required to retake the entire year.

You should give the following information on the front page of the assignment. Note that you should not identify yourself by name. Work submitted without a cover sheet will not be marked.

- The Course title - MSc in Social Work
- Your candidate number - NB this is not your student number
- Your Turnitin electronic submission id number
- The course code and title
- The title of the assignment
- The exact word length

You should make sure that all information that identifies people, locations and services is anonymised by you.

7.13   Submission of work

You will be told at the beginning of the academic year, and at the start of each course, exactly when your submission deadlines are. You will be expected to stick to those deadlines. Penalties will apply for late submission of assessed work (see below).

If circumstances are such that you are unlikely to meet the deadline then you should alert your tutor as well as the Assessment Tutor to the facts by email as soon as you can. A number of options are available at that point, as detailed under 'Extenuating Circumstances' below. Any work handed in after the due date of an extension will be an automatic fail.

Students must submit one electronic copy via Turnitin. Please note that two hard copies of the dissertation must be submitted. The electronic copy must be submitted by 10.00am. Please ensure that you number your pages, use your candidate number as a footer and staple pages together. Also make sure you keep a copy for yourself stored safely on a PC or device for retrieval.

Please note that when you submit your work you will be asked to sign a declaration that your submission is your own work, and that where material has been obtained by you from any source, the source has been fully acknowledged by you.

Please remember that it is your responsibility to ensure that you upload the correct document to the correct Turnitin box and we strongly recommend that you upload your essay well before the deadline and check all submissions to avoid late penalties being applied. Once the deadline has passed work cannot be re-uploaded and any incorrect work cannot be replaced.

7.14   Stepped Marking

Work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8. This means that a piece of work awarded Merit would be awarded 62%, 65% or 68%. This approach, which is called stepped marking, has been found to help in better aligning grades with marking criteria and for providing greater clarity to students about the standard of their work and how close they are to lower and upper grade boundaries. For example, a 62% represents a low Merit, while a 68% indicates a high Merit.

Assessed work which is quantitative (e.g. numerical or multiple-choice tests), where there are 'right or wrong' answers, e.g. language tests/ exercises and/ or where there is a detailed mark scheme under which each question is allocated a specific number of marks will be exempt from stepped marking.

85-100% **HIGH DISTINCTION**	**Work displaying some or all of the following features, depending on the nature of the assignment or task:** • Publishable quality • Outstanding research potential • Ability to plan, organise and execute independently a research project to the highest professional standards • Exceptional degree of creativity, originality and independence of thought • Ability to make informed judgements, develop original insights, and construct productive hypotheses in the absence of complete data • Highest professional standards of competence, expression and presentation (written, oral, visual) • Ability to assemble information from different sources to produce exceptionally well-organised and original answers • Ability to analyse data critically and formulate questions which lead to original lines of enquiry • Ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice • Flexibility of thought, and the ability to employ different approaches to the solution of highly complex and novel problems • Ability to evaluate published or publicly-presented work critically and to the highest professional standards • Penetrating analysis of primary sources of literature and information • An exceptionally high level of understanding of current research techniques and how they can be applied most effectively to investigate challenging new problems • Outstanding levels of accuracy and technical competence
70 – 84.99% **DISTINCTION**	**Work displaying some or all of the following features, depending on the nature of the assignment or task:** • Excellent research potential • Ability to plan, organise and execute independently a research project to a very high professional standard • Very high professional standards of competence, expression and presentation (written, oral, visual) • High degree of creativity, originality and independence of thought • Ability to assemble information from different sources to produce very well-organised and original answers • Ability to analyse data critically and formulate questions which may lead to productive lines of enquiry • Flexibility of thought, and the ability to employ different approaches to the solution of complex and novel problems • Ability to evaluate published or publicly-presented work critically and to a high professional standard • Ability to analyse primary sources of literature and information critically • Very high levels of accuracy and technical competence

60 -69.99% PASS WITH MERIT	**Work displaying some or all of the following features, depending on the nature of the assignment or task:** • Very good professional standard of competence, expression and presentation (written, oral, visual) • Clear evidence of the potential to undertake original research given appropriate guidance and support • Evidence of some creativity, originality and independence of thought • Ability to assemble information from different sources to produce well-organised and insightful answers • Ability to analyse data critically • Flexibility of thought, and the ability to solve complex, though not entirely original problems • Some ability to evaluate published or publicly-presented work • Some ability critically to analyse primary sources of literature and information • Good degree of accuracy and technical competence
50-59.99% PASS	**Work displaying some or all of the following features, depending on the nature of the assignment or task:** • Sound knowledge and understanding of the relevant literature and other key sources of information • Ability to produce satisfactory answers to problems and questions • Ability to construct coherent and relevant answer to questions, though with few signs of originality • A competent professional standard of organisation and expression • Ability to engage in research involving a moderate degree of originality, when provided with close supervision and support • Satisfactory degree of competence and technical accuracy
40-49.99% MARGINAL FAIL	**Work displaying some or all of the following features, depending on the nature of the assignment or task:** • Basic knowledge and understanding of some of the essential literature and other key sources of information, but answers are either incomplete or not entirely coherent • Shows some grasp of the problem or topic but lacks clarity in written or oral presentation • Little evidence of independent thought • Little or no evidence of originality in answers • Work which is just below an acceptable basic professional standard
20-39.99% FAIL	**Work displaying some or all of the following features, depending on the nature of the assignment or task:** • Fragmentary knowledge and understanding of the essential literature and other key sources of information, yielding answers which show only a limited degree of understanding • Shows little grasp of the problem or topic, and lacks clarity in written or oral presentation • Almost no evidence of independent or original thought • Work that is clearly below an acceptable basic professional standard
0-19.99% FAIL	**Work displaying some or all of the following features, depending on the nature of the assignment or task:** • Almost entirely lacking in evidence of knowledge and understanding of the essential literature and other key sources of information, yielding answers which, at best, show only the most rudimentary understanding of the question • Shows almost no insight into the problem or topic • Confused and incoherent written or oral presentation • Totally devoid of independent or original thought • Work that is far below an acceptable basic professional standard

7.15 Policy on the return of marked student work and feedback

The full policy on the return of marked student work and feedback is available here.

Return of marked student work and feedback

All assessed work (other than formal examinations) should be returned with feedback within 20 working days of the submission deadline, except in cases where it is not appropriate to do so for exceptional and/ or pedagogic reasons. These may include the assessment of dissertations, final year projects, taped case studies, audio visual submissions, where the marking has been delayed due to staff illness and/ or where an extension to the submission deadline has been granted. The deadline for the return of the marked work with feedback
will be made clear to students when they receive their assignments. In the event that the intended deadline cannot be met for reasons such as those listed, the revised deadline will be communicated to students as soon as possible.

7.16 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Course Specification Course Specification Repository (and also more generally in the Postgraduate Taught Regulations).

7.17 Examination results

Please see the Examinations & Assessments website for details of how you will be issued with your results.

The Examinations & Assessments website is the place where you can access the "Instructions to Candidates" and details of the examinations appeals procedures.

7.18 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section 13, paragraph (5) of the College's Postgraduate Taught Regulations.

Section 13 (5)

'In the absence of acceptable extenuating cause, late submission of work will be penalised as follows:

- *for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks;**
- *for work submitted more than 24 hours late, the mark will be zero.'*

*eg. an awarded mark of 65% would be reduced to 55% and a mark of 42% would be reduced to 32%.

If you believe that you will be unable to submit coursework on time because of illness or other acceptable causes then you should apply for an extension to allow you to submit the work late without suffering a penalty. If you did not request an extension but then miss a deadline due to factors which have affected your ability to submit work on time, then you may submit a request for extenuating circumstances to be considered. Please note however that if you do so, you will have to provide convincing reasons why you had been unable to request an extension.

7.19 Penalties for over-length work

Being able to express your ideas clearly and concisely are key academic skills. They are also important transferrable skills. Word limits are there to help you to develop your ability writing and to encourage you to get to the point.

Work which is longer than the stipulated length in the assessment brief will be penalised in line with section 13, paragraph (7) of the University's Academic Taught Regulations

Section 13 (7)
Any work may not be marked beyond the upper limit set. The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work or presentations. In the case of presentations these may be stopped once they exceed the upper time limit.

In addition to the text, the word count should **include** quotations and footnotes.

Please note that the following are **excluded** from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.
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7.20   What to do if things go wrong – Extensions to deadlines

You are expected to manage your time appropriately and hand in your coursework assessments on time. However, occasionally unforeseeable or unpreventable circumstances arise which prevent you from submitting your work on time. If this is the case you may be able to apply for an extension to your submission deadline without suffering a penalty.

Please refer to the Extensions Policy and guidance on the College's webpage about Applying for an Extension.

Please note: - Not every assessment is eligible for an extension.

Listed below are the assessments for which extensions cannot be granted (i.e. are exempt):-

Reflective child observations
Readiness for practice portfolios
Placement portfolio submission
Theories and knowledge essays (April 2020)

7.21   What to do if things go wrong – the "Extenuating Circumstances" process.

If you are unable to submit coursework because of unforeseeable or unpreventable circumstances please refer to section 8.9 ' What to do if things go wrong – Extensions to Deadlines'. If an extension is not possible, you may be able to apply for extenuating circumstances.

The policy is explained in full in the Extenuating circumstances – Guidance for students.

What is an Extenuating Circumstance?

Extenuating circumstances are defined as unforeseen *circumstances which are **outside a student's control** and which may **temporarily** prevent a student from undertaking an assessment or have a **marked/ significant detrimental/adverse impact** on their ability to undertake assessment by coursework or examination to the standard normally expected.* You can read more about them here.

This means that such circumstances rarely occur. They are outside your control if they are:

- Unforeseeable - you would not have prior knowledge of the event (e.g. you cannot foresee whether you will be involved in a car accident);
- Unpreventable – you could not reasonably do anything in your power to prevent such an event (e.g. you cannot reasonably prevent a burst appendix.)

It is these short-term (temporary) circumstances that the College normally regards as extenuating circumstances.

Absence from an examination

Section 5 above explains what to do on the day you miss an examination if it was due to extenuating circumstances.

Applying for extenuating circumstances

Before going ahead, you should check that your circumstances meet the criteria. These are explained in full in the Extenuating circumstances – Guidance for students. You should also read the section **Illness & absences from an examination and departmental assessments and extenuating circumstances** in the Instructions to Candidates issued by Student Administration.

If you apply for extenuating circumstances, you will need to supply a full explanation of your situation together with any supporting documentation.

Deadlines for submission of extenuating circumstances

Extenuating circumstances applications should be submitted as close to the affected piece of assessment/exam as possible.

The deadlines for submitting extenuating circumstances are listed in the Instructions to Candidates and the College webpages for Exams, Assessments and Results

Ongoing circumstances

If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your department and with the College's Student Advisory & Wellbeing teams as soon as possible. This will allow us to consider strategies that will help you manage the situation. Examples might be that you have an illness that does not constitute a disability, a close family member is ill and needs your support, or you have suffered an adverse life event.

It may be that the circumstances are severely affecting your ability to study by causing you to repeatedly miss scheduled teaching and/ or affecting your ability to complete assessments. If this is the case and there is no reasonable way to help you to manage the situation, then you may need to consider, in consultation with your department and Student Advisory & Wellbeing , if it would be in your best interests to interrupt until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases may be preventable. As such, it is unlikely that the Extenuating Circumstances Committee will be able to take action to mitigate such circumstances. For further information, please read the Extenuating circumstances – Guidance for students.

7.22   Support and exam access arrangements for students requiring support

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, "a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities". It is for such conditions and SpLDs that Disability and Dyslexia Services (DDS) can put in place adjustments, support and exam access arrangements. Please note that a "long-term" impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the Disability and Dyslexia Services Office for an assessment of your needs before adjustments, support and exam access arrangements (') can be put in place. There is a process to apply for special arrangements for your examinations – these are not automatically put in place – and there is a deadline in term 2 for these to be arranged. Disability and Dyslexia Services can discuss this process with you when you register with them. Please see section 2 above for further guidance

about registering with the Disability and Dyslexia Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-board will not make further allowance in relation to your disability or SpLD.

The MSc in Social Work course has 1 exam and at least 2 presentations. Students with SPLDs should inform the Course Coordinator or Course Director well ahead of these assessments to ensure appropriate adjustments can be put into place for these assessments.

7.23   What to do if you have difficulty writing legibly

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in writing by hand which would lead to your scripts being illegible you should contact Disability and Dyslexia Services. Please note the deadline for making an application for Examination Access Arrangements is in January each year. Therefore it is in your interest to contact DDS as soon as you are able in the Autumn Term in order that you have time to get any necessary evidence required for the application.

7.24   Academic Misconduct

The College regulations on academic misconduct (also known as assessment offences) can found on the Attendance and Academic Regulations page of the student intranet.

Academic misconduct includes, but is not limited to plagiarism (see obelow), commissioning, duplication of work, (that is, submitting work for assessment which has already been submitted for assessment for the same or another course), falsification, impersonation, deception, collusion, (for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work), failure to comply with the rules governing assessment, including those set out in the 'Instructions to candidates'.

The Regulations set out some of the types of academic misconduct in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Tutors or other members of staff in their department should they have any queries about what constitutes academic misconduct. The College treats academic misconduct very seriously and misunderstanding about what constitutes academic misconduct will not be accepted as an excuse. Similarly, extenuating circumstances cannot excuse academic misconduct.

What is Plagiarism?

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet. Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student's work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student's work alone, without reference to further evidence.

All students on the MSc in Social Work course are expected to complete the Moodle based Academic Integrity course along with the attached test, which must be passed. The details of the course will be given to students during the induction.

8 Attendance and Engagement Requirements

The Schools Engagement Requirements are as follows:

- Submission of all coursework and/or
- 80% attendance/engagement at timetabled sessions

Please refer to the central Engagement web pages and Attendance and Engagement Policy for full details. Please note that social work has an 80% attendance requirement which is higher than the standard university policy due to the professional nature of this programme.

9 Careers information

The College's Careers & Employability Service is based in the Davison Building. The careers service run a number of industry themed weeks and a range of standalone events during the academic year including a careers fair in October. Our events are open to all students. One to one appointments are available all through the year where you can talk over your career ideas or get your CV, cover letter or application checked. You can also book a practice, in person or video interview.

Our website and Careers Moodle has a wide range of help and information including interview skills, writing CVs and applications, assessment centres & psychometric tests.
For more information about all Careers events and appointments visit their website or come along and speak to their friendly and helpful staff.

10 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal Tutor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the College Complaints Procedures for students. You should raise your complaint **as soon as possible**.

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedure and permitted grounds for appeal can be found on the Academic Appeals webpage.

11 Health and Safety Information

The Health and Safety webpage provides general information about our health and safety policies.

12 Code of practice on harassment for students

The University is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The University's Code of Practice on personal harassment for students should be read in conjunction with the Student Disciplinary regulations and the Complaints procedure.

12.1 Lone working policy and procedures

The College has a 'Lone Working Policy and Procedure' that can be found here.

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students is classified as a medium risk activity and as such the following advice is relevant.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety

Coordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

11.2. Placements

Information on placements, including Interim Suitability and Fitness to Practice can be found in the MSc Social Work practice placement handbook.

13 Equal Opportunities Statement and College Codes of Practice

13.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that:

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins

- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential

- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity

- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity

- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material

- it creates a positive, inclusive atmosphere, based on respect for diversity within the College

- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

13.2 Additional codes of practice

13.3 Disclosure and Barring Service (DBS) checks and Professional Suitability

The MSc in Social Work courses are a professional qualification and over the course of the course students will be required to demonstrate their development as professionals who will be working with vulnerable children and adults. All students are required to have a Disclosure and Barring Service (DBS) check at the commencement of the course and then if necessary during their time on the course. In addition students are required to complete suitability declarations prior to and during the course. Please see Appendix 3 for details on this process.

Satisfactory Completion of All Required Disclosure Forms

Students are required to complete and sign DBS & Health and Personal Circumstances declarations during admissions and again at the beginning of each academic year. Prior to completing Readiness to Practice in advance of their first placement students are required to confirm that nothing has changed since the completion of their forms. This statement should be signed and dated in their submitted portfolio.

In order to comply with Social Work England guidance for practice placements, disclosure and barring requirements (DBS) and statutory procedures in relation to the safeguarding of children and adults all students are required to be entirely transparent about any personal circumstances that may have potential implications for engaging in a practice placement. This includes any aspect of personal health or behaviour, family circumstances including contact with childrens' or adults services, criminal convictions, legal records and disciplinary records, as outlined in self-declaration forms. Disclosure of information does not mean that students cannot progress into placement. However, any information disclosed will need to be discussed and reviewed fully in order to ensure that readiness for practice requirements are fully met. Students are advised that if you have any doubt whatsoever it is preferable to share information with your tutor or the course director who will be able to provide further guidance. Students are not required to make a declaration about health problems that do not impinge upon their capacity to study or practice, or that in the normal course of social work duties, would not present a risk to others. If you are uncertain about any health matters you can discuss these with your tutor or the course director prior to completing the form.

Nondisclosure of relevant information which is subsequently discovered could result in referral to Royal Holloway's Interim Suitability Panel or Fitness to Practice Panel and possible exclusion from training.

Upon successful completion of the course you will be able to apply to register as a social worker with Social Work England if you have achieved the postgraduate diploma in social work. Social Work England professional standards outline the standards of behaviour that all registered social workers are required to adhere to. During your time on the course, you will be expected demonstrate your suitability to work as a social worker, including an adherence to the Social Work England professional standards. Should concerns be raised about the conduct of any student that might possibility raise questions about his or her suitability to practice as a social worker, we have Interim Suitability and Fitness to Practice procedures that assess these concerns. Please see Appendices 4 & 5 for details of these procedures. It is important to note that expectations about student conduct relate to you from the point of recruitment and throughout your time on the course.

13.4   Practice Assessment Panel

The Practice Assessment Panel is constituted as a sub-committee of the Sub board of Examiners. It has the delegated responsibility to make recommendations on all matters relating to the assessment of practice learning. This includes consideration of all students where placements have been failed or terminated. Please see the Practice Learning Handbook for details of the Practice Assessment Panel procedures.

13.5 Appendix 1 Service User and Carer Involvement - Insight Network

Service User & Carer Involvement is an integral part of the MSc Social Work course. The Department of Social work is working towards a 'hub and spoke' approach to service user and carer involvement as outlined in SCIE (2012) Report 54 on the involvement of service users and carers in social work education. This approach incorporates 8 areas of involvement as outlined below in Fig 1.

Service users and carers are involved in many aspects of our course from curriculum design to admissions, teaching and assessment. The *Insight* Service Users and Carers Network is a group of service user and carer representatives who work closely with academic colleagues to develop and build a long-standing commitment to integrating service user and carer perspectives in every aspect of the course.

The Department is committed to the following principles in order to involve service users and carers in ways that are both meaningful for themselves and for course participants:

1. We will be clear about the purpose of involving service users or carers in aspects of our work.
2. We will work with people who use social care and health services to agree the way that they are involved.
3. We will let service users and carers choose the way they become involved.
4. We will exchange feedback about the outcome of service users' and carers' involvement in appropriate ways.
5. We will try to recognise and overcome barriers to involvement.
6. We will make every effort to include the widest possible range of people in our work.
7. We will value the contribution, expertise and time of service users and carers.
8. We will use what we have learned from working with service users and carers to influence changes in our ways of working, to achieve better outcomes.
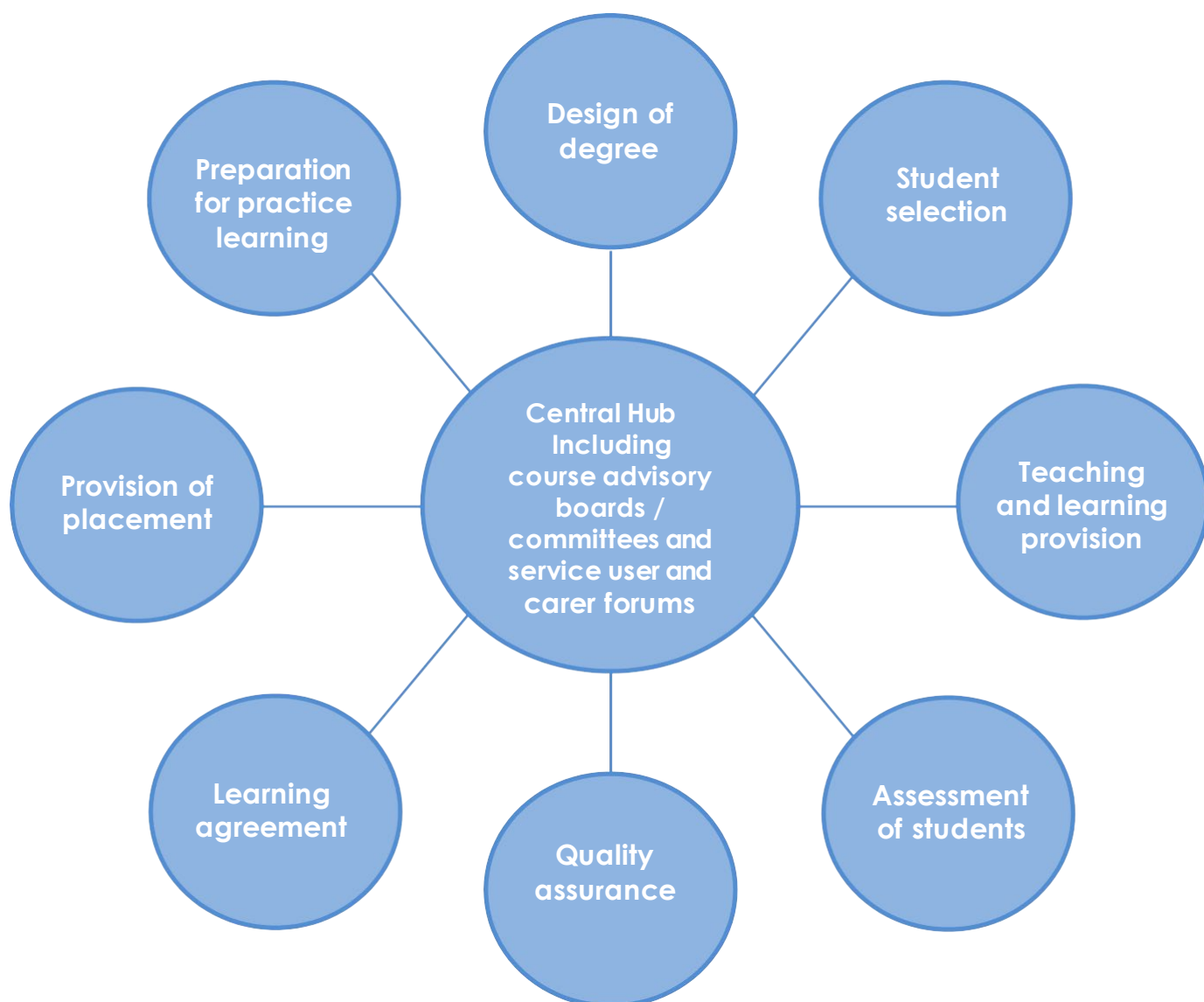
Commission for Social Care Inspection, 8 Main Points For Involving People Who Use Services And Carers, (2007). Fig. 1: Hub and spoke model of SUCI in social work education (Sadd, 2011, cited in SCIE, 2012, p.36).

13.6 Appendix 2: Disclosure and Barring Service (DBS) Requirements

Social Work England require that students on social work courses have undertaken:

a) checks by the Disclosure and Barring Service (DBS) and its successors

b) a health check, usually by means of a self-declaration, but with an additional statement from a GP or consultant where necessary.

Social work is exempted from certain provisions of the Rehabilitation of Offenders Act 1974, and information about all previous convictions must be provided. A conviction does not automatically debar a student and the course will seek further information about the circumstances to make an informed and considered judgement about a candidate's suitability in such instances.

The Royal Holloway social work courses wish to preserve entry to a wide range of people from diverse backgrounds and do not wish to automatically exclude students who have a criminal or disciplinary record, or have previously experienced poor health, or have had contact with social service departments. We recognise that in many instances, there is no simple criterion of suitability and thus, each case will be assessed individually.

In order to meet Social Work England requirements students are required to make a declaration regarding their personal circumstances and previous experience at the point of application, at interview and once enrolled on the course at the beginning of each academic year during their training.

The information that is provided will be treated as confidential within the organisational boundaries of the MSc Social Work course but may be shared with the Social Work England if requested, or other relevant bodies, for the purpose of deciding suitability for registration. All information passed to Social Work England will be stored in compliance with the Data Protection Act 2018, which also provides the statutory right of access to personal information.

Students are required to make self-declarations regarding:

- Criminal Convictions and Legal Records
- Disciplinary Record, Unprofessional Conduct and Notifiable Listings
- Personal Health and Circumstances, including personal and family contact with social work services.

Students are not required to make a declaration about health problems that do not impinge upon their capacity to study or practice, or that in the normal course of social work duties, would not present a risk to others. However, personal health and circumstances includes any contact between you, or a member of your household, and Children's or Adults Social Services. Please see details on declaration forms.

Please Note:
Failure to disclose relevant information, which is subsequently discovered, could result in referral to Royal Holloway's Interim Suitability Panel or Fitness to Practice Panel and possible exclusion from training.

Royal Holloway Fitness to Practice and Interim Suitability Policies are available here:
https://intranet.royalholloway.ac.uk/students/assets/docs/pdf/academic-regulations/general-regulations-2021-22/13.-fitness-to-practise-policy-and-procedures-2021-22-fv.pdf

13.7 Appendix 3: Consent for participation in practical teaching

MSc in Social Work

Consent for participation in practical teaching

When students participate in practical elements of professional training they should give informed consent to this. The Course expects that students will actively participate in all aspects of the academic course. Teaching on the Course is not restricted to passive listening; it also involves active participation in exercises which some trainees can find stressful. For example, most people find it somewhat exposing to role play in front of their peers, to disclose personal feelings, or to discuss their personal viewpoints, all things which often occur in experiential sessions, or in sessions where the focus is on feelings about professional work and career development.

Students will be required to undertake activities such as role-plays in which they may be required to play the role of a service user or carer as well as the role of social work practitioner in order to develop their learning.

During academic teaching there should be no pressure on students to disclose personal information that they feel uncomfortable revealing, and especially personal information which they do not see as relevant to the task of training. However, the nature of the course means that discussion of personal feelings in relation to professional development is often appropriate and necessary, and there is an expectation that trainees will be open to discussion of these feelings if these are relevant to their professional work and development. Lecturers and students are asked to show respect and keep such information confidential.

Where a student finds participation difficult they are entitled to withdraw, but the Course expects them to do this in an appropriately professional manner. This would normally include discussion with the Lecturer or their Tutor, who can arrange for them to be exempted from teaching activities, and who will also discuss the most suitable strategies for managing the situation.

Below is a formal consent form. Signing it means that you acknowledge and accept the expectations set out above. Because these make it clear that there may be circumstances where you might wish to withdraw from practical teaching, it should be clear that while you are consenting to participate in teaching this consent is not absolute, and includes the right to withdraw if there are good grounds for doing so. *Where a student finds participation difficult they are entitled to withdraw, but the Department expects them to do this in an appropriately professional manner. This would normally include discussion with the Lecturer or their Tutor, who can arrange for them to be exempted from teaching activities. Should a student withdraw on more than 3 separate occasions, we would expect the student to meet with their Lecturer or Tutor and also with a representative from the Steering Board to discuss the most suitable strategies for managing the situation.* If you have any queries about it you are free to discuss it and its implications with your Academic Tutor.

PLEASE COMPLETE

I have read the background information provided by the Course which:
a) acknowledges the potential stresses inherent in practical teaching
b) sets out the Course's expectations of students in relation to their participation in practical teaching

I consent to participate in the practical teaching provided by the Social Work subject at Royal Holloway, including taking the role of the service user or carer as required.

Name of student:

Signature: **Date**

13.8 Appendix 4: Accessing Moodle and Turnitin

Moodle

Moodle is the College's virtual learning environment (VLE). It will be used throughout the course for sharing information. If you have any difficulties with Moodle, please contact the Moodle team via [moodle-support](#)
[@rhul.ac.uk](#).

Accessing

Moodle Finding

Moodle

1.   Open Internet Explorer, or your web browser of choice
2.   In the address panel enter the URL for Moodle, which is http://moodle.rhul.ac.uk/
3.   Press [Enter] to display the Moodle homepage

Logging in to Moodle

In order to access your courses you need to login to Moodle. To do this:
1.   Click on the **Login** hyperlink at the top right-hand corner of Moodle's homepage
2.   In the **Username** panel enter your RHUL Username, e.g. zraa666.
3.   In the **Password** panel enter your password, remembering that this is case sensitive
4.   Click on Login
5.   You will then see, on the left-handside of the front page of Moodle, a 'block' titled 'My Courses'. Your courses can be accessed from here. If you do not see your courses, please contact the department.

Accessing Turnitin

This is via the moodle site. Click on the Turnitin icon to up load your essay electronically, under the Submission Title enter your Student and Candidate Number.

 Accessing resources
We will now look at how to access a resource, such as a word document or a website. To do this:
1.   To access a resource you just need to click on its link and choose 'open'
2.   The resource will then open in a new browser window
3.   If you wish to download the file, click on it, and then choose 'save' and select a drive / network / memory stick to save it to.

Editing your Moodle profile

1.   Click on the link marked **Profile** in the Administration panel on the left-hand side of the screen
2.   A window now displays giving an outline of your profile. To edit this profile click on the **Edit profile** link
3.   You should edit only the **City/town**, **description** and external communication IDs (such as MSN, Skype etc)
4.   To upload a profile picture, click the button marked Browse on the right of the new picture panel
5.   Use the **File Upload** dialogue box and then navigate to the drive and folder in which the picture is saved.
6.   Click on the picture and then click on **Open**. The picture will now be entered into the New picture panel
7.   Click on **Update profile**

8.   Return to the course 'front page' by clicking on the course title link in the navigation bar.

Leaving Moodle

1.   When you have finished working with Moodle click on the **Logout** link at the top right-hand corner of Moodle's homepage.
2.   You can then close down the browser

14. Referencing Guide

Introduction

As a member of the scholarly community it is expected that you will follow certain academic traditions and conventions along with all other students, academics and researchers. Referencing is simply ***the process of showing in your work where you obtained your ideas or information from***; and is a convention that all students need to become familiar with at university. There are three very important reasons to accurately and honestly record all your references. Firstly, to avoid accusations of plagiarism; secondly to allow the people reading your work to make judgements about it, and lastly to give credit where it is due.

1.   Whether you are a student or an academic, much of our knowledge is developed by thinking about ideas put forward by others. We learn new things every day from sources such as the television, radio, newspapers, magazines, and from each other. The difference at university is that you will be constantly writing about the things that you are reading, and failing to acknowledge where your ideas (sources) came from is seen as dishonest. This is because if you do not provide a reference then it looks as if you are pretending that the ideas are all yours and is known as **plagiarism**.

2.   Your referencing illustrates that you can collate information from various sources and select, summarise and extend information from your readings. It supports your arguments and gives credibility to the information you present in assignments. It enables your Tutors to check the accuracy and validity of the evidence presented and to judge your skills and effort. It is like saying to your marker: 'Hey, not only have I read some quality sources (that you can see in the reference list), but I also have the skill to select and use the best bits of those sources [which are in my in-text citation].

3.   Research is hard work and recognition of that is important. Academics may dedicate their entire careers to developing the knowledge of their particular discipline. There is a pride and prestige associated with knowledge that others value and use. So please give the credit that they deserve in your references.

Finally, there is no getting away from the fact that 'you just have to', because you will lose valuable marks for poor referencing and can be accused of plagiarism without it. However, do not forget that as you progress through university you are expected to become more discerning with ideas and will learn how to develop and apply them in creative ways; referencing plays a major part in your engagement with knowledge.

This guide describes how to use the Author/Date or Harvard Referencing system for the Department of Social Work.

The Harvard referencing system is a standard system of citing and listing references makes it easier to trace academic and other knowledge efficiently.

What is referencing?

Whenever you refer to any work produced by another author in your academic work; in essays, reports or in seminars and presentations, it is essential that you acknowledge the material that you have consulted. This is done by creating an abbreviated expression within the text known as the in-text citation, for example (Denney, 2005), and this links to the full details of the material in the reference list at the end of the text.

Please turn to page nineteen to note how this citation for Denney (2005) is cross linked to the full entry in the reference list. You will also see that the reference list is in alphabetical order by author's surname.

The British Standards Institute define referencing as

> *A set of data describing a document or part of a document, sufficiently precise and detailed to identify it and enable it to be located (1990:3).*

To ensure that your references can be easily identified and located there are two important points to note:

> Firstly, your referencing must be as clear and accurate as possible so that your Tutor or other scholars may easily recognise and locate your sources of information. If your readers do not trust your sources then they will not trust your facts. If they do not trust your facts they will not trust your arguments and you will have a weak essay. Accurate referencing establishes trust.

> Secondly, it is also very important to be consistent in your referencing to avoid confusion. This is where it can get difficult because there are many different referencing styles. For example the Psychology department uses the APA style and the History Department uses the Numeric or Footnote system. Even within the Harvard system there are variations so you will need to be aware of other styles but for your work you must **always** refer to your department's referencing guide.

Plagiarism

Writing assignments involves researching, reading and exploring ideas to help you form your own opinions. When writing about your opinions and forming an argument you will need to support your ideas with evidence. In the academic world evidence very often comes from work done by others and you must distinguish between arguments made by other writer's from your own.

Plagiarism is "an attempt to pass off another person's work as your own": whether intentionally or not and is seen as 'literary theft'.
If you use someone else's ideas and have not provided a reference telling the reader where you got the information from, then all of the examples below would be considered as plagiarism:

- Taking passages or sentences, word for word from a text
- Paraphrasing the words of a text very closely
- Using distinctive phrases or sentences you have found somewhere
- Using text downloaded from the Internet
- Using statistics from another source or person
- Copying from the essays or the notes of another student
- Downloading or copying pictures, photographs, or diagrams
- Handing in an essay which has been bought from an agency or individual

Plagiarism can happen by accident because you use an extract but forget that what you are saying came from a book or an article. Therefore, to avoid unintentional plagiarism and to save valuable time when researching make sure that you write down all of your sources in your notes as you go along. There is nothing worse than not being able to use the perfect snippet of information, because you can't remember where it came from or you cannot remember whether it is a direct quote or if you noted it down in your own words. It is also helpful to record your information in point form or in your own words instead of copying large chunks of text as this will avoid any direct plagiarism.

Academic Dishonesty

As well as ensuring that you do not plagiarise work, students must take care to avoid academic dishonesty, which is considered alongside plagiarism to be an assessment offence. This may occur if students follow bad academic practice such as: -

- Handing in the same paper for one or more courses (this applies to their own work already presented to this or any other academic institution);

- Copying large parts (for example, copying an entire paragraph) of their own work previously presented for one or more courses in this or any other academic institution or prepared in the course of

employment, without indicating that the paragraph has been copied verbatim.

Plagiarism & Academic Dishonesty can be considered under Suitability for Social Work procedures, as they are forms of dishonesty. (See Suitability Policy & HCPC Codes of Practice).

Direct and Indirect Quotations

To avoid plagiarising you have two options:

Direct quotation

You can quote precisely (word for word), using quotation marks and carefully incorporating their ideas in the development of your own argument. Direct quotations should be infrequent.

> **Example**
> There is some confusion about using a reference list or a bibliography. The difference is that a reference list contains a list of sources that you have *referred to* in your text but a bibliography 'provides a list of sources read but not referenced or flagged within the main text' (Lloyd and Murphy, 2008: 24).

In the above example the text in quotation marks is taken from Lloyd and Murphy's book and is in their exact words. The rest of the text is the student's own words. Please note that with a direct quotation the page number **must be given**.

Try to avoid lengthy quotations because it weakens your essays. We are looking for your explanation and analysis not the exact words of those you are learning from. Do not quote from lecture notes because they are your perception of what you have heard. In general, use a direct quotation if it is something beautiful, profound, witty, encapsulates an idea simply; or if you cannot paraphrase the text because to do so would confuse the meaning. It is important to minimise the use of direct quotations and it is far better to use your own words by paraphrasing and using indirect quotation.

Indirect quotation

Paraphrasing by putting the ideas into your own words should be very frequent. You need to show that you have assimilated those ideas, giving them words and a structure of your own.

> **Example**
> Plagiarism is often done by accident because of poor referencing rather than deliberate intent. However, it may also be illegal because you could well be violating copyright laws. Whatever the case it is considered a serious offence with stiff penalties (Lloyd and Murphy, 2008).

In both examples you must attribute the idea to the original author. Do not forget to continue using in-text citations every time that you refer to an author's idea – even if you have already cited that author before.

What should I reference?

The golden rule to remember is this: whenever you refer to an idea (or a fact or figure) that is directly attributable to someone, you must reference this. Otherwise: plagiarism.

Does that mean that almost everything must be referenced? No, not necessarily. The other rule to bear at the forefront of your mind is this: if what you're referring to is commonly accepted knowledge in the discipline, you do not need to reference it. Please see the next page for more on 'common knowledge'.

The following are examples of sources you might access and need to reference:

- Print and electronic books;
- Print and electronic journal articles;
- Web pages;
- Emails;
- DVDs, videos, films, CD-ROMs & audio tape recordings;
- Newspapers;
- Conference papers;
- Papers or data published in a repository;
- Pamphlets;
- Radio/TV/internet broadcasts (you must check that your lecturer is happy for you to use this type of material in your assignment);
- Personal communication;
- Interviews (if this is a personal interview, you must always ask permission of the interviewee before using such material);
- These and other unpublished work such as reports.

Do I need to provide a reference to all my sources?

Quotations:

If you use an author's specific word or words, you must place those words within quotation marks and you must credit the source.

Information and Ideas:

Even if you use your own words, if you obtained the information or ideas you are presenting from a source, you must document the source.

Information: If a piece of information isn't common knowledge (see #3 below), you need to provide a source.

Ideas: An author's ideas may include not only points made and conclusions drawn, but, for instance, a specific method or theory, the arrangement of material, or a list of steps in a process or characteristics of a medical condition. If a source provided any of these, you need to acknowledge the source.

Common Knowledge

You do not need to cite a source for material considered common knowledge: General common knowledge is factual information considered to be in the public domain, such as birth and death dates of well-known figures, and generally accepted dates of military, political, literary, and other historical events. In general, factual information contained in multiple standard reference works can usually be considered to be in the public domain.

Field-specific common knowledge is "common" only within a particular field or specialty. It may include facts, theories, or methods that are familiar to readers within that discipline. For instance, you may not need to cite a reference to Freud's developmental stages in a psychology essay or give a source for your description of a commonly used method in a report, but you must be sure that this information is so widely known within that field that it will be shared by your readers.

If in doubt, be cautious and cite the source. And in the case of both general and field-specific common knowledge, if you use the exact words of the reference source, you must use quotation marks and credit the source. Accurate and intelligent referencing will enhance a good essay and contribute to the marks you gain.

What should you include?
The basic principle is that you should cite enough information for the reader to locate the source in the future. Please see below for details of what you must include in your reference list for each source. This is followed with an example of the abbreviated **in-text citation** and the full bibliographic details as they should appear in the **reference list**.

Books in general
Always use the title page and the 'copyright' page, rather than the book's cover to find these details.

1. Author(s) (surname followed by initial(s))
2. (Year of publication) in round brackets
3. Book title (in italics) in sentence case as it appears on the title page, with subtitle separated by colon
4. Edition of book (if not the first edition, abbreviate to '2nd edn.' etc.)
5. Place of publication: (the first named if there is more than one place)
6. Publisher

Single author

In-text citation
It was not until the 1960s that writers began to challenge the traditionally accepted notions of psychiatry (Thompson, 2006).

Reference list
Thompson, N. (2006) *Anti-Discriminatory Practice.* 4th ed. Basingstoke: Palgrave Macmillan.

Two authors

In-text citation
Despite the restructuring of these agencies it is clear that much work remains to be done in this area (Gupta and Blewett, 2007).

Reference list
Gupta, A. and Blewett, J. (2007) Change for children? The challenges and opportunities for the children's social work workforce. *Child and Family Social Work,* 12 (2), pp. 172-181

Three or more authors

In-text citation
Although much concern is expressed about differential parenting practices and the poor outcomes in black and Asian children, relatively little is known about parenting in minority ethnic communities (Barn et al. 2006).**

Reference list
Barn, R., Ladino, C. and Rogers, B. (2006) *Parenting in Multi-Racial Britain.* London: National Children's Bureau Enterprises Ltd.

* 'et al.' is Latin for 'and others' and it saves you from writing out all of the author's names each time that

you reference their material in the text. It is <u>not</u> used in the reference list where you must write out all the names in full.

* Please note that a page number is not necessary here because the writer has not used a direct quotation.

Corporate author

When a work has been published by a company or an organisation it is often difficult to identify an individual author and the particular institution can be used instead.

In-text citation
Multi agency work is currently the most effective system for providing support for children and young people (Department of Education, 2015).

Reference list
Department of Education (2015) *Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children.* Available from: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 [accessed 26th September 2017]

If the web page does not have a date of publication you can simply add [no date] to your citation and reference list.

Multiple works by one author

You will frequently need to cite more than one work by the same author. When these are published in different years this is not a problem for example:

In-text citation
A new guidance document on protection of vulnerable adults issued by the Department of Health (2009) superseded the original guidance (Department of Health, 2004).

However to distinguish between works published in the same year, you should attach a lowercase letter of the alphabet to the publication date, starting with 'a'. The letter used should crosslink (in alphabetical order) to your reference list.

Example

In-text citation
Official guidance on consent (Department of Health, 2001b), coupled with the policy aim of improving social care services (Department of Health, 2001a) lead to changes...

Reference List
Department of Health (2001a) *Improving older people's services: inspection of social care services for older people.* London: The Stationery Office.

Department of Health (2001b) *Seeking consent: working with older people.* London: The Stationery Office.

Chapter in an edited book
1. Author(s) of chapter
2. (Year of publication)
3. 'Title of chapter', followed by '**In**'
4. Name of editor(s) (abbreviated to 'ed.' or 'eds.')
5. Book title (in italics) : Subtitle separated by colon
6. Edition of book (if not the first edition, abbreviate to 'edn.')
7. Place of publication: (the first named if there is more than one place)
8. Publisher
9. Chapter page numbers

Electronic books

1. Author(s)
2. (Year of publication)
3. If no date can be identified: type "[no date]"
4. Book title (in italics, in Title case): Subtitle separated by colon
5. Name of e-book
6. supplier
7. Available at: URL
8. (Accessed: relevant date)

Print journal

1. Author(s) (surname followed by initial(s))
2. (Year of publication)
3. 'Title of article'
4. Title of the journal (in italics)
5. Volume number (issue number), page numbers (pp. ...)

Electronic editions of print journals

1. Author(s) (surname followed by initial(s))
2. Year of publication (in brackets)
3. 'Title of article'
4. Title of the journal (in italics, in Title Case)
5. Volume number (issue number), page numbers (pp. ...)
6. Name of electronic journal supplier
7. Available at: URL 2 of collection
8. (Accessed: date month year)

Newspaper articles (print and online)

Online
1. Author(s) (If no author use 'anon' or title of publication)
2. Year of publication (in brackets)
3. Title of article
4. Name of Newspaper (in italics, in Title Case)
5. Date and month of publication
6. Available at: (include the web page's full address, not just the generic website)
7. (Accessed: date month year)

Print
1. Author(s) (If no author use 'anon' or title of publication)
2. Year of publication (in brackets)
3. Title of article (in single inverted commas)
4. Title of the newspaper in italics,
5. Date and month of publication
6. Page number

Government documents

Many government publications are only available online and may have been updated many times so be sure to check the dates and versions carefully, especially when departments merge or change name.
1. Name of department or committee
2. (Year of publication)
3. Title of document (in *italics*)
4. Publisher
5. Series information (if any)
6. Available from:
7. (Date accessed)

Legislation (post 1963)

Prior to 1963 citation of legal sources was very different, and an act was cited according to the regnal year (that is, the number of years since the monarch's accession). This has now been simplified to include:

1. Name of Act: Name of sovereign: Chapter number in italics
2. (Year of publication)
3. Place of publication: Publisher

Organisational or personal Internet sites

1. Author(s) (Use web page title if no author)
2. (Year that site was published/updated)
3. Title of Internet site (in italics)
4. Available at: URL (include the web page's full address, not just the generic website)
5. (Accessed date)

Use the date the page was updated (preferably), created or copyrighted. If no publication date is given, write (No date).

If you cannot identify the originator or age of a webpage, you should reconsider whether the information is of reliable quality.

Remember that anyone can publish anything on the Internet; It is far better to go through the library's recommended links because these have been chosen by experts in your field.

Blogs

1. Author of message
2. (Year that site was published/updated)
3. Title of message in (quotation marks)
4. Title of internet site (in italics)
5. Day/month of posted message
6. Available at: URL

7. (Accessed date)

Social Media

1. **Author's** surname
2. Initials or username
3. Year published/ updated
4. Title of the message
5. Title of the site
6. Day and month of the post
7. Available at: URL
8. (Accessed date)

Secondary referencing

You may sometimes wish to quote information or work that has been referred to in something that you have read. This is called 'secondary referencing' because you have not read the original work. Please note that it is bad practice to habitually use secondary referencing.

One acceptable application is when an author refers to another author's work and the primary source is not available (for example because the primary source is very old). Remember that it is good practice to consult the original text whenever possible.
However, if you have to use this method then you must make clear that you have not read the original and are referring to it from the secondary source by using 'cited in'.

In your reference list you only include the reference where you read about the original work and not the original. In the example below you would not include details from Lloyd and Fuller because you have not read their work.

Direct quotation

Direct quotations, where you are using the exact wording from the original document should generally be brief, succinct and used only if essential. Please note that when you use direct quotations, you must reproduce the author's words exactly, including all spelling, capitalisation, punctuation, and errors. You may show the reader that you recognise an error and that you are correctly quoting the author by placing the term 'sic' in brackets after the error.

> **In-text citation**
> Risk has now 'taken on differentiated meanings that are used in both moral and political discourse' in modern society (Denny, 2005:10).
>
> **Reference List**
> Denney, D. (2005) *Risk and Society.* London: Sage Publications.

Longer direct quotations

Quotations that are longer than three lines will need to be separated from the paragraph, indented, without quotation marks and set in a smaller font as below.

> **In-text citation**
> As well as deriving its dominance from links with danger, risk has also been characterised as the driving force behind global development, a dynamic positive force for good, and a prerequisite to participation in a technologically based global era (Denney, 2005:11).
>
> **Reference List**
> Denney, D. (2005) *Risk and Society.* London: Sage Publications

Longer direct quotations should be used very sparingly. It is tempting to use them to create your argument but your own ideas are the starting point and the quotations are there to support your argument. In general it is better to paraphrase the ideas using your own words because this will help you to learn more efficiently. Of course even if you use your own words you must still provide a reference.

Reference List

The preference in the Department of Social Work is to use a reference list and not a bibliography. A reference list comprises all the material that you have referred to in the text of your work. It is therefore important to check that everything you have referred to in the text of your work is also included in the reference list. The list should be presented in alphabetical order.