Contents
Welcome .............................................................................................................................. 1
Introduction to the MFA Theatre Directing Programme .................................................. 2
Starting your Course .......................................................................................................... 7
Programme Structure ........................................................................................................ 9
Programme Unit Descriptions .......................................................................................... 11
Unit A: Programme Induction ......................................................................................... 12
Unit B: The Director and the Actor .................................................................................. 14
Unit C: The Director and Research ................................................................................. 16
Unit D: The Director and the Author .............................................................................. 18
Unit E: The Director and the Designer ............................................................................ 20
Unit F: The Director and the Industry [ I ] ....................................................................... 22
Unit G: The Director and Production .............................................................................. 24
Unit H: The Director and the Industry [ II ] ..................................................................... 27
Unit I: The Director and Directing .................................................................................. 29
Essay Presentation and Plagiarism ................................................................................... 31
Coursework Submission .................................................................................................... 33
Assessment and Marking Scheme .................................................................................... 34
Programme Regulations .................................................................................................... 41
Support for students regarding Disabilities, Dyslexia and Mental Health ....................... 46
Student Support and Available Resources ..................................................................... 48
Staff Contact Details ........................................................................................................ 51
Appendix A: Outline Calendar and Key Dates ................................................................ 52
Appendix B: Getting Started with Moodle ....................................................................... 53
Appendix C: Campus Map ............................................................................................... 54
Appendix D: Programme Structures and Regulations - Postgraduate .......................... 55

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This document is for reference only. Every effort was made to ensure that information was correct at time of print, but discrepancies may still occur due to the nature of this document. Any changes will be communicated to you via your registered email address.
Welcome

This Programme Handbook contains essential information about the Programme, including important details of its content, operation and assessment methods. It is intended for use both as a guide and as a source of reference as you proceed through the Programme. You will be expected to be familiar with what is contained in it so you should read it carefully.

When you first join the Programme you will receive various other documents giving important information about Birkbeck College. Taken together with this Handbook, they should give you a full picture of what is expected of you and available to you during your time as a student on the Programme. If there is anything you feel is missing, or anything you do not understand, please ask!

The Master of Fine Art (MFA) Programme in Theatre Directing is administered by the Department of English and Humanities.

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Birkbeck College
When Birkbeck College was established in 1823, its principal mission was to provide education and training to working adults who earlier in life had lacked educational opportunity. A College of the University of London since 1920, Birkbeck is committed to the concept of lifelong education, and especially within the world of work. Birkbeck and the other member colleges of the University of London have many research interests in common and share the same standards and degrees structures, but in one important respect Birkbeck is unique. Our mission is ‘to provide courses of study to meet the changing educational, cultural and training needs of adults who are engaged in earning their livelihood, and others who are able to benefit’ (Birkbeck College Charter).

Birkbeck College has built up special expertise in providing a stimulating, positive learning environment for adult, mature students. Recently we have also expanded our provision for full-time postgraduate students. We award undergraduate degrees in a full range of disciplines and have an unusually high proportion of students following taught Masters and MPhil/PhD courses.
Introduction to the MFA Theatre Directing Programme

This Programme has been developed through close co-operation between Birkbeck College, Arts Council England (ACE), Equity, UK Theatre and Drama UK, the body charged by the theatre industry with overseeing and safeguarding professional theatre training provision in the UK. The Programme has been developed in collaboration with a large number of professional theatre directors and other experienced professional practitioners.

The Programme derives from the recommendations for a professionally acceptable directing course made in two major Gulbenkian Reports in 1988 and 1996. These Reports believed that a professionally acceptable course must:

- be at postgraduate level
- derive from a collaboration between the university, drama school and professional theatre sectors; and
- incorporate a meaningful amount of work for the student with professional actors in a professional context.

The design of the Programme incorporates these three specific points and takes account of many others that were contained within these two Reports.

Its special features therefore include:

- a six-month secondment to a professional theatre company or companies;
- specific production opportunities under professional conditions within that secondment;
- extended mentoring relationships between students and professional directors centring on those professional secondments;
- an opportunity for students to establish a relationship with one of the Drama UK-accredited professional drama schools;
- participation in the teaching of the Programme by a substantial number of experienced theatre practitioners.

Aims of the Programme

The Programme aims to provide you with a comprehensive practice-based awareness at professional level of the work and functions of the professional theatre director under current conditions, through an integrated programme of professional practice and theoretical, critical and contextual study. It aims to further your creative and intellectual development by enabling you to

- develop your directing abilities to a professionally acceptable level;
- understand and be able to communicate the nature of the professional practice of directing;
- develop yourself as an autonomous, reflective and self-aware artist.
Overall Programme Learning Outcomes

Your successful completion of the Programme should signify that you have achieved the following overall Learning Outcomes.

Knowledge and understanding in the context of the subject
A comprehensive knowledge of the work of the professional theatre director and an understanding of all key aspects of that work, including

- the professional director’s role as interpreter and co-ordinator
- the relationship between the professional director and other essential professional collaborators, including the actor, the author (and the text), the designer and the manager
- the relationship between the professional director and the audience
- An informed knowledge of strategic, policy and financial/business issues that affect and impinge upon the work of the professional director.

Cognitive skills

- An ability to evaluate critically arguments, claims and statements so as to arrive at a reasoned and sustainable conclusion.
- A capacity to analyse complex concepts through considered assessment of their origins, developments and ramifications.
- An ability to research broadly, laterally and in depth and to synthesise the results of that research so as to draw conclusions that are appropriately effective and productive.
- Overall, an ability to assess and comprehend situations and to evolve appropriate and realistic strategies to address those situations.

Subject-specific practical/professional skills

- An ability to execute in practice the range of skills required of a theatre director at a professionally acceptable level.
- An ability to take a professional theatre production through its entire cycle, from initial conception to final public performance, at an acceptable level of professional competence.

General/transferable skills (including key skills)
An ability to:

- actively deploy relevant skills
- conduct observational, deductive and investigative research
- deploy communication and presentation skills
- work independently
- work collaboratively

(You will see that this fourfold division of Overall Learning Outcomes is reflected in the detailed lists of Learning Outcomes for each individual Programme Unit.)
Qualities, Skills and Capabilities

The educational and training goals of the Programme seek to promote and demonstrate the following qualities, skills, capabilities and values in its students.

**Intellectual**
An ability to:
- reason perceptively and critically
- analyse complicated and/or contradictory issues or events within their context
- reflect analytically on personal practice
- respond positively to unfamiliar or unexpected situations or events, deploying and adapting appropriate skills thereto
- plan discuss and expound strategies and tactics
- analyse and interpret problems with a sensitivity to and awareness of diversities of perspective and background

**Practical**
An ability to:
- plan develop organise and execute complex practice-based projects
- plan execute interpret and expound the results of complex research-based projects
- present results of projects and investigations coherently and persuasively, both in person and in writing
- engage in and lead constructive debate, in the process acknowledging and understanding divergent views, and (where appropriate) construct and implement practicable strategies in response

**Personal and Social**
An ability to:
- take an overall/holistic view of events and situations
- lead and work with and/or within a group
- negotiate and handle conflict with sensitivity and authority
- recognise acknowledge and value diversity
- formulate personal views with a high degree of reflective self-awareness; express and expound these views confidently; assess, respond to and integrate challenges and critical responses to these views where and as appropriate
Some Aspects of Student Experience on the Programme

‘Creative ... Intellectual ... Independent’

As you will see from the Programme Regulations, the emphasis of this programme of study is on ‘the creative and intellectual development of the individual student as an independent artist’. This creative and intellectual development requires systematic independent study. As you are responsible for your own development through the Programme, you will be expected to undertake independent study in support and development of tutor-led work undertaken in classes, seminars, workshops and elsewhere.

These expectations are reinforced by the notion of ‘fieldwork’, which is the term used to cover all your work on the Programme outside formal group teaching. It covers many diverse independently conducted activities featured within the Programme that will allow you to garner the raw material on which you can base your developing experience and from which you can draw independent conclusions. In Unit B, for example, your ‘fieldwork’ includes your attendance at a drama school and your observation of and involvement in the work being done there. In other Units, ‘fieldwork’ comprises various forms of practice-based research such as attendance at rehearsals or hands-on work with design students.

Scheduling

The MFA Theatre Directing is a demanding full-time Programme. It is delivered, as is appropriate, in morning, afternoon and/or evening sessions that can take place on weekdays and/or at weekends. You will be given advance notice of Unit timetables before the beginning of each Unit so that you may plan your time accordingly. If the special demands of particular Units mean that these timetables have to be altered you will be given as much notice as is possible.

You will need to be prepared for scheduling changes to be made, or additional opportunities to be offered, at short or very short notice. This reflects the intensive nature of the work undertaken by the collaborating organisations in these Units, and echoes standard professional practice.

Each Unit will be timetabled so as to allow you time for independent study, research and preparation, but you are very likely to find it necessary on occasion to devote evening or weekend hours to study. Inevitably, also, most of your theatregoing will take place in the evening. Please take careful note of all Programme Unit schedules.

Attendance is compulsory on all modules. Effective teaching and learning in seminars and lectures depend on all students attending. If you miss three or more classes in any one term on a module without explanation, you will be given a fail mark of zero for that module. Where there are mitigating circumstances, though, you will not be penalised in this way. Mitigating circumstances are always taken into consideration. If you have difficulties that prevent you from attending, it is very important that you contact the Programme Director. Whilst on placement to your drama school or theatre you are expected to
comply with the punctuality and attendance regimes of that institution, and 100% attendance is the standard requirement.

There will be periodic group meetings with the Programme Director to discuss relevant issues and to keep you up to date with planning. You are expected to attend these meetings. If you are unavoidably absent from such a meeting it is your responsibility to inform yourself about what took place. The normal method of communication on all programme matters is via your email address: you should check your account regularly for revised schedules and latest information.

**Mentoring**

You will be supported during the whole programme by your relationships with experienced professional mentors. Principal among these will be your mentor on the professional theatre secondment (Unit G), who will normally be the artistic director of the company to which you are seconded. You will be encouraged to develop a relationship with this mentor as soon as is possible. In addition you will be mentored by a member of staff from the drama school to which you are assigned in Unit B. The Programme Director will be your principal contact and mentor at Birkbeck College but other key contributors to the programme will be available for you to consult on an individual basis.

**Assignment to Drama Schools and Theatre Companies**

Your assignment to a professional drama school will normally be arranged during the summer preceding Unit A, so that wherever necessary you are able to make a preliminary visit to the drama school during that unit. Your assignment to a professional theatre company (or companies) will normally have taken place by the end of the Easter break, so that you can begin to establish a relationship with your ‘theatre mentor’ during the summer term.

You should note that these are **assignments**, based on the premise that this Programme is a general training for professional theatre directors within the UK theatre system.

A diagnostic assessment of your strengths and weaknesses as a director, and of your likely needs during the Programme, is made during the admission process and in Unit A. You will be encouraged to express your own understanding of your needs and wants as part of this diagnosis.

However, the Programme cannot and does not guarantee to offer you a choice of theatre companies or drama schools. In addition, it cannot and does not guarantee your assignment to an individual drama school or particular kind of drama school, or to an individual theatre company or particular kind of company.
Starting your Course

Enrolment: Important Information
After receiving an offer of a place on the degree course, you need to enrol as soon as possible. Enrolment is completed via your My Birkbeck Profile (see information below). You must complete your enrolment within the first 28 days of term by setting up a payment plan, or making a contribution to your fees. By completing your enrolment you can gain access to your student profile and programme documents. Please ensure you read your contract of enrolment. Students who withdraw or take a break in their studies after the first two weeks will be liable for the full fees for that term.

A student who withdraws after enrolling is liable for payment of fees for the first term of their intended study, and all subsequent terms up to and including the term in which they withdraw or for the full fees due for all modular enrolments (whichever is greater). Fees are not returnable, but requests for ex-gratia refunds of part of the fees paid in cases where a student is obliged to withdraw because of circumstances beyond the student’s own control (but normally excluding changes in employment) may be made. All such refunds are subject to an administrative charge of £100, and will be made at a pro-rata rate to reflect the proportion of a study already elapsed.

Fees/ Finance
College fees may be paid by many methods, The College Finance Office deals with fee and loan related queries, and you should communicate and negotiate with them directly on 020 7631 6295. You can find out more about Fees and Finance, as well as who to contact for advice, support and information, by visiting this link: http://www.bbk.ac.uk/student-services/financial-support Students who fail to pay their fees may become ineligible to continue the course or unable to submit assessments. Any student who has a debt to the College at the end of the year will not have their marks relayed to them. Students who fail to pay their fees may become ineligible to continue the course or unable to submit assessments. Any student who has a debt to the College at the end of the year will not have their marks relayed to them. Neither the Course Director nor any of your supervisors have the power to waive fees or sanction delays in payment.

Contact Details/Email
Birkbeck students are required to maintain their personal details via the “My Birkbeck” Portal (http://www.bbk.ac.uk/mybirkbeck/) throughout their period of study. Failure to maintain this information up to date will mean that you may miss important information concerning the course: all documentation, reading lists, class notices, etc, is sent to students via the Birkbeck e-mail system, as is information about associated events that may be of interest. You may nominate an email via your “My Birkbeck” Student Portal. If you encounter any difficulty with this process please visit the My Birkbeck Helpdesk in the main Malet Street building. Email is the normal means of communication in the School of Arts.

Location
The School of Arts is housed at 43 Gordon Square, where you will find the Administrative Office and individual staff offices. Teaching often takes place in our building, but your lectures may be held in any of the University of London or University College London
buildings. Pigeonholes for communications with students are located at 43 Gordon Square, and should be checked frequently. During term time the Gordon Square entrance is staffed from 8.00am to 9.00pm, Monday to Friday. Urgent messages outside these times can be left at the Malet Street reception desk, which is open until 10.00pm.

The Administrative Office
The School of Arts student advice desk is located in the foyer of 43 Gordon Square, and is open during term time from 5.00pm to 6.00pm, from Monday to Thursday. Outside office hours, please contact your administrator by phone or e-mail to discuss your query or to book an appointment. 43 Gordon Square is open between 9.00am-6.00pm on Saturdays during term time for access to student pigeonholes and coursework delivery.

Moodle (Birkbeck’s Virtual Learning Environment Platform)
You will be expected, throughout your studies, to submit relevant coursework through Moodle. You will need your Birkbeck College username and password in order to gain access to Moodle. Your username and password are created by ITS and all enrolled students will receive them. You cannot access this system if you are not enrolled. If you do not have your username and password, please contact ITS Reception in the main Malet Street building or by e-mail at its@bbk.ac.uk. If you have difficulty using Moodle, please contact/visit the ITS Help Desk where they can walk you through the process: http://www.bbk.ac.uk/its/contact

Books: to buy or borrow?
Throughout your degree you will be given reading lists, which will include both essential texts forming the basis of lectures and seminars, and suggestions for wider reading. The distinction between these two categories is clearly marked in this booklet. The first you will normally be expected to buy (particular versions or editions are specified in some cases) or photocopy from the short loan collection in Birkbeck Library. If you have trouble obtaining the recommended edition, or already own an alternative, a substitute will often be acceptable; consult the lecturer concerned if you are in any doubt. If you intend to rely on libraries, bear in mind that many other students will inevitably need the books at exactly the same time as you do. It is your responsibility to obtain these books in time for the classes. If you do find that a book has become unobtainable for any reason, please let the lecturer know as soon as possible.

Spring Module Choices
You will be contacted by your Department about the module you would like to take for Unit C – the spring option module. Please do not delay in returning your choices as modules are allocated by date of submission. There is a strict deadline in place from the College that is enforced within the School of Arts. This date will be made clear to you early in the autumn term.
Programme Structure

The Programme operates on a full-time basis over two years, from September to September. The work of each year consists of a series of Units that build over the whole Programme to provide a rich and varied experience of the work and skills of the director.

**Year One** begins in early September and continues through until early July of the following year. This first year enables you to acquire an informed experience, knowledge and understanding of the work of the professional director

- with key collaborators (such as actors, authors, designers)
- in research, analysis and explication
- within structural and financial realities.

Your first year includes a term’s “fieldwork” during much of which you will explore the training of the professional actor through regular attendance at a Drama UK-accredited drama school.

**Year Two** begins at whatever point from July onwards will allow you to embark on your six-month secondment to a professional theatre company (or companies), which is intended to enable you to exercise and develop your skills as a director. (The timing of the secondment will vary from student to student, but it must be completed by the end of May in Year Two.). During the secondment you will be given a number of opportunities to work as a director at a professional level with actors and other appropriate collaborators in the creation of theatre.

In the final term (June to July) of the Programme, students reassemble as a group to reflect upon and draw together individual experiences of the Programme, incorporating these in final individual presentations that will encapsulate your personal understanding of the work of the professional theatre director.

**Nine Programme Units**

The Programme is made up of nine compulsory Units. These Units are of differing lengths and take up differing amounts of your working time.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT A: Induction</td>
<td>UNIT G: The Director and Production</td>
</tr>
<tr>
<td>UNIT B: The Director and the Actor</td>
<td>UNIT H: The Director and the Industry (II)</td>
</tr>
<tr>
<td>UNIT C: The Director and Research</td>
<td>UNIT I: The Director and Directing*</td>
</tr>
<tr>
<td>UNIT D: The Director and the Author</td>
<td>* Unit I runs throughout Year One but is not</td>
</tr>
<tr>
<td>UNIT E: The Director and the Designer</td>
<td>assessed until the end of Year Two.</td>
</tr>
<tr>
<td>UNIT F: The Director and the Industry</td>
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</tr>
<tr>
<td>UNIT I: The Director and Directing*</td>
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</tbody>
</table>
The Units are arranged chronologically as follows

**YEAR ONE**

<table>
<thead>
<tr>
<th>August  September</th>
<th>Term One (Autumn)</th>
<th>Term Two (Spring)</th>
<th>Term Three (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT A</strong></td>
<td><strong>UNIT B</strong></td>
<td><strong>UNIT C</strong></td>
<td><strong>UNIT E</strong></td>
</tr>
<tr>
<td>Programme</td>
<td>The Director</td>
<td>The Director</td>
<td>The Director and the</td>
</tr>
<tr>
<td>Introduction</td>
<td>And the Actor</td>
<td>and Research</td>
<td>Designer</td>
</tr>
<tr>
<td>and Induction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT D</strong></td>
<td><strong>UNIT F</strong></td>
<td><strong>UNIT I</strong></td>
<td></td>
</tr>
<tr>
<td>The Director</td>
<td>The Director</td>
<td>The Director and</td>
<td></td>
</tr>
<tr>
<td>and the Author</td>
<td>and the Author</td>
<td>Directing</td>
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<tr>
<td><strong>UNIT I</strong></td>
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<td>The Director and</td>
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<tr>
<td>Directing</td>
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<td></td>
<td></td>
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<tr>
<td><em>(assessed at the end of Year Two)</em></td>
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</tbody>
</table>

**YEAR TWO**

<table>
<thead>
<tr>
<th>Summer “Vacation” / Term Four (Autumn) / Term Five (Spring)</th>
<th>Term Six (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT G</strong></td>
<td><strong>UNIT H</strong></td>
</tr>
<tr>
<td>The Director</td>
<td>The Director</td>
</tr>
<tr>
<td>and Production</td>
<td>and the Industry</td>
</tr>
<tr>
<td><em>(Professional Secondment: a minimum six-month Secondment during the period covered by July of Year One to May of Year Two)</em></td>
<td>(II)</td>
</tr>
<tr>
<td><strong>UNIT I</strong></td>
<td><strong>UNIT I</strong></td>
</tr>
<tr>
<td>The Director and</td>
<td>The Director</td>
</tr>
<tr>
<td>Directing</td>
<td>and Directing</td>
</tr>
<tr>
<td><em>(final submission end September)</em></td>
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</tbody>
</table>

You should particularly note however that the work of the Programme extends beyond the formal academic terms.
Programme Unit Descriptions

General Notes
In each of the following Programme Unit Descriptions essential details are given about its timing in the overall calendar of the Programme

Main Aims

Learning Outcomes
in the fourfold division of
- Knowledge and understanding in the context of the subject
- Cognitive skills
- Subject-specific practical/professional skills
- General/transferable skills (including key skills)
- echoing the fourfold division of the Programme’s Overall Learning Outcomes

Illustrative Structure
Note that the delivery details of each Unit’s structure may differ from this illustration of the Unit’s structure, which is given for your initial information only.

Source Materials
Note that only a small number of essential sources are given in this Handbook. Those mentioned in the Unit description should be available to you by the time you start each Unit. You are likely to be asked to read them, or sections of them, plus other material, before you start work on the Unit. Although only a few books are mentioned in these Unit Descriptions, you should be prepared to undertake extensive research and/or investigation into a great deal of other material during the Programme. This will be likely to include videos, films and live performances as well as other written sources.

Assessment Outcome(s), Mode(s) and Weighting
See Assessment Section

Assessors
Details of the assessors for each Unit will be given to you in good time.
Unit A: Programme Induction
ENHU001Z7

Timing and Duration
September. Immediately prior to Term One of the Programme.

Main aims
This Unit enables you to become prepared for the Programme overall. It introduces you to the conventions, processes and structures of the Programme, and in particular to the academic needs and demands of this level of postgraduate study. It also enables a diagnostic appraisal of your needs and wants within the context of professional directing to be made at the start of your time on the Programme.

At the conclusion of this Unit you should be able to demonstrate

Knowledge and understanding in the context of the subject
a general understanding of
- the essential aspects of postgraduate level study
- the aims and objectives of the Programme
- your personal learning and skill needs and their desired development

Cognitive skills
a general understanding of the place of and need for
- critical skills
- analytical skills
- research skills

Within the overall Programme
Subject-specific practical/professional skills
an ability to
- investigate an assigned topic or topics related to professional theatre practice
- co-ordinate and synthesise the results of this investigation
- make a Presentation to the group in which you expound the results of this co-ordination and synthesis
- prepare written material related to that Presentation that supports and sustains its argument and conclusions.

General/transferable skills (including key skills)
evidence of
- active participation in professional and/or professional-level practice
- observational, deductive and investigative research as appropriate
- communication and presentation skills
- an ability to work independently
an ability to work collaboratively
Illustrative structure
This Unit is likely to include introductory classes/discussions, practical workshops, and other sessions with the Programme Director and other appropriate persons, including theatre professionals. Diagnostic tutorials are taken as appropriate. You are normally able to make a preliminary visit to your assigned drama school during this Unit.

Source materials
You will be expected to own or have easy access to a copy of the following:

Alfreds, M Different Every Night Nick Hern Books 2007
Mamet, D True and False Faber & Faber 1997
Mitchell, K The Director’s Craft Routledge 2008
Benedetti, J Stanislavsky and the Actor Routledge 1998
Caldarone, M & Lloyd-Williams, M Actions: The Actors Thesaurus Nick Hern Books 2004
Braun, E The Director and the Stage Methuen 1982

Other reading and source material will be prescribed as necessary

Assessment outcome
Verbal feedback and guidance is given on your Presentation but as this is primarily an inductive and diagnostic Unit any responses will be indicative only and this Unit does not therefore involve any formal assessment.

Assessment modes
A ten-minute oral presentation to the whole group and panel of assessors, immediately followed by up to five minutes of questions; a 1,000 word essay and supporting g material. This is a ‘dry-run’ assessment and although you will be given verbal feedback and an indicative mark, it does not count towards your final degree mark.

NOTE
1. It is intended wherever possible that the scheduling of this Unit will dovetail with arrangements made for each student to visit her/his assigned drama school during this Unit. This may mean that group classes have to be arranged or rearranged at fairly short notice.
2. It is intended that general Birkbeck induction and matriculation procedures will be undertaken during this Unit.
Unit B: The Director and the Actor
ENHU095S7

Timing and Duration
Throughout Term One of the Programme

Main aims
This Unit enables you to acquire an informed understanding of how professional actors are trained, how they develop and how they work. This is achieved by your regular attendance at an assigned professional drama school, together with regular contextualisation and analysis sessions at Birkbeck (and elsewhere in London if appropriate).

At the conclusion of this Unit you should be able to demonstrate

Knowledge and understanding in the context of the subject
An informed general and understanding of:
• some current methodologies of professional actor training in the UK
• the historical and theoretical context of Western actor training
• some principles underlying the relationship in practice between the professional theatre director and the professional actor and an informed particular understanding and knowledge of the methodology and ethos of a UK drama school as exemplified in its professional actor training

Cognitive skills
Clear evidence of:
• critical skills
• analytical skills
• research skills
in your work for this unit.

Subject-specific practical/professional skills
informed ability in terms of professional or professional-level practice to:
• investigate an assigned topic or topics related to professional theatre practice
• co-ordinate and synthesise the results of this investigation
• make a Presentation to the group in which you expounds the results of this co-ordination and synthesis
• if appropriate prepare written material related to that Presentation that supports and sustains its argument and conclusions.

General/transferable skills (including key skills)
Clear evidence of
• active participation in professional and/or professional level practice
• observational, deductive and investigative research as appropriate
• communication and presentation skills
Illustrative structure
The central core of this Unit is your individual fieldwork at your assigned drama school, supplemented by periodic group classes, seminars and discussions. The exact content of this Unit will vary from student to student, dependent on the nature, characteristics and work patterns of the drama school involved. As it is possible that some students may be attending drama schools outside London, the formal teaching input of this unit will normally be concentrated into three two-day sessions of teaching at weekends spaced regularly throughout Term One of the Programme. This formal teaching input is likely to include an extended acting workshop as well as a number of other workshops and discussions taken by relevant experienced professional practitioners, as well as contextual classes.

Source materials
You will be expected to own or have easy access to a copy of the following:

Alfreds, M Different Every Night Nick Hern Books 2007

Other reading and source material will be prescribed as necessary.

Assessment outcome
Your work in this Unit is assessed by means of a Presentation you make to the whole group, assessors and others as appropriate on your understanding of an aspect or aspects of the work of the actor, plus supporting material. The subject of the Presentation will previously have been discussed with and approved by the Programme Director.

Assessment modes
Observation by assessors of the Presentation and their subsequent scrutiny of the accompanying supporting material.

Assessment weighting
1. Presentation (20 mins) weighted at 70%
2. Supporting Material (2,000 words) weighted at 30%

Assessors
1. An appropriate professional practitioners and the Programme Director
2. An appropriate professional practitioners and the Programme Director

NOTE
This Unit is analogous to Units E and G, in that a very substantial part of your fieldwork for the Unit takes place within a specific industrial context that has its own rules and codes of behaviour. Therefore, while you are working on the premises of your assigned drama school, or with that drama school in other premises, you will be expected to conform to their expectations in terms of general behaviour, discipline, the observation of health and
safety standards, library regulations and so on. The Programme Director will explain this in detail.

**Unit C: The Director and Research**

**Timing and Duration**
Throughout Term Two of the Programme.

**Main aims**
This Unit enables you to acquire an understanding at postgraduate level of research, critical analysis and explication by selecting, participating in and completing the work associated with one Option from the current range of MA Options within the School of English and Humanities at Birkbeck College that is available within the Spring Term of the academic year in question (see School of English & Humanities MA Options online usually available from end August of the preceding academic year). The tentative timetable for scheduled options is below.

**LEARNING OUTCOMES**
At the conclusion of this Unit you should be able to demonstrate at a postgraduate level

- **Knowledge and understanding in the context of the subject**
  an understanding and knowledge of an aspect of the Option subject selected.

- **Cognitive skills**
  clear evidence of
  - critical skills
  - analytical skills
  - research skills
  in your work in this Unit.

- **Subject-specific practical/professional skills**
  an ability to
  - research, study and analyse
  - present and communicate effectively the results of that research, study and analysis.

- **General/transferable skills (including key skills)**
  an ability to
  - engage in group debate and discourse
  - independently undertake critical and contextual research
  - present the results of that research in an appropriate form.

**Illustrative structure**
You will choose one Option from the current range of MA Options within the Department of English and Humanities at Birkbeck College. The structure of your work in this Unit will therefore depend upon the already established teaching and learning structure of the
Option chosen. However it is in general likely that a 90-minute class one evening a week will be devoted to the subject of the Option chosen.

**Source materials**
As appropriate to the Option selected.

**Assessment outcome**
As appropriate to the Option selected.

**Assessment modes**
As appropriate to the Option selected, usually a 5,000 word essay, or a short play or screenplay.

**Assessment weighting**
Option assessment requirement(s) as appropriate, weighted at 100%

**Assessors**
As appropriate to the Option selected.

**NOTE:** Information regarding MA Spring-term options on offer during Spring 2017 can be found online – the relevant link will be sent to you at the start of the Autumn term.
Unit D: The Director and the Author
ENHU096S7

Timing and Duration
Throughout Term Two of the Programme

Main aims
This Unit enables you to acquire an understanding at postgraduate level of the relationships between the director, the author and the text. This is principally directed at helping a director to prepare a play for production and will include issues such as the relationship with the living author, negotiating an author’s designs (whether living or dead), the relations between past and present practices and adapting texts for performance.

Learning outcomes
At the conclusion of this Unit you should be able to demonstrate at a postgraduate level:

Knowledge and understanding in the context of the subject
A. general understanding and knowledge of
   • the historical and theoretical context of the relationship between the professional theatre director, the author and the text in Western theatre
   • some principles underlying the relationship in practice between the professional theatre director, the author and the text
B. particular understanding and knowledge of
   • an aspect or aspects of the relationship in practice between the professional theatre director, the author and the text

Cognitive skills
clear evidence of
   • critical skills
   • analytical skills
   • research skills
in your work in this Unit.

Subject-specific practical/professional skills
an ability in terms of professional and/or professional-level practice to
   • investigate empathetically the functions and responsibilities of the professional theatre director in relation to the author and the text
   • co-ordinate and synthesise the results of this empathetic investigation
   • make a Presentation to the group plus assessors and others as appropriate in which you expound the results of this co-ordination and synthesis
   • prepare written material related to that Presentation that supports and sustains its argument and conclusions.

General/transferable skills (including key skills)
clear evidence of
   • active participation in professional and/or professional level practice
• observational, deductive and investigative research as appropriate
• communication and presentation skills
• an ability to work independently
• an ability to work collaboratively

Illustrative structure
This Unit is likely to examine the relationship between the director, the text and the author in a number of diverse ways under four main headings
• The text as author: interpreting and directing “classic text”, when the author’s interpretations and intentions have to be inferred
• The author as an historic figure: directing texts from the immediate past, when the author’s interpretations and intentions are usually available
• The living author: understanding the relationship; negotiating with the author and interpreting contemporary plays and texts.
• Devised or collaboratively created texts and productions.

Source materials
To be prescribed

Assessment outcome
Your work in this Unit is assessed by means of a number of assigned Practical Exercises, plus a Presentation you make to the whole group and appropriate assessors on your understanding of an aspect or aspects of the work of the director and the author, plus supporting material. The subject of the Presentation will previously have been discussed with and approved by the Programme Director.

Assessment modes
Observation by assessors of the Presentation and scrutiny of the accompanying supporting material.

Assessment weighting
1. Practical Exercises weighted at 30%
2. Presentation (20 mins) weighted at 40%
3. Supporting Material (2,000 words) weighted at 30%

Assessors
1. An appropriate professional practitioner and the Programme Director
2. An appropriate professional practitioners and the Programme Director
3. An appropriate professional practitioners and the Programme Director
Unit E: The Director and the Designer
ENHU096S7

Timing and Duration
Occasionally in Term Two, throughout Term Three, with a three-week intensive project at the end of Term Three.

Main aims
This Unit enables you to acquire an understanding at postgraduate level of the work of the professional designer and of the professional relationship between the director and the designer.

Learning outcomes
At the conclusion of this Unit you should be able to demonstrate at a postgraduate level

Knowledge and understanding in the context of the subject
A. A general understanding and knowledge of
   - the historical and theoretical context of the relationship between the professional theatre director and the designer
   - some principles underlying the relationship in practice between the professional theatre director and the designer
B. A particular understanding and knowledge of
   - an aspect or aspects of the relationship in practice between the professional theatre director and the designer

Cognitive skills
clear evidence of
- critical skills
- analytical skills
- research skills
in your work in this Unit.

Subject-specific practical/professional skills
an ability in terms of professional and/or professional-level practice to
- investigate empathetically the functions and responsibilities of the professional theatre director in relation to the designer
- co-ordinate and synthesise the results of this empathetic investigation
- make a Presentation to the group plus assessors and others as appropriate in which you expound the results of this co-ordination and synthesis
- prepare written material related to that Presentation that supports and sustains its argument and conclusions.

General/transferable skills (including key skills)
clear evidence of
- active participation in professional and/or professional level practice
- observational, deductive and investigative research as appropriate
• communication and presentation skills
• an ability to work independently
• an ability to work collaboratively.

Illustrative structure
The Unit is likely to examine the director’s relationship with the designer, lighting designer and sound designer in practice and through a series of practical case studies, reinforced by some contextual study and teaching.

Source materials
To be prescribed

Assessment outcome
Your work in this Unit is assessed by means of a number of assigned Practical Exercises, plus a Presentation you make to the whole group and appropriate assessors on your understanding of an aspect or aspects of the work of the director and the designer, plus supporting material. The subject of the Presentation will have been discussed with and approved by the Programme Director.

Assessment modes
Scrubtnity by assessors of the results of Practical Exercises, observation by assessors of the Presentation and scrutiny by assessors of the accompanying supporting material.

Assessment weighting
1. Practical Exercises weighted at 30%
2. Presentation (20 mins) weighted at 40%
3. Supporting Material (2,000 words) weighted at 30%

Assessors
1. An appropriate professional practitioner and the Programme Director
2. An appropriate professional practitioners and the Programme Director
3. An appropriate professional practitioners and the Programme Director

NOTE
1. Many elements of this Unit may be delivered in collaboration or association with a design programme run by another institution. The Programme Director will give full details of these arrangements in due course.
2. This Unit will include a three-week full-time design project with designers just graduating from industry-recognised design schools in a period between mid-June and mid-July of the first year.
Unit F: The Director and the Industry [1]  
ENU098S7

Timing and Duration  
During Term Three of the Programme.

Main aims  
This Unit enables you to acquire an informed understanding of some practical realities that underpin the work of the professional director, in particular with regard to  
- Theatre and Company Organisation  
- Casting  
- Programme and Rehearsal Planning  
- Budgeting and Monitoring Budgets.

Learning outcomes  
At the conclusion of this Unit you should be able to demonstrate at a postgraduate level  

Knowledge and understanding in the context of the subject  
an understanding and knowledge in practice of key aspects of the work of the professional theatre director within the industry, in particular as regards  
- theatre and company organisation  
- casting and auditioning  
- programme and rehearsal planning  
- budgeting and monitoring budgets

Cognitive skills  
clear evidence of  
- critical skills  
- analytical skills  
- research skills  
in your work in this Unit.

Subject-specific practical/professional skills  
a practical ability to understand theatre and company organisation, programme and rehearsal planning, and budgeting and monitoring budgets by means of your  
- participation in and completion of practical planning and budgeting exercises based on examples drawn from professional and/or professional level practice  
- investigation of an aspect or aspects of the work of the professional theatre director within the industry  
- co-ordination and synthesis of the results of this investigation  
- making a Presentation to the group plus assessors and others as appropriate in which you expound the results of this co-ordination and synthesis  
- preparing written material related to that Presentation that supports and sustains its argument and conclusions.
General/transferable skills (including key skills)
clear evidence of
• active participation in professional and/or professional level practice
• observational, deductive and investigative research as appropriate
• communication and presentation skills
• an ability to work independently
• an ability to work collaboratively.

Illustrative structure
This Unit is likely to examine the director’s relationship with and functioning within the industrial situation through a series of practical case studies.
• Theatre and Company Organisation
• Programme and Rehearsal Planning
• Budgeting and Monitoring Budgets
• Casting

Source materials
To be prescribed.

Assessment outcome
Your work in this Unit is assessed by means of a number of assigned Practical Exercises, plus a Presentation you make to the whole group and assessors plus others as appropriate on your understanding of an aspect or aspects of the work of the Unit, plus supporting material. The subject of the Presentation will have previously been discussed with and approved by the Programme Director.

Assessment modes
Scrubtity by assessors of the results of Practical Exercises, observation by assessors of the Presentation and scrutiny by assessors of the accompanying supporting material.

Assessment weighting
1. Practical Exercises weighted at 30%
2. Presentation (10 mins) weighted at 40%
3. Supporting Material (1,000 words) weighted at 30%

Assessors
1. An appropriate professional practitioner and the Programme Director
2. An appropriate professional practitioners and the Programme Director
3. An appropriate professional practitioners and the Programme Director

NOTE
Some broader contextual issues that lie within the overall subject of “the director and the industry” are dealt with during Unit H.
Unit G: The Director and Production
ENHU005D7

Timing and duration
The Unit will be located at and with the professional theatre company or companies to which you are assigned. It will last for a period of between six and nine months at some point during the period covered by the Summer Vacation following Term Three until the end of the Easter Vacation following Term Five of the Programme (i.e., from approximately August at the end of Year One until the end of May of Year Two).

Main aims
This Unit enables you in particular to gain practical experience of professional directing through a series of projects involving professional actors and other professional collaborators. In general it enables you to acquire a detailed practical understanding of the way in which professional theatre companies work.

Learning outcomes
At the conclusion of this Unit you should be able to demonstrate at a professional level

Knowledge and understanding in the context of the subject
A. a general understanding and knowledge of
   • the workings and working practices of a professional theatre company or companies
   • the role of the Artistic Director in such a company or companies
B. a particular understanding and knowledge of
   • the role and responsibilities of an Assistant Director in a professional theatre production
   • the role and responsibilities of a professional theatre director in the professional production process

Cognitive skills
clear evidence of
   • critical skills
   • analytical skills
   • research skills
in your work in this Unit.

Subject-specific practical/professional skills
a competent ability in terms of professional practice to
   • undertake and discharge the duties of a professional Assistant Director
   • undertake and discharge the duties of a professional theatre director in a number of professional production projects involving professional actors and other professional collaborators as appropriate
   • make a Presentation to assessors (and others if appropriate) regarding these production projects
   • prepare written material related to that Presentation that supports and sustains its
argument and conclusions.

**General/transferable skills (including key skills)**

Clear evidence of
- active participation in professional practice as a theatre director
- observational, deductive and investigative research as appropriate
- communication and presentation skills
- an ability to work independently
- an ability to work collaboratively

**Illustrative structure**

This Unit is based on your secondment to a professional theatre company (or companies) for a minimum of six months (twenty-four weeks). The Unit is intended to be an intensive practice-based learning experience, during which you will learn by observing, participating and doing, under the guidance of the artistic director of the company (or another person if appropriate), who acts as your mentor. The exact content of this Unit will vary from student to student, dependent on the nature, characteristics and work patterns of the company or companies involved. However it is specifically expected that by the end of this Unit you will have

- functioned as an assistant director on a full production by the company, thereby gaining direct and detailed experience of the full rehearsal, technical rehearsal, opening and running process as mentioned above (including such relevant areas as contractual obligations, calls, production meetings and other aspects of the director’s work throughout the whole process)
- directed projects involving professional actors and other professional personnel as appropriate.

In addition it is in general expected that by the end of this Unit you will have been enabled to acquire an informed understanding of the workings of a professional theatre company (or companies) through experiencing, at least at an observational level, all or almost all of the essential aspects of

- the formulation and implementation of artistic policy
- theatre and company administration (including as appropriate building overheads, catering and bars, staffing, organisational structures, licences and contracts)
- pre-production work (including planning, budgeting and research),
- technical production work
- the full rehearsal, technical rehearsal, opening and running process
- education and outreach work
- touring in and out as appropriate.

In addition you will have been able to acquire some experience, at least observational, of specific areas of professional theatre activity such as publicity and marketing, front-of-house and box-office, and so on.

Your mentor will see you regularly in a teaching and tutorial capacity during this Unit. You will also have periodic tutorial contact with the Programme Director during this Unit.
Source materials
These will be prescribed individually as appropriate to your secondment.

Assessment outcome
Your work in this Unit will be assessed in three ways, namely
- a detailed report from the assigned mentor/director on your work throughout the whole unit
- your Presentation about and written commentary on the development of your practice through the theatre secondment

Assessment modes
1. Mentor Director’s Report
2. Presentation (15 minutes) and Written Commentary (2,000 words)
3. A viva voce examination (20 minutes) relating to the above

Assessment weighting
1. Mentor Director’s Report weighted at 50%
2. Presentation (15 minutes) and Written Commentary (2,000 words) weighted at 30%
3. A viva voce examination (20 minutes) relating to the above weighted at 20%

Assessors
1. Mentor Director and Programme Director
2. Assessment panel (Two experienced professional directors and Programme Director)
3. Assessment panel as above

NOTE
This Unit is analogous to Units B and E, in that a very substantial part of your fieldwork for the Unit takes place within a specific industrial context that has its own essential rules and codes of behaviour. Therefore, while you are working with your assigned theatre company (or companies), whether on its premises or elsewhere, you will be expected to conform to its (or their) requirements in terms of general behaviour, discipline, the observation of health and safety standards, and so on.
Unit H: The Director and the Industry [ II ]
ENHU09857

Timing and duration
During Term Six of the Programme.

Main aims
This Unit enables you to acquire an informed (and, where appropriate, practical) understanding of key issues currently affecting and influencing the work of the director in the professional theatre, in the light of your recent experience of the current conditions of the industry obtained in Unit G.

Learning outcomes
At the conclusion of this Unit you should be able to demonstrate at a professional level

Knowledge and understanding in the context of the subject
- A. a general understanding and knowledge of some key issues currently affecting and influencing the work of the director in the professional theatre
- B. a particular understanding and knowledge in practice of some of these key issues

Cognitive skills
clear evidence of
- critical skills
- analytical skills
- research skills
in your work in this Unit.

Subject-specific practical/professional skills
a practical ability to understand some key issues currently affecting and influencing the work of the director in the professional theatre by means of your
- participation in and completion of practical exercises based on examples drawn from professional practice
- investigation of an aspect or aspects of the work of the professional theatre director within the industry
- co-ordination and synthesis of the results of this investigation
- making a presentation to the group plus assessors in which you expounds the results of this co-ordination and synthesis
- preparing written material related to that presentation that supports and sustains its argument and conclusions.

General/transferable skills (including key skills)
clear evidence of
- active participation in professional and/or professional level practice
- observational, deductive and investigative research as appropriate
- communication and presentation skills
- an ability to work independently
• an ability to work collaboratively

Illustrative structure
This Unit examines the director’s relationship with (and functioning within) the industrial situation, through a series of contextual seminars and practical case studies and in the light of your recent experience of the current conditions of the industry obtained in Unit G. The Unit also allows you an opportunity to analyse and exchange individual experiences obtained in that Unit with other members of your year-group. There will be a series of practical workshops and group discussions taken by professional experts and the Programme Director, plus theoretical and professional practice seminars. These will be likely to include

• cultural policy and its influences and implications
• funding bodies at national and local level
• funding requirements and criteria
• directors as entrepreneurs; setting up a company and raising money.

Source materials
To be assigned as appropriate

Assessment outcome
Your work in this Unit is assessed by means of a Practical Exercise which relates to your assessment for Unit I, and the assessment for this unit is taken as part of the final dissertation assessment and assessed and marked holistically with Unit I.

Assessment modes
Scrutiny by assessors of the results of Practical Exercises, observation by assessors of the Presentation and scrutiny by assessors of the accompanying supporting material.

Assessment weighting
Refer to Assessment Outcome above and the Assessment Outcome for Unit I.

Assessors
1. An appropriate professional practitioner and the Programme Director
2. An appropriate professional practitioner and the Programme Director
3. An appropriate professional practitioner and the Programme Director
Unit I: The Director and Directing
ENHU006D7

Timing and duration
This Unit is taught in Terms One, Two and Three, and occupies a substantial part of Term Six of the Programme. Your final Presentation is made in the September following Term Six of the Programme.

Main aims
This Unit enables you to gather together and synthesise the various learning experiences of the Programme so as to acquire a developed understanding of the work of the director and to lay the foundations for the evolution of your personal aesthetic as a professional theatre director.

Learning outcomes
At the conclusion of this Unit you should be able to demonstrate at a professional level

Knowledge and understanding in the context of the subject
• a developed understanding and knowledge of the work of the professional theatre director
• an understanding of your own position as a professional theatre director
• the possession of a basis for the evolution of a personal aesthetic as a professional theatre director

Cognitive skills
clear evidence of
• critical skills
• analytical skills
• research skills
in your work in this Unit.

Subject-specific practical/professional skills
an ability to
• articulate an understanding of all the principal skills required by the professional theatre director
• make a presentation to assessors (and others if relevant) that encapsulates your personal understanding of these skills
• prepare written material related to that presentation that supports and sustains its argument and conclusions.

General/transferable skills (including key skills)
clear evidence of
• active participation in professional and/or professional level practice
• observational, deductive and investigative research as appropriate
• communication and presentation skills
• an ability to work independently
• an ability to work collaboratively
Illustrative structure
Content and teaching pattern will vary from term to term. In Year One of the Programme the Unit concentrates on specific themes and subjects related to some of the work being undertaken during each of the terms. As an illustration only, classes in Term One may include work on ‘Presentation and Communication Skills’ and ‘Relating to the Actor’; in Term Two ‘The Uses of Research for the Director’ and ‘Relating to the Living Author’; and in Term Three ‘Relating to the Designer and Lighting Designer’, ‘Collaboration and Team-Working’ and ‘Conceiving a Production’. In Term Six, the Unit enables you to exchange experiences and opinions and to re-examine and reflect on a wide variety of relevant issues in the light of your experience of current conditions in the industry during your professional secondment (Unit G). As an illustration only, classes during this term may include ‘Directing for TV’, ‘Directing Opera’, ‘The Director and the Producer’. In Term Six there will also be supervisory and tutorial support in relation to the preparation of your final Presentation.

Source materials
To be prescribed.

Assessment outcome(s)
Your work in this Unit is assessed by means of (a) a Presentation (to encapsulate your personal understanding of the role and function of a theatre director and of your own present position as a potential professional director); (b) supporting material; (c) a Grants for the Arts application to support your future artistic activity and development (which is the Practical Exercise relating to Unit H); and (d) a Viva Voce Examination. Your supporting material can take any one of many forms agreed with the Programme Director – e.g., a manifesto, a “paper production”, or a critique of a theatre director. Students are encouraged to be flexible and inventive in their response to the challenge of this Unit.

Assessment modes
Observation by assessors of the Presentation and scrutiny of the accompanying supporting material. Participation of the assessors in a Viva Voce examination.

Assessment weighting
The assessment outcomes of this Unit (Presentation (15 mins), Supporting Material (4,000 words), the Grants for the Arts funding application and Viva Voce Examination (30 mins) will be considered holistically and a single mark awarded by the assessment panel (the supporting material being submitted in sufficient time to be considered prior to the Presentation and Viva Voce).

Assessors
An assessment panel of four members, consisting of at least two appropriately experienced professional practitioners and the Programme Director.

NOTE: The dates for Presentations, the Submission of supporting material and Viva Voce examinations will be notified to you in good time. These dates will normally be in the September following the end of Term Six of the Programme.
Essay Presentation and Plagiarism

Essay Presentation
Research essays must conform to the MHRA Style Guide (London: Modern Humanities Research Association, 2008), which should be consulted for further explanation. Libraries hold copies of this style guide, and you can buy it in good bookshops (including Waterstones, Gower Street). It can also be downloaded for personal use from: http://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml

Plagiarism
Plagiarism, the act of taking somebody else's work and presenting it as your own, is an act of academic dishonesty, and Birkbeck takes it very seriously.

Examples of plagiarism include (but are not restricted to):

- copying the whole or substantial parts of a paper from a source text (e.g. a web site, journal article, book or encyclopaedia), without proper acknowledgement
- paraphrasing another's piece of work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained
- piecing together sections of the work of others into a new whole
- procuring a paper from a company or essay bank (including Internet sites)
- submitting another student's work, with or without that student's knowledge
- submitting a paper written by someone else (e.g. a peer or relative) and passing it off as one's own
- representing a piece of joint or group work as one's own.

If you knowingly assist another student to plagiarise (for example, by willingly giving them your own work to copy from), you are committing an examination offence.

What happens if plagiarism is suspected?
In October 2008, the College is introducing a new three stage policy for dealing with assessment offences. The first stage allows for a very rapid and local determination for first or minor and uncontested offences. Stage two allows for a formal Department investigation, where a student wishes to contest the allegation or penalty, where there is an allegation of a repeat offence or for more serious cases. Stage three involves a centrally convened panel for third and serious offences, dealt with under the code of Student Discipline.

What if I am worried that I’m not referencing correctly?
Please see your module tutor or contact a member of the learning support team as soon as possible. Ignorance to Birkbeck’s commitment to student standards will not be accepted as an excuse in a plagiarism hearing. The following links from Birkbeck’s Registry provide some helpful information, but are not intended to replace any guidelines or tuition provided by the academic staff.

General Guidelines
http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism

Plagiarism
http://pps05.cryst.bbk.ac.uk/notice/bkplag.htm– Written for Birkbeck’s Registry

Plagiarism FAQ
http://turnitin.com/research_site/e_faqs.html – Frequently Asked Questions from Turnitin
Collusion
Like plagiarism, ‘collusion’ is an assessment offence. Any piece of writing you submit must be your own work. In the humanities, the way you structure your argument and express yourself is an inherent part of producing work of the required standard, and you will be judged on that, so it is not acceptable to get an inappropriate level of help in this area.

You may ask friends, family or fellow students to proof-read your work and offer advice on punctuation, grammar, and presentational issues, but it is not acceptable for someone else to come up with your arguments for you, or to re-write a draft you have produced.

If your first language is not English, you may find your written work a challenge initially, and it is acceptable to ask someone to look over your work and give you advice on punctuation, grammar and phrasing. However, that advice must be minimal and the argument and structure of any assessment must be your own work, and written in your own words.

It is unacceptable to pay someone to write (or re-write) your essays for you and if you are discovered to have done so, you risk expulsion from the programme.

The College and the School Of Arts have a range of services in place to help you improve your academic writing, so if you are concerned at all and would like some additional support, you should contact your personal tutor, or contact Dr Fleur Rothschild, the Learning Development Tutor for the School of Arts, or follow the link to Student Services http://www.bbk.ac.uk/mybirkbeck/services/facilities/helpdesk
Coursework Submission

All work should normally be computer-generated (using a format compatible with Microsoft Word, and not a pdf or similar) unless you are told explicitly that an assignment may be hand-written. All work should be submitted double-spaced. Please note that the word count should include footnotes but excludes the bibliography.

Your work should normally be submitted electronically, via Turnitin (or, exceptionally, in case of difficulty with this system, by email to the lecturer concerned). You may, exceptionally, also be asked to leave a paper copy in the coursework box in the entrance hall of 43 Gordon Square. Please use the School of Arts coversheet for hard copy coursework submission and fill in all the relevant details, including your name and/or student number, the module title and code (all listed on your student profile), and the title of the assignment as set out on the list of essay topics. You should also retain a copy yourself.

Paper copies of coursework should be stapled in the top left-hand corner, with your completed coversheet forming the top page. It should be placed in an envelope which is clearly marked with the name of the lecturer and the module title.

The Coursework Cover Sheet is available on this link http://www.bbk.ac.uk/arts/coversheets-for-coursework-submission (paper copies are available from the entrance hall of 43 Gordon Square).

For further information and instructions on how to submit coursework using Turnitin please see the appendices or visit the ITS Help Desk.

Return of Coursework
Coursework will normally be marked and returned electronically within 4-6 weeks from the stated submission date or the date of handing in, whichever is later. Larger modules and modules with numerous seminar groups, such as core modules, could take longer due to the number of students involved. There may also be a delay if the college is closed or if there are extended holidays during that 4-6 week period.

Essays are never sent back to students by post. If online submission/return has not been used, your lecturer will advise the method by which your work will be returned. Your administrator will email you to let you know when coursework has been marked.

College Assessment Policy
It may also be useful to familiarise yourself with the official college assessment policy. Please see the following link: http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section6/COP_AOS.pdf
Assessment and Marking Scheme

Introduction: How Your Work is Assessed
The first Programme Unit (‘Unit A – Induction’) is not formally assessed. Each Programme Unit thereafter offers you at least one opportunity to demonstrate your understanding of the work done in the Unit for assessment. Such opportunities are described as Assessment Outcomes. There are five types of Assessment Outcome that occur at various times during this Programme; namely

- Presentation
- Supporting Material to the Presentation
- Practical Project(s) and/or Exercise(s)
- Written Commentary
- Viva Voce Examination
- Note that in addition you may encounter another type of Assessment Option in ‘Unit C – The Director and Research’, depending upon the Option that you select in this Unit.

In many Programme Units you make a live Presentation on some aspect(s) of the Unit’s work to demonstrate your knowledge and understanding of the Unit’s work. You make this Presentation to the whole year group plus assessors and others as appropriate. You agree the subject of the Presentation in advance with the Programme Director, who will explain in each case the parameters that will govern your choice of subject.

After your Presentation you submit Supporting Material to the Presentation for subsequent assessment. This will normally be written material and notes in an appropriate form. However, depending on the Unit and the subject chosen, it may also include illustrative material (such as a portfolio of visual references, for example) if appropriate and if previously agreed with the Programme Director.

In some Units you will also participate in or be asked to complete Practical Projects and/or Exercises that will allow you to demonstrate your grasp of the work of the Unit in practice. In ‘Unit G – The Director and Production’ and in ‘Unit I – The Director and Directing’ you participate in a Viva Voce Examination which allows the assessors to obtain a rounded view of your understanding of the work of the professional director.

After you have completed the work associated with each Unit you will receive a Unit Grade for it. This Unit Grade both gives you information about your progress in the Programme and counts towards your Final Mark for the MFA degree (p 40 below).

Your achievement in each assessment outcome is given a percentage mark. This enables assessors to arrive at numerical marks in accordance with the assessment procedures prescribed for each Programme Unit. If there is more than one assessment outcome in a Unit, these percentage marks are then combined to give a percentage Unit Grade, using the Assessment Weightings assigned to each Unit.

Through this process of weighting a Unit Grade is produced, initially expressed as a percentage. (There is a note on the calculation of assessment weighting on page 37). You
will additionally be given, for your information, all the separate marks you have been awarded for each assessment outcome in each Unit.

The assessment of your work is done against the Programme’s **Criteria for Assessment.**

### Summary List of Assessment Outcomes

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ASSESSMENT OUTCOMES</th>
<th>ASSESSMENT WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit A</td>
<td>Not formally assessed</td>
<td>-</td>
</tr>
<tr>
<td>Unit B</td>
<td>Presentation (20 mins) Supporting Material (2,000 words)</td>
<td>70% of Unit Grade 30% of Unit Grade</td>
</tr>
<tr>
<td>Unit C</td>
<td>Essay or other requirement <em>As prescribed in the selected Option</em></td>
<td>100% of Unit Grade</td>
</tr>
<tr>
<td>Unit D</td>
<td>Practical Exercises Presentation (20 mins) Supporting Material (2,000 words)</td>
<td>30% of Unit Grade 40% of Unit Grade 30% of Unit Grade</td>
</tr>
<tr>
<td>Unit E</td>
<td>Practical Exercises Presentation (20 mins) Supporting Material (2,000 words)</td>
<td>30% of Unit Grade 40% of Unit Grade 30% of Unit Grade</td>
</tr>
<tr>
<td>Unit F</td>
<td>Practical Exercises Presentation (10 mins) Supporting Material (1,000 words)</td>
<td>30% of Unit Grade 40% of Unit Grade 30% of Unit Grade</td>
</tr>
<tr>
<td>Unit G</td>
<td><strong>Mentor Director’s Report</strong>  <em>Presentation and written commentary</em>  <em>Viva voce examination</em></td>
<td>50% of Unit Grade 30% of Unit Grade 20% of Unit Grade</td>
</tr>
<tr>
<td>Unit H</td>
<td>Practical Exercises</td>
<td>Assessed holistically with Unit I</td>
</tr>
<tr>
<td>Unit I</td>
<td><em>Presentation (15 mins) Supporting Material (4,000 words) Viva Voce Examination</em></td>
<td>These three outcomes are considered collectively for a single Unit Grade</td>
</tr>
</tbody>
</table>

Each assessment is undertaken by two assessors, with the exception of
- the assessment outcomes marked *, which are assessed by a panel of three assessors; and
- the assessment outcome marked **, which is a report from the student’s mentor director that is moderated by the Programme Director.
Assessment Weightings

As an example, take the assessment of your work in Unit D. There are three assessment outcomes in this Unit

• Practical Projects
• Presentation (20 mins)
• Supporting Material (2,000 words).

These are assigned the following assessment weightings

• Practical Projects weighted at 30%
• Presentation (20 mins) weighted at 40%
• Supporting Material (2,000 words) weighted at 30%

Your marks for each assessment outcome in each Unit are expressed as percentages (marks out of 100) in each case. Let us assume that your marks for this Unit are

• Practical Projects 67%
• Presentation 59%
• Supporting Material 46%.

The overall Unit Grade is then worked out as follows

<table>
<thead>
<tr>
<th></th>
<th>Actual Student Mark</th>
<th>Weighted Mark (workings)</th>
<th>Weighted Mark (rounded up or down)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Projects</td>
<td>67</td>
<td>(67 x 30 = 2010)</td>
<td>20</td>
</tr>
<tr>
<td>weighted at 30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>59</td>
<td>(59 x 40 = 2360)</td>
<td>24</td>
</tr>
<tr>
<td>weighted at 40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Material</td>
<td>46</td>
<td>(46 x 30 = 1380)</td>
<td>14</td>
</tr>
<tr>
<td>weighted at 30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEIGHTED RESULT</td>
<td></td>
<td></td>
<td>58</td>
</tr>
</tbody>
</table>

So your Unit Grade for this Unit would be 58%
Marking Scale

The Marking Scale used is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass with Distinction</td>
<td>70-100%</td>
</tr>
<tr>
<td>Pass with Merit</td>
<td>60-69%</td>
</tr>
<tr>
<td>Pass</td>
<td>50-59%</td>
</tr>
<tr>
<td>Fail</td>
<td>Marks below 50%</td>
</tr>
</tbody>
</table>

Marks below 50% constitute a ‘fail.’

Grade-Related Criteria for Assessment

Grade A

Grade A indicates a very high level of personal creativity and understanding allied to a very good command of professional and technical skills.

These are exemplified by work that demonstrates:

- very detailed critical and theoretical analysis
- very organised and thorough research and planning strategies
- questioning, sensitive and original contributions to the process
- a very professional *, wholly committed and sharply focused attitude to the work
- highly assured and sustained levels of concentration
- a generous overall contribution to group work
- a high level of engagement with process and performance
- a very high level of technical skill

Grade B

Grade B indicates a high level of personal creativity and understanding allied to a good command of professional and technical skills.

These are exemplified by work that demonstrates:

- thoroughly detailed critical and theoretical analysis
- well organised research and planning strategies
- positive and sensitive contributions to the process
- a professional *, committed and focused attitude to the work
- assured and sustained levels of concentration
- a consistently positive overall contribution to group work
- a good level of engagement with process and performance
- a high level of technical skill
Grade C

Grade C indicates a level of personal creativity allied to a command of professional and technical skills.

These are exemplified by work that demonstrates:

- detailed critical and theoretical analysis
- organised research and planning strategies
- positive contributions to the process
- a professional* attitude, showing commitment, to the work
- sustained levels of concentration
- a generally positive contribution overall to group work
- a reasonable level of engagement with process and performance
- a proficient level of technical skill

Failure

Failure indicates levels of techniques and technical skills that are inadequate in the context of the Programme’s Overall Learning Outcomes (page 4).

These are exemplified by work that demonstrates:

- limited and/or underdeveloped critical and theoretical analysis
- tentative and/or inconsistent research and planning strategies
- erratic and/or unhelpful contributions to the process
- an unprofessional* attitude to the work
- inconsistent and/or inadequate levels of concentration
- inappropriate and/or inadequate levels of contribution to the group
- an inconsistent and/or inadequate level of engagement with process and performance
- a weak or flawed level of technical skill

*as defined in ‘Professionalism’ and Industrial Expectations in the Programme (page 8)
Grade-Related Criteria for the Assessment of Essays and Dissertations

You should also take note of the criteria that assessors apply in the School of English and Humanities when marking essays (relevant to Unit C of the MFA Programme).

To be awarded a PASS at MA level the essay or dissertation should normally:

- Present a reasonably clear argument with some level of detail;
- Show a fair ability to marshal evidence, even if this is not quite sustained throughout the essay;
- Display a reasonably thorough knowledge of the relevant primary sources and texts;
- Demonstrate a fair grasp of a reasonable range of secondary literature relevant to the essay topic;
- To some extent situate the topic in hand within a broader historical and/or intellectual context;
- Use appropriate scholarly conventions relating to presentation;
- Be adequately documented, with footnotes or endnotes, and a Bibliography that reveals engagement with relevant primary and secondary texts.

To be awarded a MERIT at MA level the essay or dissertation should normally:

- Present a clear and detailed argument;
- Marshal a large body of evidence confidently and clearly throughout the essay;
- Display a thorough knowledge of the relevant primary sources and texts;
- Demonstrate a good grasp of a range of secondary literature relevant to the essay topic, including recent work in the field, and be able to engage with as well as rehearse current or recent debates on the topic in hand;
- Effectively situate the essay topic within a broader historical and/or intellectual context;
- Be very well written throughout;
- Be presented in a proper scholarly fashion throughout;
- Be well documented, with footnotes or endnotes, and a full Bibliography that reveals engagement with relevant and recent primary and secondary texts.

To be awarded a DISTINCTION at MA level the essay or dissertation should normally:

- Fulfil all the criteria of a MERIT essay and, additionally:
- Show a level of intellectual ambition beyond what is required for a MERIT mark;
- Display some evidence of originality in the selection of and/or interpretation of primary sources;
- Have a wide range of reference, beyond what is required for a MERIT mark.
Calculation of the Final Mark

Your final mark for the degree of Master of Fine Art in Theatre Directing is calculated as follows:

- Units B - F each comprise 30 credits
- Unit G comprises 60 credits
- Unit H and Unit I holistically comprise 60 credits
- Total credits: 270

You should particularly note the following relevant points extracted from the Programme Regulations (see page 45ff)

- Students deemed to have failed Units B, C, D, E, or F may resubmit work for the Unit or retake the Unit with or without attendance, at the discretion of the Sub-Board of Examiners.

- Students deemed to have failed Units G or H&I because of their submitted or written materials may resubmit these materials at the discretion of the Sub-Board of Examiners.

- Students deemed to have failed Units G or H&I for any other reason cannot resubmit.
Programme Regulations

General Description of an MFA

The MFA is a two-year full-time taught postgraduate degree.

The emphasis of the programme of study is on the creative and intellectual development of the individual student as an independent artist.

The programme of study includes
• such taught work as is appropriate to this end
• independent research relating to the student’s artistic practice
• independent artistic work during the course
• a presentation of the student’s artistic work at or towards the end of the course.

Assessment is by means of
• seminar presentations and the submission and/or presentation of research-based critical work as appropriate
• the presentation of the student’s artistic work at or towards the conclusion of the course of study (this presentation being considered to be the equivalent of a concluding dissertation at this level of study).

Master of Fine Arts in Theatre Directing: Specific Programme Regulations

Additional Entry Qualifications

Students admitted to the Programme will possess one of the following:

• a minimum second-class honours degree from a UK university (or a directly comparable qualification from a non-UK university), together with some significant experience of professional or professional-level theatre;

• an undergraduate-level or postgraduate-level diploma from a recognised UK drama school (or a directly comparable qualification from a non-UK drama school), together with some significant experience of professional or professional-level theatre;

• appreciable experience (normally three years’ minimum) as a professional or professional-level theatre practitioner.
Curriculum

The curriculum consists of nine compulsory Programme Units as follows

Year One

Term One
Unit A: Programme Induction
Unit B: The Director and the Actor
(Unit I) (The Director and Directing)

Term Two
Unit C: The Director and Research
Unit D: The Director and the Author
(Unit I) (The Director and Directing)

Term Three
Unit E: The Director and the Designer
Unit F: The Director and the Industry [I]
(Unit I) (The Director and Directing)

Year Two

Summer Vacation, Term Four, Term Five
Unit G: The Director and Production

Term Six
Unit H: The Director and the Industry [II]
Unit I: The Director and Directing

(NB “Unit I: The Director and Directing” is introduced in Year One but is not assessed until Year Two)

Duration of Programme of Study

Full-time: Two calendar years

There is no option to take this course by part-time study.
**Assessment**

**Unit A**  
Un-assessed

**Unit B**  
Presentation (20 mins) forming 70% of Unit Grade  
Supporting Material (2,000 words) forming 30% of Unit Grade

**Unit C**  
Essay or other requirement, as prescribed in the selected Option

**Unit D**  
Practical Exercises forming 30% of Unit Grade  
Presentation (20 mins) forming 40% of Unit Grade  
Supporting Material (2,000 words) forming 30% of Unit Grade

**Unit E**  
Practical Exercises forming 30% of Unit Grade  
Presentation (20 mins) forming 40% of Unit Grade  
Supporting Material (2,000 words) forming 30% of Unit Grade

**Unit F**  
Practical Exercises forming 30% of Unit Grade  
Presentation (10 mins) forming 40% of Unit Grade  
Supporting Material (1,000 words) forming 30% of Unit Grade

**Unit G**  
Mentor Director’s Report forming 50% of Unit Grade  
Presentation & Written Commentary forming 30% of Unit Grade  
Viva voce examination forming 20% of Unit Grade

**Unit H**  
Practical Exercises assessed holistically with Unit I

**Unit I**  
Presentation (15 mins), Supporting Material (4,000 words), ACE GftA application and *Viva Voce Examination*, considered holistically for a single Unit Grade
Dates of Examinations

<table>
<thead>
<tr>
<th>Units A-F</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Exercises &amp; Presentations</td>
<td>at dates to be assigned during each individual Unit</td>
</tr>
<tr>
<td>Supporting &amp; Written Material</td>
<td>at dates to be assigned during each individual Unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit G</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Exercises &amp; Presentations</td>
<td>at dates to be assigned during each individual Unit</td>
</tr>
<tr>
<td>Supporting &amp; Written Material</td>
<td>at dates to be assigned during each individual Unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units H &amp; I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations, Supporting &amp; Written Material</td>
<td>in the September of the second academic year of the course, on dates to be assigned</td>
</tr>
</tbody>
</table>

A Sub-Board of Examiners will be held in the autumn of each academic year.

Criteria for Graduation

Completion of all Units of the Programme with a ‘Pass’ level in all Units.

Students deemed to have failed Units G or H&I because they have been awarded a ‘Fail’ mark for their written commentary (Unit G) or their submitted materials (Units H& I) may resubmit these materials at the discretion of the Sub-Board of Examiners.

Students deemed to have failed Units G or H&I for any other reason cannot resubmit.

Calculation of the Final Mark

- Units B - F each comprise 30 credits
- Unit G comprises 60 credits
- Units H&I Taken holistically comprise 60 credits
Degree Regulations

Undergraduate and Postgraduate Study

The majority of Birkbeck’s programmes are offered as part of the College’s Common Award Scheme (CAS). Programmes will therefore have common regulations, and a common structure. This will help to ensure greater consistency of practice amongst programmes and will also make it possible for you to take modules from Departments across the College which are outside of your normal programme (subject to programme regulations and timetable constraints).

Some areas covered by CAS Regulations include:
- Degree Structure
- Degree Classification
- Module Weighting
- Marking Scheme
- Failure and Re-Assessment
- Plagiarism and Academic Offences
- Mitigating Circumstances.

You are strongly encouraged to read the information provided below, and at the end of this handbook. Hard copies are available on request in the School Administrative Office at 43 Gordon Square. Further details on programme regulation and areas of interest are available on the Common Awards Scheme website: http://www.bbk.ac.uk/reg/regs/cas

Research Ethics

All research involving human participants and confidential materials, carried out by students in the School of Arts is subject to an ethics approval process. This is to ensure that the rights of participants and researchers alike are protected at all times, and to underline our commitment to excellence in research across a wide range of subjects.

If you are undertaking any such research work for a dissertation, project, thesis etc. please complete the form ‘Proposal for Ethical Review template’ and pass this to your academic supervisor. The proposal will be reviewed and assessed as ‘routine’ or ‘non-routine’. In most cases it is envisaged that such work will be routine, and your supervisor will inform you of the outcome. In a small number of cases, the proposal may be referred to the School’s Ethics Committee for further consideration. Again, you will be informed of any outcome.

The proposal form is available through our departmental web pages (current students). If you have any queries, please speak to your supervisor in the first instance.

Further guidelines are available on the MyBirkbeck website at http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/research-ethics.
Support for students regarding Disabilities, Dyslexia and Mental Health

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions (hereinafter referred to as disabled students). Many of them have benefited from the advice and support provided by the College’s Wellbeing Centre. The Wellbeing Centre is located in G26 on the Ground floor of the Malet Street building.

All enquiries should come to the Wellbeing Centre (tel. 0207 631 6316), who will determine the appropriate referral to specialists in the Disability and Dyslexia Service and Mental Health Service. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc.

On enrolment you need to complete a Study Support Plan (SSP), which will set out the reasonable adjustments that we will make with physical access, lectures, seminars, assessments and exams. After you complete this and provide disability evidence, we confirm the adjustments you require and then your department, examinations office, etc. will be informed that your SSP is available and adjustments can be made. You should contact the Wellbeing Service if any of your adjustments are not in place.

Access at Birkbeck

Birkbeck’s main buildings have wheelchair access, accessible lifts and toilets, our reception desks and teaching venues have induction loops for people with hearing impairments, and we have large print and tactile signage. Accessible parking, lockers, specialist seating in lectures and seminars and portable induction loops can all be arranged by the Disability & Dyslexia Service.

The Disabled Students’ Allowance

UK and EU (with migrant worker status) disabled students on undergraduate and postgraduate courses are eligible to apply for the Disabled Students’ Allowance (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help (e.g., study skills tutors, mentors and BSL interpreters) and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and all the evidence shows that students who receive it are more likely to complete their courses successfully. The Wellbeing Centre can provide further information on the DSA and can assist you in applying to Student Finance England for this support. Since September
2016, new students receive their note-taking support from the University rather than the DSA.

**Support in your Department**

Your Department is responsible for making reasonable adjustments in learning and teaching and assessment, including permission to record lectures, specialist seating, extensions on coursework, etc. Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they may also be able to assist you. They may be contacted through the Programme Administrator.

**Support in IT Services and Library Services**

There is a comprehensive range of specialist equipment for students with disabilities in IT Services. This includes an Assistive Technology Room, which may be booked by disabled students. We have software packages for dyslexic students (e.g. Claroread and Mind view), screen reading and character enhancing software for students with visual impairments available in our computer laboratories, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs, etc. We have an Assistive Technology Officer, who can be contacted via IT Services.

The Library has an Assistive Technology Centre, where there is also a range of specialist equipment, including an electronic magnifier for visually impaired students, as well as specialist orthopaedic chairs and writing slopes. The Disability and Dyslexia Service Office refers all students with disabilities to the Library Access Support service, who provide a comprehensive range of services for students with disabilities and dyslexia.

**Examinations and Assessments**

Many disabled students can receive support in examinations, including additional time, use of a computer, etc. In exceptional circumstances, students may be offered an alternative form of assessment.

**Specific Learning Difficulties (e.g. dyslexia, dyspraxia)**

Mature students who experienced problems at school are often unaware that these problems may result from their being dyslexic. Whilst dyslexia cannot be cured, you can learn strategies to make studying significantly easier. If you think you may be dyslexic you can take an online screening test in the computer laboratories – the instructions for the screening test are available on the Disability Office website. If appropriate, you will be referred to an Educational Psychologist for a dyslexia assessment. Some students can
receive assistance in meeting the cost of this assessment, either from their employer or from Birkbeck.

Further information

For further information, please call the Wellbeing Centre on 020 7631 6316 or email disability@bbk.ac.uk.

Student Support and Available Resources

Student Support

Study Skills Programmes
Every Department within the School of Arts has a provision for student support and the programmes vary as they are targeted at specific degree requirements. Please contact your programme director if you are having any difficulties in completing your coursework. There is help available to you at every point in your degree, and we are more than happy to point you in the right direction.

Skills for Study
Organised by the Student Union, classes will be available on Essay Writing Skills and Exam Techniques. Details will be advertised on notice boards throughout the college. For more information, see their website at www.bbk.ac.uk/su.

English Language and Study Skills
English Language and Study Skills courses are available, see the website at: http://www.bbk.ac.uk/study/ce/subjects/academicwriting/enggenstud

Birkbeck College Resources

Birkbeck Library
The College Library (http://www.bbk.ac/lib/) has a solid and growing core of books, journals and reference. It is primarily an undergraduate library, but through a careful acquisitions policy we try to provide general resources for MA students (although we cannot hope that the library covers all areas of interest and work). The College Library has a ‘tied Xerox’ system and ‘short loan’ collection to equip you with copies of a number of central core texts.

The long opening hours allow you to borrow books after classes. There is an e-mail enquiry, reservation and renewal service, an on-line catalogue and bibliographical service (including Art Index on CD-ROM).

The College Library also runs an inter-library loan service to enable you to obtain copies of books and articles not held in its own collections. As it can take a couple of weeks to obtain copies of requested materials, you are advised to plan ahead in your general reading and
essay preparation so as to make use of this facility. Please note a charge of £1 will be made for each satisfied inter-library loan request.

Should you have any questions about library provision, please contact the Department’s Library Liaison Representative or the Department’s Subject Librarian.

The Library has a separate periodicals, A/V and “Reading Room Collection”. The latter consists of photocopies of articles and essential books which have been placed there at a lecturer’s request and are for reference use only within the Library.

Information about the layout, collections and services, the Library catalogue and access to the Library’s extensive range of electronic resources is via the Library web site http://www.bbk.ac.uk/lib/. It is very important to familiarise yourself with this site. Detailed information about the Library’s resources can be found in the online Subject Guide.

**Birkbeck eLibrary**

As well as its physical holdings, the Library has a comprehensive range of e-resources including bibliographic databases (which tell you what has been written on a topic), and electronic journals. Most of the electronic resources can be accessed from outside the College using your IT Services username and password. If you did not receive this upon enrolment, please ask for them at IT Services reception (Malet Street).

The LAMP Service (Library Materials by Post) is a subscription based service which enables you to have books and photocopies of articles posted to your home address. You may find it particularly useful if you are not able to visit the library frequently. Birkbeck students with disabilities may be able to join the service for free on the recommendation of the College Disability Officer, Mark Pimm. If you think you may be eligible for free membership, please first contact Mark Pimm in the Disability Office.

The College Library also runs an interlibrary loan service to enable you to obtain copies of books and articles not held in its own collections. As it can take a couple of weeks to obtain copies of requested materials, you are advised to plan ahead in your general reading and essay preparation so as to make use of this facility. Please note: a charge of £1 will be made for each interlibrary loan request received and there is a limit of 10 requests in progress at any one time.

An introduction to the Library and bibliographical skills is timetabled at the start of your course at which you will meet the Subject Librarian who looks after the collection. They will introduce you to the Library and its electronic resources. In addition, the Library has an online tutorial called LIFE (Library Induction for Everyone) which is always available: http://www.bbk.ac.uk/lib/life/ which has a module in it on ‘Researching a topic’.

**Senate House Library**

Postgraduate students in the Department are also entitled to use the main University of London Library on the 4th floor of Senate House where there is a large collection of Journals.
Other Resources and Organisations

Birkbeck Student Union
You are automatically a member of the Birkbeck Students’ Union, the University of London Union and NUS upon taking up the offer of a place to study at Birkbeck. NUS cards are available online (NUS Extra) or from the Union Office, Malet Street. Application can be made to become a member of the International Students’ Association by completing a form that can also be obtained from their shop.

Location and Telephone: Offices on the 4th Floor of the extension building in Malet Street. General Union Office is in Room 456, Tel: 020 7631 6335. Enquiries: administrator@bcsu.bbk.ac.uk. Visit the website at http://www.birkbeckunion.org/.

Counselling
The Students’ Union offers counselling free of charge.

Birkbeck Evening Nursery
Birkbeck College has an Evening Nursery, which is available for students and current members of staff and accepts children aged 2-10 years. In exceptional circumstances, children up to 12 will be accepted. However, Nursery Staff reserve the right not to accept older children if they are disruptive. Full details, including opening times, may be found at: www.bbk.ac.uk/pers/nursery.

Career Development
Most students are interested in developing their careers, either within their current field of work or in a completely new direction. The Specialist Institutions’ Careers Service [SICS], part of The Careers Group, University of London, offers great expertise and experience in working with students and graduates of all ages and at all stages of career development. And it’s Birkbeck’s next-door neighbour!

During term-time they offer an Early Evening Advisory Service specifically and exclusively for evening students and a Drop-In Advice Service, which is always very popular with the Birkbeck students.

Longer Advisory Interviews can be arranged if necessary - for complete career beginners, for people wanting a practice job interview, and for every stage and situation in between.

They also offer Psychometric Testing and Personality Assessment Workshops, Employer Presentations, Computer-based Career Guidance Programs, Insight Career Courses as well as invaluable information on Course Funding.

For more information and opening times visit the SICS website at: http://www.careers.lon.ac.uk/sics.
Staff Contact Details

### Administrative Contacts

| Mailing Address | Department of English & Humanities  
|                 | Birkbeck, University of London  
|                 | Malet Street  
|                 | London WC1E 7HX |

| Office Hours | Monday to Friday: 10am-6pm |

| Department Administrative Staff |

<table>
<thead>
<tr>
<th>Catherine Catrix</th>
<th>Debora Quattrocchi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant School Manager</strong></td>
<td><strong>Administrative Team Leader</strong></td>
</tr>
<tr>
<td>0203 073 8383</td>
<td>0203 073 8382</td>
</tr>
<tr>
<td><a href="mailto:c.catrix@bbk.ac.uk">c.catrix@bbk.ac.uk</a></td>
<td><a href="mailto:d.quattrocchi@bbk.ac.uk">d.quattrocchi@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Isobel Alexis</th>
</tr>
</thead>
</table>
| **Programme Administrator**  
| MFA Theatre Directing  
| 0203 073 8231 |
| i.alexis@bbk.ac.uk |

Please check office hours with individual staff members. We ask you visit offices only when you have made an appointment. Please ring or email in advance. Staff members are available for tutorials at other times by appointment.

- Staff are subject to change and their listing in this booklet is not a guarantee that they will be with the Department in the 2018-19 academic year.
- There is a research leave policy in the College, which means that all members of academic staff are entitled to one term’s research leave every three years. In addition, members of staff are regularly awarded externally funded research leave, by organisations such as the Leverhulme Trust and the Arts and Humanities Research Council. Therefore, not all academic staff will be present at all times. On such occasions the Department will arrange replacement cover.
- Please see our website for queries regarding academic staff’s research interests and Departmental responsibilities.
- Please see our website for full staff lists and module tutors [http://www.bbk.ac.uk/english/](http://www.bbk.ac.uk/english/)
### Appendix A: Outline Calendar and Key Dates

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Units Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Unit A</td>
</tr>
<tr>
<td>Sep 3</td>
<td>Unit A</td>
</tr>
<tr>
<td>Sep 10</td>
<td>Unit A</td>
</tr>
<tr>
<td>Sep 17</td>
<td>Units B &amp; I</td>
</tr>
<tr>
<td>Sep 24</td>
<td>Units B &amp; I</td>
</tr>
<tr>
<td>Oct 1*</td>
<td>Units B &amp; I</td>
</tr>
<tr>
<td>Oct 8*</td>
<td>Units B &amp; I  possible Unit B Teaching Weekend</td>
</tr>
<tr>
<td>Oct 15*</td>
<td>Units B &amp; I  possible Unit B Teaching Weekend</td>
</tr>
<tr>
<td>Oct 22*</td>
<td>Units B &amp; I  possible Unit B Teaching Weekend</td>
</tr>
<tr>
<td>Oct 29*</td>
<td>Units B &amp; I  possible Unit B Teaching Weekend</td>
</tr>
<tr>
<td>Nov 5*</td>
<td>Units B &amp; I  possible Unit B Teaching Weekend</td>
</tr>
<tr>
<td>Nov 12*</td>
<td>Units B &amp; I  possible Unit B Teaching Weekend</td>
</tr>
<tr>
<td>Nov 19*</td>
<td>Units B &amp; I  possible Unit B Teaching Weekend</td>
</tr>
<tr>
<td>Nov 26*</td>
<td>Units B &amp; I</td>
</tr>
<tr>
<td>Dec 3*</td>
<td>Units B &amp; I</td>
</tr>
<tr>
<td>Dec 10*</td>
<td>Units B &amp; I  sessions mid-week at Birkbeck</td>
</tr>
<tr>
<td>Dec 17</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>Dec 24</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>Dec 31</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>Jan 7*</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>Jan 14*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Jan 21*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Jan 28*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Feb 3*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Feb 11*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Feb 18*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Feb 25*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Mar 4*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Mar 11*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Mar 18*</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Units C, D &amp; I</td>
</tr>
<tr>
<td>Apr 1</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>Apr 8</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>Apr 15</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>Apr 22*</td>
<td>BBK vacation</td>
</tr>
<tr>
<td>April 29*</td>
<td>Units E &amp; F Unit C &amp; D Assessments</td>
</tr>
<tr>
<td>May 6*</td>
<td>Units E &amp; F</td>
</tr>
<tr>
<td>May 13*</td>
<td>Units E &amp; F</td>
</tr>
<tr>
<td>May 20*</td>
<td>Units E, &amp; F</td>
</tr>
<tr>
<td>May 27*</td>
<td>Units E, F, G &amp; I</td>
</tr>
<tr>
<td>Jun 3*</td>
<td>Units E, F, G &amp; I</td>
</tr>
<tr>
<td>Jun 10*</td>
<td>Units E, F, G &amp; I</td>
</tr>
<tr>
<td>Jun 17*</td>
<td>Units E, F, G &amp; I possible E &amp; F assessments</td>
</tr>
<tr>
<td>Jun 24*</td>
<td>Units E, F, G &amp; I, possible E, F &amp; G Assessment</td>
</tr>
<tr>
<td>Jul 1*</td>
<td>Possible Units E, G and I, possible E and G assessments</td>
</tr>
<tr>
<td>Jul 8</td>
<td>Possible Units E, G and I, possible E and G assessments</td>
</tr>
</tbody>
</table>

This is an illustrative and provisional calendar intended to allow you to see the general shape of the first year of your course. It is not a schedule or timetable and must not be used as if it were such a schedule or timetable. Detailed and accurate schedules will be given to you in due course. * = Birkbeck College Term Week
Appendix B: Getting Started with Moodle

Logging in and getting started
All modules within the School of Arts will be using Moodle for coursework submission.

- To log in to the VLE you will need your ITS username and password, a computer with a connection to the internet and a web browser such as Internet Explorer or Firefox.

- If you are having login problems, but your password is working for other services, please change your password via the online form at http://www.bbk.ac.uk/its/password (allow one hour after completing this form, and then log in to the VLE again). If this hasn't resolved the problem please contact the ITS Helpdesk via email (its@bbk.ac.uk), telephone (020 7631 6543), or in person (Malet St building, next to the entrance to the Library).

- There is support information available in Moodle if you click on the Support menu and select ‘Moodle Support for Students’.

Contact ITS: You can contact the ITS Helpdesk via email (its@bbk.ac.uk), telephone (020 7631 6543), or in person (Malet St building, next to the entrance to the Library).
Appendix C: Campus Map

http://www.bbk.ac.uk/maps/centrallondon.pdf
Appendix D: Programme Structures and Regulations - Postgraduate

Birkbeck, University of London

Common Awards Scheme

Postgraduate Programmes

Introduction

1. The majority of Birkbeck’s postgraduate programmes are offered as part of the College’s Common Awards Scheme. Programmes within the Scheme have common regulations, and a common structure, and this makes it possible for you to take modules from other programmes across the College (subject to programme regulations and timetable constraints).

2. This paper gives a brief introduction to the Common Awards Scheme. Further details on regulations and policies that form the Common Awards Scheme can be accessed via:

http://www.bbk.ac.uk/mybirkbeck/services/rules

Structure of Programmes

3. All programmes offered as part of the Common Awards Scheme consist of modules, each of which are “credit-rated”. In order to achieve your award you will need to gain at least the following, and meet the requirements outlined in your programme specification:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Credits needed</th>
<th>Min at upper level</th>
<th>Max at lower level</th>
<th>Birkbeck common awards schemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>180</td>
<td>150 level 7</td>
<td>30 level 6 (not included in calculation of classification)</td>
<td>4 modules plus dissertation</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>120</td>
<td>90 level 7</td>
<td>30 level 6 (not included in calculation of classification)</td>
<td>4 modules</td>
</tr>
</tbody>
</table>
4. The Common Awards Scheme offers, for postgraduate programmes, half modules (15 credits), modules (30 credits), double modules (60 credits), or exceptionally triple modules (90 credits) and quadruple modules (120 credits – normally for MRes dissertations)

5. The detailed requirements for each programme are published in the relevant programme specification. Each module on a programme is designated as one of the following:

   **core** the module must be taken and passed to allow the student to complete the degree

   **compulsory** the module must be taken, and Programme Regulations must stipulate the minimum assessment that must be attempted

   **option** students may choose a stipulated number of modules from a range made available to them. Option modules are clearly identified in Programme Regulations.

   **elective** students may replace an option module with modules from another programme, subject to approval of Programme Directors, availability of places and timetable requirements.

   Modules may also be designated as **pre-requisite** modules, meaning they must be taken and passed to allow for progression to a specified follow-up module.

**Degree Classification**

6. Postgraduate awards may be made with Merit or Distinction. Distinctions are normally awarded to students who achieve an average result of 70% or more, including a mark of 70 or over in their dissertation, for all level 7 modules on their programme. A Merit is normally awarded to students who achieve an average result of 60% or more, but less than 70% for all level 7 modules. Level 6 modules included as part of the programme are not included in the calculation for degree classification for postgraduate programmes.

**Failure and Re-assessment of a Module**

7. The Regulations for Taught Programmes of Study outline how an examination board should treat a failed module when considering progression and awards. However,
Each examination board is responsible for judging, within these regulations, whether a fail can be “compensated” (i.e., whether you can be awarded credit for that module even if you have not actually passed), whether you will need to re-take the module (see paragraph 8) or whether you will be able to attempt a re-assessment (see paragraph 9).

8. For any module on a postgraduate programme, if you fail to pass at the first attempt then any subsequent attempt will either be a “re-take” or a “re-assessment”. A re-take requires attendance at the module's lectures and seminars as well as another attempt at the assessment, whereas “re-assessment” is where a student attempts only the failed element(s) of a failed module. The decision on whether you will be offered a re-take or re-assessment will be made by your sub-board of examiners.

9. A Sub-board of Examiners may offer an alternative form of assessment for failed elements as part of a re-assessment regime.

10. The timing of any re-assessment will be at the discretion of the Sub-board of Examiners; this will normally be either at the next normal assessment opportunity or in some instances before the beginning of the next academic year.

11. You will normally be offered two attempts at passing a module (the original attempt plus one further attempt which will either be a re-assessment or a re-take). After this, if the module has not been passed it will be classed either as a “compensated fail” (see 12) or a fail. In some cases this will mean that it will not be possible for you to gain the award that you have registered for; in such cases, your registration will normally be terminated.

12. If your module result is between 40 and 49% your Sub-board of Examiners may award a “compensated fail”. This will mean that you retain the module result, but are awarded credit for that module. An MA or MSc may be awarded to a student carrying no more than 30 credits as compensated fail. A core module may not be treated as a compensated fail; core modules must be passed in order to gain the award. The awards of MRes, Postgraduate Diploma or Postgraduate Certificate do not normally permit the inclusion of compensated fail results in the calculation of classification.

Common Award Scheme Policies

1. As part of the introduction of the Common Awards Scheme, the College has implemented a number of College-wide policies. The full policies can be seen at http://www.bbk.ac.uk/mybirkbeck/services/rules

Some brief details on key policies are included here:
Late Submission of work for assessment

2. College policy dictates how Schools will treat work that is due for assessment but is submitted after the published deadline. Any work that is submitted for formal assessment after the published deadline is given two marks: a penalty mark of 50% for postgraduate students, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late. Both marks are given to the student on a cover sheet. If the work is not of a pass standard a single mark is given.

3. If you submit late work that is to be considered for assessment then you should provide written documentation, medical or otherwise, to explain why the work was submitted late. You will need to complete a standard pro-forma and submit it, with documentary evidence as appropriate, to your Tutor or Programme Director. The case will then be considered by the appropriate sub-board or delegated panel.

4. If no case is made then the penalty mark will stand. If the case is made and accepted then the examination board may allow the ‘real’ mark to stand.

Assessment Offences

5. The College Policy on Assessment Offences incorporates the College policy on plagiarism.

6. The policy describes two stages in the process for dealing with assessment offences (which include plagiarism, collusion, examination offences and other offences). The first stage allows for a formal school investigation into the alleged offence. Stage 2 involves a centrally convened panel for more serious offences, dealt with under the Code of Student Discipline.

7. The College treats all assessment offences seriously. It makes strenuous efforts to detect plagiarism, including using web-based software that can provide clear evidence. If you are in any doubt as to what constitutes acceptable conduct you should consult your personal tutor or another member of academic staff. The College has a wide range of sanctions that it may apply in cases of plagiarism, including the termination of a student’s registration in the most serious cases.

Mitigating Circumstances

8. The College Policy on Mitigating Circumstances determines how Sub-boards of Examiners will treat assessment that has been affected by adverse circumstances. Mitigating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt your performance in assessment. This should not be confused with long term issues such as medical conditions, for which the College can make adjustments before assessment (for guidance on how arrangements can be
made in these cases please see the College’s Procedures for Dealing with Special Examination Arrangements).

9. A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:

a) the late or non-submission of assessment;

b) non-attendance at examination(s);

c) poor performance in assessment.

10. For a claim to be accepted you must produce independent documentary evidence to show that the circumstances:

a) have detrimentally affected your performance or will do so, with respect to 9a, 9b and 9c above;

b) were unforeseen;

c) were out of your control and could not have been prevented;

d) relate directly to the timing of the assessment affected.

11. Documentation should be presented, wherever possible, on the official headed paper of the issuing body, and should normally include the dates of the period in which the circumstances applied. Copies of documentary evidence will not normally be accepted. If you need an original document for another purpose, you should bring the original into the Departmental Office so that a copy can be made by a member of College staff. (Where a photocopy is made by a member of staff they should indicate on the copy that they have seen the original).

12. Discussing your claim with a member of staff does not constitute a submission of a claim of mitigating circumstances.

13. You are encouraged to submit your claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is normally 1 week after the final examination unless otherwise stated by your Department. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your Departmental office) which should be submitted in accordance with the procedure for submission published by your Department. Claims should always be supported by appropriate documentary evidence.

14. You should be aware that individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test your achievement rather
than your potential; it is not normally possible to gauge what you would have achieved had mitigating circumstances not arisen. Where mitigating circumstances are accepted, and it is judged by a Sub-board of Examiners that these circumstances were sufficiently severe to have affected your performance in assessment the usual response will be to offer you another opportunity for assessment without penalty, at the next available opportunity.

15. Guidance on what may constitute acceptable mitigating circumstances is available as an appendix to the policy, available from http://www.bbk.ac.uk/mybirkbeck/services/rules or your Departmental office; you should note that this is not an exhaustive list and that each case will be treated on its merits by the relevant sub-board or delegated body.

16. You should note that decisions on mitigating circumstances are the responsibility of the sub-board for your programme. Where you are taking an elective or other module offered by another department or school, any application for mitigating circumstances should be to your “home” department.

Break-in-Studies Policy

17. The Common Awards Scheme regulations allow you to suspend studies for a maximum of two years in total during your programme of study. This may be for one period of two years or for non-consecutive shorter periods (see 18) that add up to a total of two years or less.

18. Any break-in-studies on a postgraduate programme would normally be for a minimum of one year; breaks may also be permitted for a period of one or two terms, dependent on the structure of the programme.

19. Any application for a break-in-studies should be made in writing to your programme director or personal tutor. If you are applying for an approved break-in-studies, you should give details of the length of the proposed break and the reasons for the application.

20. You will not be liable for fees while on an approved break-in-studies. If you have attended for part of a term you will normally be liable for the fees due in that term, unless there are mitigating circumstances.

21. If you are on a break-in-studies you will not have access to the Library or ITS unless you make an application and pay the appropriate fee to use these facilities. Applications must be made directly to the Library and/or ITS.

22. If you do not re-enrol after having completed two years of break-in-studies you will be deemed to have withdrawn from your programme. If you wish to resume your
programme after having been withdrawn, you will normally be required to re-apply for admission.

Other Policies

22. In addition to the policies above, other College academic-related policies include:

   Accredited Prior Learning

   Termination of Registration

   Procedures for Dealing with Special Examination Arrangements

   Suspension of Regulations

   The Operation of Boards and Sub-Boards of Examiners

   The Role of External & Intercollegiate Examiners

   Marking and Moderation

   Feedback on Assessment

To see these policies, please see the Common Awards Scheme website:

http://www.bbk.ac.uk/mybirkbeck/services/rules

23. The College also operates a Procedure for Appeals Against Decisions of Boards of Examiners; this is also available from this website.