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</table>
I. Introduction

Welcome to the Masters course in Business Strategy & the Environment in the Department of Geography, Environment and Development Studies (GEDS), Birkbeck College, University of London. We hope that you will enjoy your time at Birkbeck and find it stimulating and rewarding. The first few weeks of study can be challenging, however, as you will have to familiarise yourself with many new things. This handbook is designed to help with this by providing key information about both the programme and the College in general.

We strongly advise you to carefully read all chapters of the handbook so that you are aware of the college’s procedures and policies. We have tried to make this handbook as comprehensive as possible. If you have any further questions, please do not hesitate to contact the Programme Directors Kezia Barker (k.barker@bbk.ac.uk) (until Jan 2011) and Paul Elsner (s.brooks@bbk.ac.uk) (returning from research leave after Jan 2011), or the Assistant School Manager with responsibility for GEDS Ms Harriet Smith (hl.smith@bbk.ac.uk).

Term Dates 2010/11

**Autumn term**
Monday 4 October 2010 to 17 December 2010
Christmas and New Year closure
The College will close at 5pm on Thursday 23 December 2010, re-opening at 9am on Tuesday, 4 January 2011

**Spring term**
Monday 10 January 2011 to Tuesday 29 March 2011
Easter closure
The College will close at 6pm on Wednesday 20 April 2011, re-opening at 9am on Wednesday, 27 April 2011

**Summer term**
Wednesday 27 April 2011 to Friday 8 July 2011
May Day bank holiday: The College will be closed on Monday, 2 May 2011 re-opening at 9am on Tuesday, 3 May 2011.
Spring bank holiday: The College will be closed on Monday, 30 May 2011, re-opening at 9am on Tuesday, 31 May 2011.
August bank holiday: The College will be closed from 8pm Friday, 26 August 2011, re-opening at 9am on Tuesday, 30 August 2011

Both the Autumn and Spring terms are teaching terms. The summer term consists of a period set aside for revision classes, followed by examinations in May and June.

The GEDS office remains open during vacations (10 am – 6 pm), unless the whole College is closed.

Students should be aware that academic staff are often away from Birkbeck outside term time.
### Key Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Tel.</th>
<th>Email</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Andrew Jones</td>
<td>6471</td>
<td><a href="mailto:a.jones@bbk.ac.uk">a.jones@bbk.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td><strong>Course Director (until Jan 2010)</strong></td>
<td>6619</td>
<td><a href="mailto:k.barker@bbk.ac.uk">k.barker@bbk.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Dr Kezia Barker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Director (from Jan 2010)</strong></td>
<td>6479</td>
<td><a href="mailto:p.elsner@bbk.ac.uk">p.elsner@bbk.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Paul Elsner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Administrator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harriet Smith</td>
<td>6475</td>
<td><a href="mailto:hl.smith@bbk.ac.uk">hl.smith@bbk.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td><strong>Administrative Assistant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eva Peters</td>
<td>6473</td>
<td><a href="mailto:e.peters@bbk.ac.uk">e.peters@bbk.ac.uk</a> or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:secretary@bbk.ac.uk">secretary@bbk.ac.uk</a></td>
<td></td>
</tr>
</tbody>
</table>

All Birkbeck numbers begin 020 7631 XXXX unless otherwise indicated.
II. A-Z of Frequently Asked Questions

Note: many of your questions can also be answered by logging on to My Birkbeck at: http://www.bbk.ac.uk/mybirkbeck/ or visiting the My Birkbeck help centre on the ground floor of the main building.

Accommodation
The University of London Accommodation Office provides details of available accommodation.

Their contact details are:
Tel: 020 7862 8880
Email: housing@lon.ac.uk
Website: http://housing.lon.ac.uk

Computing facilities
The College has a number of student computing rooms, of which four are in the main building: 402; 536; 458; 321.

For help and information, visit the IT Services (ITS) website at http://www.bbk.ac.uk/its or go to ITS Reception (Room 151, Malet Street Main Building, telephone: 020 7631 6543).

Opening hours are:
Term Time: 10am-8pm Monday-Friday.
Outside Term: 10am-6pm Monday-Friday.

If required Helpdesk staff will liaise with appropriate ITS technical support staff to answer user queries.

For details about IT Services provide by Birkbeck please see the guide which is sent to all new students at their home address once they have enrolled and also available online from http://www.bbk.ac.uk/its and from ITS Reception.

Purchasing software:
- Some software covered under a Birkbeck site licence is free for student home use, although you will need to pay for an installation CD (£5). This includes the statistical packages SPSS and S-PLUS. Further details of this software and other free downloads can be found at http://www.bbk.ac.uk/its/help/software/downloads
- Students wishing to purchase Adobe products (including Macromedia products) should use the Adobe UK Education Store.
- Microsoft software can be purchased directly through Viglen, more details here: http://www.bbk.ac.uk/its/help/software/purchasing/student_purchase/viglen. Alternatively, Microsoft has a number of deals specifically for University Students.
- Students wishing to purchase products from Adept Scientific (including Endnote, Maple, MindGenius and MathCAD) should read the Endnote section of the library website. Follow the instructions for purchasing Endnote and you will be taken to the Education section of the Adept Scientific site where you can buy Endnote and the other packages.
- Alternatively, look around for special education deals. These two web sites are a good place to start:
Disabilities
The College Disability Statement and various useful contact details are given on page http://www.bbk.ac.uk/disability/. The Disability Office can be found at:
Room G018
Birkbeck, University of London
Malet Street
London WC1E 7HX
Tel: 020 7631 6336
Email: disability@bbk.ac.uk.
Minicom: 020 7631 6630

Staff
• Disability co-ordinator: Mark Pimm, who is your central point of contact at Birkbeck, manages the disability service at Birkbeck.
• Disability administrative assistant: Steve Short makes the appointments for the Disability Office staff and provides the administrative support for the service.
• Part-time disability mentor: Caroline Grattan provides academically focused support for students with mental health needs and chronic medical conditions.

Enrolment
Once you have your student user-id it is possible to enrol online at http://intra.bbk.ac.uk/index.shtml. Alternatively, please contact the Registry on 020 7631 6390 for any queries regarding your enrolment.

Examinations
Please read chapters IV and V of this handbook before asking any questions about examinations. General queries can be directed to Harriet Smith or, if your query is about exam registration, timetabling or the announcement of results, the Examinations Office on 020 7631 6598.

Fees
For any queries about rates or payments of fees please contact the Fees Office on 020 7631 6295.

Health and Safety
The College Safety Officer is Mr Tom McCartney, who can be contacted on 020 7631 6218 or t.mccartney@bbk.ac.uk

In the event of an emergency, phone 555 (internal telephone number). This can be dialled from most Birkbeck buildings to REPORT any emergency and to REQUEST help. A 555 call is routed to a special telephone staffed at all times by a Duty Attendant who will summon the required assistance. 555 callers MUST identify themselves and the specific assistance required, and also inform the Duty Attendant of the precise location of the emergency.
In the event of the fire alarm being sounded, everyone must leave the building without delay by the nearest available exit and must not re-enter the building until the alarm has been silenced and permission has been granted by the Senior Fire Officer or Duty Attendant.

**Library**

Although lectures and seminars are an essential element of the course, success in learning depends largely on the reading and research that is undertaken individually by students. Most items on module reading lists can be found in the Birkbeck Library and it is important that you register and familiarise yourself with the Library as soon as you can. At times, you will also find it useful to use other libraries in the course of your research.

Birkbeck Library is on the ground floor of the main building in Malet Street. The opening times of the library are designed to meet the needs of part-time students in full-time work. During term-time the Library is open:

- Monday – Friday 10.00 am – 10.30 pm
- Saturday - Sunday 10.00 am – 8.00 pm

You can borrow up to 10 items and they can be renewed as long as no-one else requests them. Most books can be borrowed for 3 weeks. Some books, videos and DVDs can be borrowed for 1 week.

**Birkbeck Electronic Library**

You can access many Library resources from your PC. You can access a whole host of electronic journals and databases from any PC in College. The majority of resources can also be accessed from home or work with your IT Services (ITS) username and password.

The Library website is at [http://www.bbk.ac.uk/lib](http://www.bbk.ac.uk/lib). As well as giving comprehensive information about the Library, its services and collections, you can also:

- Search the Library catalogue, renew your books and place reservations on items out on loan.
- Read articles in over 12,000 electronic journal titles and newspapers.
- Search databases to help you find out what has been written about the subject you are researching, including *Business Source Premier*, *Science Citation Index* and *Social Science Citation Index*.
- Access past exam papers.
- Work through LIFE – an online tutorial to help you make the most of the Library.

**Other libraries**

Birkbeck students can also use a range of other libraries. Students have reference access to most University of London college libraries. In addition, the UK Libraries Plus Scheme allows students reference access to over 135 other higher education libraries and part-time students may also borrow from up to three member libraries. See the Library web site for more information.

**Further information and help**

- Loan and renewal queries: 020 7631 6239
- Help desk: 020 7631 6063
- Subject Librarian, Helen Matthews: 020 7631 6290 or h.matthews@bbk.ac.uk
**Students’ Union**
For personal advice, counselling, and study skills contact the Birkbeck College Students’ Union (BCSU) office on 020 7631 6335, or by email at info@bcbsu.bbk.ac.uk. More information can be found on the Students’ Union website: [www.bbk.ac.uk/su](http://www.bbk.ac.uk/su).
III. Programme Structure

The MSc/MRes in Business Strategy and the Environment analyses the relationship between business strategy and the ecological environment. Rather than focusing on specific natural science aspects of environmental problems of e.g. how pollution occurs, or the technical practicalities of ameliorating it, the programmes explore how the environment has emerged as an important issue for business. They outline possible ways of developing effective strategies for addressing the business threats and opportunities posed by environmental issues.

Aims

- Generally, to provide a rigorous postgraduate education for those interested in environmental policy, business strategy and environmental management in the widest sense.
- Specifically, to provide students with a critical research-based understanding of key issues in environmental policy and environmental management.

Learning Objectives

At the end of the programme, successful students should:

- Have an awareness and a basic understanding of central global environmental problems,
- be able to appreciate and understand the nature and extent of the environmental challenge for business;
- be able to assess critically the effectiveness of policy measures designed to address environmental challenges;
- be able to understand and assess the role of environmental management in wider business strategy; and
- have developed their analytical, critical and interpretive faculties;
- have learnt to deal with abstract ideas; and
- gained experience in the application of theory to real-world problems.

With the start often academic year 2009/10, Birkbeck has implemented a new college-wide regulatory framework, the Common Awards Structure (CAS). Under CAS, to successfully complete a Masters degree, students need to gain in total 180 credit (CAS) points.
Master of Science (MSc) in Business Strategy & Environment
(academic year 2010/11)

120 credit points have to be collected by completing six taught modules. Two of these modules have a weighting of 30 CAS points and four have a weighting of 15 CAS points. In addition, a Master dissertation (word limit 15,000) has to be produced, which has a weighting of 60 credit points.

For students who start in the academic year 2010/11 this means that their curriculum consists of following elements:

**Four compulsory modules:**
- Research Methods in Management I (15 CAS),
- Principles of Organization and Management (15 CAS),
- Environmental Science for Environmental Management (changed to 30 CAS, becoming effective with the start of academic year 2010-11), and
- Environment and Policy (changed to 30 CAS becoming effective with the start of academic year 2010-11).

**At least one Type A option module** that can be chosen from the list of following modules:
- Introduction to Geographical Information Systems
- Climate Change and Sustainable Business Practice
- Environmental Management and Business Policy
- Energy and Climate Change

**No more than one Type B option module** that can be chosen from a wider selection of 15 CAS point postgraduate modules from the Department of Geography, Environment, and Development Studies and the Department of Management, including
- Marketing Management
- Intellectual Capital and Competitiveness
- Marketing Strategy and Planning
- The Business Environment: Comparative and International Perspectives
- Corporate Governance
- International Business: Theories and Issues
- Innovation, Management & Policy
- European Management
- Development Policy
- International Business Strategy
- Economics & Governance of
- Innovation & Institutions
- Marketing Communications
- Creative Industries and the Knowledge Economy
- International Marketing
- Perspectives on Organization
- Corporate Responsibility
- International Business & Economic Development
- Strategic Management

In addition to this indicative list, students might also be allowed to take another option module that could be relevant to the course, pending approval from the Course Director.

In their first year, incoming part-time students normally take two modules per term, usually resulting in two evening classes per week at Birkbeck. At the end of
the first year, students are asked to formally identify their option choices for the second year.

### Timetable for compulsory MSc modules in academic year 2010/11

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit weighting and assessment type</th>
<th>Timetabling (all provisional at this stage. It will be confirmed at start of academic year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Organisation and Management</td>
<td>15 CAS exam only</td>
<td>Monday 6-9 pm, autumn term</td>
</tr>
<tr>
<td>Environment and Policy</td>
<td>30 CAS exam and coursework</td>
<td>Thursday 6-9 pm, autumn term</td>
</tr>
<tr>
<td>Research Methods I</td>
<td>15 CAS exam only</td>
<td>Tuesday 6-9 pm, spring term</td>
</tr>
<tr>
<td>Environmental Science for Environmental Management</td>
<td>30 CAS exam and coursework</td>
<td>Wednesday 6-9, spring term</td>
</tr>
</tbody>
</table>

### Timetable for MSc Type A option modules in academic year 2010/11

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit weighting and assessment type</th>
<th>Timetabling (all provisional at this stage. It will be confirmed in September)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOMN029H7 Environmental Management and Business Policy</td>
<td>15 CAS A two-hour examination (75%) and a coursework essay (25%).</td>
<td>Tuesdays 6-9 pm, autumn term</td>
</tr>
<tr>
<td>GGPH00157 Cultural Landscapes</td>
<td>15 CAS Coursework only (essay and case study)</td>
<td>Wednesdays 6-9 pm, autumn term</td>
</tr>
<tr>
<td>GGPH033H7 Climate Change and Sustainable Business Practice</td>
<td>15 CAS Coursework only (group presentation and coursework)</td>
<td>Monday 6-9 pm, spring term</td>
</tr>
<tr>
<td>Energy and Climate Change</td>
<td>15 CAS Coursework only</td>
<td>Block taught, spring term</td>
</tr>
<tr>
<td>Introduction to Geographic Information Science</td>
<td>15 CAS Coursework only</td>
<td>Friday evenings, autumn. Teaching sessions: 8th &amp; 22nd Oct, 12th Nov, 10th December Help sessions: 15th, 29th Oct, 5th &amp; 26th Nov, 3rd &amp; 17th December</td>
</tr>
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</table>
**Timetable of Type B Modules:**

**Autumn Term 2010**

<table>
<thead>
<tr>
<th>Day</th>
<th>Module Code</th>
<th>Module</th>
<th>CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>BUMN006H7</td>
<td>Marketing Management</td>
<td>15</td>
</tr>
<tr>
<td>Tuesday</td>
<td>MOMN038H7</td>
<td>Intellectual Capital and Competitiveness</td>
<td>15</td>
</tr>
<tr>
<td>Tuesday</td>
<td>BUMN016H7</td>
<td>Marketing Strategy and Planning</td>
<td>15</td>
</tr>
<tr>
<td>Wednesday</td>
<td>MOMN008H7</td>
<td>The Business Environment: Comparative and International Perspectives</td>
<td>15</td>
</tr>
<tr>
<td>Thursday</td>
<td>MOMN028H7</td>
<td>Corporate Governance</td>
<td>15</td>
</tr>
<tr>
<td>Thursday</td>
<td>MOMN007H7</td>
<td>International Business: Theories and Issues</td>
<td>15</td>
</tr>
<tr>
<td>Thursday</td>
<td>MOMN043H7</td>
<td>Innovation, Management &amp; Policy</td>
<td>15</td>
</tr>
<tr>
<td>Friday</td>
<td>MOMN072H7</td>
<td>European Management</td>
<td>15</td>
</tr>
<tr>
<td>Friday</td>
<td>MOMN076H7</td>
<td>Development Policy</td>
<td>15</td>
</tr>
</tbody>
</table>
## Spring Term 2011

<table>
<thead>
<tr>
<th>Day</th>
<th>Module Code</th>
<th>Module</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>MOMN009H7</td>
<td>International Business Strategy</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Monday</td>
<td>MOMN026H7</td>
<td>Economics &amp; Governance of Innovation &amp; Institutions</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Monday</td>
<td>BUMN017H7</td>
<td>Marketing Communications</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Monday</td>
<td>MOMN001S7</td>
<td>Creative Industries and the Knowledge Economy</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Tuesday</td>
<td>MOMN025H7</td>
<td>International Marketing</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Wednesday</td>
<td>MOMN040H7</td>
<td>Perspectives on Organization</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Thursday</td>
<td>MOMN039H7</td>
<td>Corporate Responsibility</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Thursday</td>
<td>MOMN075H7</td>
<td>International Business &amp; Economic Development</td>
<td>15 CAS</td>
</tr>
<tr>
<td>Thursday</td>
<td>MOMN082H7</td>
<td>Strategic Management</td>
<td>15 CAS</td>
</tr>
</tbody>
</table>
MRes in Business Strategy & the Environment (academic year 2010/11)

The MRes programme has a stronger focus on independent research than the MSc degree. For successful completion of a Master of Research (MRes) in Business Strategy & the Environment 180 credit points have to be obtained. This is done by undertaking six taught modules which a weighting of 15 credit points each. This is followed by the development of MRes dissertation (word limit 25 000) with a weighting of 90 credit points.

For students who start in the academic year 2010/11, this means that they have to attend four taught modules.

These four taught modules consist of three compulsory modules:
- Environment and Policy (30 CAS)
- Environmental Science for Environmental Management (30 CAS)
- Research Methods in Management 1 (15 CAS)

and

one 15 CAS option module chosen from the following list:
- Research Methods in Management 2
- Energy and Climate Change
- Introduction to GIS
- Climate Change and Sustainable Business Practice
- Environmental Management and Business Policy
- Marketing Management
- Intellectual Capital and Competitiveness
- Marketing Strategy and Planning
- The Business Environment: Comparative and International Perspectives
- Corporate Governance
- International Business: Theories and Issues
- Innovation, Management & Policy
- European Management
- Development Policy
- International Business Strategy
- Economics & Governance of
- Innovation & Institutions
- Marketing Communications
- Creative Industries and the Knowledge Economy
- International Marketing
- Perspectives on Organization
- Corporate Responsibility
- International Business & Economic Development
- Strategic Management

and

one MRes dissertation (max 25000 words) counting with 90 CAS points.

MRES part-time students have some flexibility as to when to take their taught modules and should discuss their study plans with the Course Director.
IV. Module Descriptions

Core Modules

ENVIRONMENTAL SCIENCE FOR ENVIRONMENTAL MANAGEMENT

- **Title**: Environmental Science for Environmental Management
- **Module Code**: GGPH002H7
- **Value**: 30 Credit Points (1.0 course unit)
- **Level**: 7
- **Eligibility**: Available to students on the MSc Business Strategy and the Environment
- **Format**: Taught sessions accompanied by student-led group presentations
- **Frequency**: Runs every year
- **Location**: Birkbeck College
- **Lecturers**: Dr S Brooks, Mr P Elsner, Dr D Horn, Dr S Sullivan
- **Convenor**: Dr D Horn

Course aims

In this course, you will examine the science behind important environmental issues such as biodiversity conservation, Quaternary climate change, global deforestation, global warming, exploitation of marine resources, sea level rise, and flood hazards. There will be five pairs of themed lectures and two weeks of group work. The course aims to provide an analysis of the key natural science debates informing environmental policy at the international, national and firm level.

Course Content

On completion of the course, you will be able to apply your understanding of scientific principles and processes to environmental management problems, in order to make recommendations for specific case studies and environmental policy development. You will be able to debate environmental policy issues and summarise current research findings in seminars. You will appreciate and understand the influence of wider economic, political and philosophical considerations in the way science defines environmental problems and be able to explain the strengths and weaknesses of natural science methodologies in explaining environmental problems and hence informing the policy debate. You will be able to analyse the relationship between the scientific community and the wider environmental policy making process.

Indicative Reading

Reading in depth on individual topics is required, and more detailed reading lists will be issued in each lecture. There is no one textbook that can be used for all four topics. The indicative readings listed below represent only a small sample of the reading which will be assigned for this module.

Assessment
The module is assessed entirely by coursework: there is no examination. The assessment includes a group presentation (30%), and an individual essay (70%).

Contact us
For further details on this module please contact d.horn@bbk.ac.uk
Research Methods in Management 1

Aims
- to provide students with the necessary understanding to interpret and critically assess published research in the field of international business/management; and
- to provide students with the necessary understanding to design and conduct their own theoretical and empirical research in international business/management.

Learning objectives
- to understand how methodology affects research design and research outcomes and be able to use this knowledge to critically appraise the literature in international business/management; and
- to be able to use their knowledge of research methods to design and conduct their own theoretical and empirical research, including in their dissertation and coursework.

Content
- qualitative research methods;
- quantitative research methods; and
- the philosophy of social science.

The course includes computer laboratory sessions using SPSS. It is expected that students will apply their knowledge of research methods in their dissertations and coursework.

Background reading
If you have not studied research methods before you should read Collis and Hussey (2003) before the start of the course. This book provides an introduction to the material covered in the course. Please note that this is an introductory text and is pitched at a lower level than the material covered in the course.

Principles of Organization & Management

Aims
The aims of this module are:
• to introduce and critique the key debates and theoretical approaches to studying organization and management;
• to develop theoretical knowledge on the environment, structure and processes of organizations; and
• to critically appraise contrasting perspectives on the structure, operation and management of organizations and the people who work in them.

Learning objectives
By the end of this module, students will be able:
• to understand the major theoretical approaches to contemporary management and organizations;
• to appreciate the value of management research and its application to practice;
• to apply organization theory and management knowledge to diverse organizational settings; and
• demonstrate a critical perspective on organization/management theories and practice.

Content
Organizations matter because just about everything that we do occurs within an organization. The broad aim of this module is to give all students, regardless of academic background, an introduction to the ideas, theories, models and values used to make sense of organizations and the way these theoretical insights are applied to understanding different organizational forms and their competitive significance in an era of global competition. The module reviews some of the major contributions to management thought, identifies trends in organizational analysis and management thinking and evaluates theories and research in terms of their usefulness in understanding and improving management practice. It is assessed 100% by exam.

Background reading

This year we have developed a customised book of readings for the module published through Sage and available through Waterstone's Gower St: (Custom Book title: Principles of Organization and Management; Editor: Linda Trenberth; ISBN: 1849203687; Unit Price: £45)

Sage are also offering through Waterstones a book bundle of: A very short, fairly interesting and reasonable cheap book about studying organizations (Grey) and A very short, fairly interesting and reasonable cheap book about management (Cunliffe) Bundle unit price: £26.58 (saving of £1.39 off full price)

The Pugh and Hickson text on Writers on Organisations is also available for around £10.
Environment and Policy

This course, led by Professor John Shepherd, examines how policy is made in relation to environmental issues in the United Kingdom and Europe, especially policies related to climate change. It traces the evolution and purpose of environmental policies over the last two or three decades and discusses the impact – intended and actual - of environmental policies on people, businesses and places. The role of science and evidence in policy making and the broad geography of policy impacts are of particular interest. The focus is on a range of social and economic organisations and concepts including central government and its agencies, local government, regions, cities, private interests, institutions of various kinds and households. With these organisations/concepts in mind the course will look at the drivers of a range of policies for adaptation to and mitigation of the impact of climate change, tools for thinking about policy and policy for sustainable energy.

Course Content

Environmental policy is wide ranging and complex. Thus whilst it is useful to think of policy development in a rational sense, actual policies do not always evolve in such a clearly thought out manner. There is, for example, a deep political, behavioural and situational content to policy development. To cover these ideas the course has been developed around contributions from expert practitioners in the field of environmental policy from central and local government and business. All the lecturers concerned have close connections with the Birkbeck Department of GEDS either as Visiting Professors and/or colleagues with and for whom we have worked as research providers or collaborators.

The course content and structure have been designed with two types of perspective on environmental matters. The first is that of the social and economic geographer interested in policy formulation in which the real world is seen as mosaics of settled places, work areas and cultivated land, open spaces and cherished environments linked together by culture/sentiment, transport networks and the concerns of stakeholders. The second is that of the governmental and commercial practitioner, the policy maker and business decision maker who is involved at a practical level in shaping policy in response to scientific evidence and political imperatives leading to legislation intended to mitigate the effects of climate change and/or improve the quality of the environment in specific senses and to enhance well being and business performance.

The course has five main themes:

Environmental Policy Making and Environmental Policies

(a) International/EU
(b) National/Local (see C)

Thinking about Environmental Futures

Environmental Policy, Technology and Politics

Sustainable Sources of Energy
Sustainable Settlements and Buildings

**Indicative Reading**


Davoudi S et al (eds) *Planning for Climate Change* Earthscan 2009 adaptation from the perspective of physical (spatial) planners.

Heazle, M *Uncertainty in Policy Making*, Earthscan, 2010

Helm D and C Hepburn *The Economics and Politics of Climate Change*, Oxford University Press, 2009

Jordan A and D Liefferink, *Environmental Policy in Europe*, Routledge, 2006,

van Asselt, M et al *Foresight in Action*, Earthscan 2010

**Assessment**

A written examination in which answers are sought to two (2) questions from a choice of 6 in 2 (two) hours, and

An independent essay of no more than 3000 words.

The exam carries a weighting 60% of overall course marks whilst the independent essay carries a weighting 40% of overall course marks.

**Type A Option Modules**

**Environmental Management & Business Policy**

Weight: 15 credits
Module Convenor: Paul Elsner (p.elsner@bbk.ac.uk)
Module Lecturer: Callum Clench
Location: to be confirmed
Time: Tuesday 6-9 pm, autumn term
Assessment: A two-hour examination (75%) and a coursework essay (25%)

**Aims**

This module analyses the relationship between business strategy and the ecological environment. Its aim, therefore, is not to discuss the technical practicalities of environmental management. Rather it seeks to explain the emergence of the environment as a policy issue for business, and then goes on to outline possible ways of developing effective strategies for addressing the business threats and opportunities posed.

**Learning objectives**

By the end of this module, students will be able:
- to appreciate and understand the nature and extent of the environmental challenge for business via analysis of appropriate case-studies;
- to assess critically the effectiveness of policy measures designed to address environmental challenges; and
- to discuss intelligently and communicate the role of environmental management in wider business strategy making reference to appropriate case studies.

**Content**

The course content covers the following six themes:
• The legislative framework: how companies deal with regulators.
• Making a start: environmental policies and creating environmental management systems; the position of environmental policy in wider business strategy; environmental quality management systems (BS7750 and ISO14001).
• The role of organisational culture in the implementation of environmental policy: theories of organizational culture; review of literature on managerial attitudes on environmental policy issues; the role of Human Resource Management (HRM) in environmental management systems.
• Environmental auditing and Life Cycle Analysis: monitoring continuous improvement; environmental auditing; the EU Eco-Management and Audit Scheme; issues for product and process design.
• Communicating the difference: green marketing, packaging and eco-labelling; the market for green-branded products; the EU eco-labelling initiative.
• The place of UK environmental policy in the global arena: how firms address global environmental issues, for example corporate lobbying of the WTO.

Background reading

A full reading list for each lecture will be provided on commencement of the module. The key academic journal is Business Strategy & the Environment. A key practitioners’ journal is The Ends Report. Both are available in the Birkbeck library.

Assessment
A two-hour examination (75%) and a coursework essay (25%).
GGPH00157 Cultural Landscapes
Weight: 15 credits
Course convenor: Dr Sian Sullivan, s.sullivan@bbk.ac.uk
Location: to be confirmed
Time: Wednesdays, 6-9 pm, autumn term
Assessment: 30% Essay (1,500 words)
70% Detailed case-study/project, on topic to be discussed and agreed with course convenor (3,000 words but students will be encouraged to work with additional media if they wish, including film, images, and audio.)

Aims
- To introduce students to a variety of theoretical and substantive issues in consideration of landscapes as culturally constructed and politically contested.
- To consider a range of theoretical and methodological approaches to landscapes.
- To consider a number of key topics as ‘case-studies’, drawing on ethnographic, historical, archaeological and natural science material, and including popular literature, visual images and other media.
- To juxtapose material from ‘north’ and ‘south’ to highlight their historical and contemporary interrelationships in environmental politics and management.

Learning outcomes
By the end of the course, students should be able to:
- Think critically and reflexively about concepts and images concerning environments and nature−culture relationships.
- Appreciate power dimensions infusing images and narratives of environment and of people−environment relationships.
- Develop individual writing, presentational and creative skills through coursework assignments.
- Enhance discursive and reflexive skills through participatory seminars (as a component of the teaching of the course).

Background
It is easy to assume that landscape has an objective reality of its own which is neutral and unambiguous – acted upon not with. While landscape has a physical and material (i.e. ‘out there’) reality, the cognitive or perceived (i.e. ‘in head’) landscape is mediated by ‘culture’, as well as by people’s individual locations in society with respect to gender, socio-economic position, personal histories, and so on. At the same time, the way that people engage with landscape can produce and reproduce particular social and productive relations. This is not limited to utilitarian relationships to land and resources in which, via investment of labour, the land ‘produces’ for people’s sustenance. Also important are symbolic significances of landscapes whereby particular places and types of landscapes become cultural and/or individual ‘signposts’, through which people orient themselves in relation to cultural norms and practices and individual identity. Finally, because land may be defined and delineated as property, landscapes enter the realm of political discourse through the ways in which they are contested and appropriated.

Landscapes thus are constructed and reconstructed as locales of many meanings and perceptions, different for different groups of people and at particular moments in time. This polysemy confers tension to landscapes. As such, landscapes become the location and currency of claims and counterclaims, via which people become variously empowered and excluded.

This course draws on cultural geography, environmental anthropology and political ecology to explore intersections between shared axes of difference (ethnicity, gender, etc.) and their manifestations in experiences and perceptions of land and nature. Recurrent themes include:
- Juxtapositions of what might be termed a western perspectival construction of landscapes – i.e. landscape as object to be read and viewed by an
externally located gaze, and to be rationalised via a management ethic built on ideas of equilibrium and stability in a temperate environmental context – with alternative understandings of landscapes as dynamic, experienced and dwelled in;
• theorising of the current experience of 'globalisation' as a process producing heterogeneity as well as homogeneity by redefining rather than erasing 'local' concerns;
• the cultural politics of exclusion in relation to both people-nature epistemologies and to landscape appropriations.

Class content:
1. Thinking landscapes: introducing concepts
2. Culture:nature or culturenature
3. Maps, discourse and the colonial frontier
4. Shamanic landscapes
5. Nomadism and the state
6. The idea of wilderness
7. Garden cultures
8. Archaeological landscapes and the heritage industry
9. Virtual worlds and cyberspace

Key References:
Relph, E. 1976 Place and placelessness, London, Pion Ltd.
**Energy and Climate Change**

Weight: 15 credits  
Course convenor: Paul Elsner, p.elsner@bbk.ac.uk  
Location: to be confirmed  
Time: spring term, block taught, dates to be confirmed  
Assessment: Essay (maximum 3000 words)

**Aims**
- to introduce fundamental aspects of energy systems and their physical principles.  
- to assess the environmental impacts of sustainable and non-sustainable energy technologies.  
- to analyse the potential of renewable energy technologies, including solar, wind, wave/tidal, biomass, and geothermal technologies;  
- to underline the significance of the relationship between energy production, energy storage and grid management; and  
- to review and analyse national and international policies to reduce carbon emissions from energy systems.

**Learning Outcomes**
On successful completion of this module a student will be expected to be able to:

Subject specific:
- outline the physical principles of energy consumption and energy harvesting technologies;  
- describe the environmental impacts of sustainable and unsustainable technologies, respectively;  
- relate the geophysical requirements of various renewable energy technologies in reference to the natural settings of a given country/region;  
- describe the importance of energy storage and grid management systems; and  
- report and assess a number of national and international policies for fostering the dissemination of renewable energy technologies.

Intellectual:
- conceptualise theoretical concepts for the classification of energy systems;  
- apply problem solving strategies for the development and implementation of renewable sources within the framework and demands of modern industrial economies.  
- transfer theoretical understanding of environmental policies to new markets and economies;  
- justify appropriate analysis methodologies relevant to the implementation of energy systems;  

Practical:
- identify, locate, and access relevant academic information resources;  
- manipulate and analyse public data sets;  
- apply, report, discuss, and justify research methods and analysis techniques; and  
- work successfully with a range of data formats and software tools.

Personal and Social
- undertake individual project work;  
- organize and manage effective group work;  
- undertake active participation in class discussions with tutors and peers;  
- plan effectively and organize work schedules;  
- complete work in accordance to deadlines; and  
- communicate and collaborate successfully with a multi cultural student body.

**Syllabus**
The syllabus in this module will include the following topics:

1. Physical Principles of energy technologies;  
2. Unsustainable energy systems and their environmental impact;  
3. Sustainable technologies:
3. Solar;
4. Wind;
5. Wave/tidal;
6. Biomass;
7. Geothermal;
8. Energy storage, hydrogen economy;
10. Capacity building for and financing of renewable energy projects.

Key References
GGPH033H7 Climate Change and Sustainable Business Practice

Module Convenor: Dr Becky Briant (b.briant@bbk.ac.uk)
Module Lecturer: Ms Isabela de Souza
Location: tba
Credits: 15
Time: Mondays, 6-9 pm, Spring term

Aims
This module aims to provide an overview of the evolution of business management and strategy with regards to climate change.

Learning outcomes
• Have a critical conceptual and applied understanding of the factors that shape business climate change strategies and performance.
• Understand the impacts of climate change on different business sectors.
• Critically evaluate the usefulness of different marketing strategies, such as carbon labelling.
• Understand the complexities in relation to a transition to a low-carbon economy.
• Appreciate the difficulties in carbon footprinting and lifecycle analysis.
• Undertake active participation in discussions with tutors and peers.
• Develop independent research, analytical and oral presentation skills
• Plan effectively and organise work schedules.
• Complete work in accordance with deadlines.

Content
• Business drivers
• Impacts of CC on different sectors and different approaches
• Carbon reporting and the Carbon Disclosure Project
• Carbon in the supply chain
• Carbon footprinting and lifecycle analysis
• Financing a low-carbon economy
• Innovation for a low-carbon economy
• Cross-sector partnerships and the role of NGOs for a low-carbon economy

Assessment
Group presentation 25% 10-20 minutes
Coursework 75% Individual report (2500 words)
GGPH035H7 Introduction to Geographic Information Science

Weight: 15 credits
Course convenor: Dr Maurizio Gibin, m.gibin@bbk.ac.uk
Location: to be confirmed
Time: Friday evenings, autumn.
Teaching sessions: 8th & 22nd Oct, 12th Nov, 10th December
Help sessions: 15th, 29th Oct, 5th & 26th Nov, 3rd & 17th December
Assessment: 100% coursework (practical exercise, 4000 words)

Aims
This module aims to provide a general introduction to the field of Geographic Information Science (GISc), both theoretically and practically.

Learning Outcomes
On successful completion of this module a student will be expected to be able to:
• gain practical experience of using at least one commercial GIS software package;
• relate theory surrounding digital representation of spatial phenomena to practical analysis of spatial data;
• relate theory surrounding spatial analysis methodologies to applied spatial analysis tasks;
• conceptualise theoretical concepts for the representation of spatial data;
• import, integrate, manipulate, analyse and report spatial data using contemporary GIS packages;
• work successfully with diverse data formats and standards;
• undertake individual project work;
• undertake active participation in discussions with tutors and peers;
• plan effectively and organize work schedules;
• complete work in accordance to deadlines;
• communicate and collaborate successfully with student body.

Syllabus:
• Introduction to Geographic Information Science
• Introduction to two GIS Software packages
• Representing Geography in a Digital Form
• Spatial Data Models
• Basic GIS Analysis
• GIS Data
**Type B Option Modules**

**Marketing Management**

*Module Convenor: Dr. Kannika Leelapanyalert*

**Aims**
The aims of this module are:

- To provide students with a critical understanding of the basic concepts and practices of marketing and the marketing management process; and

- To provide an overview of the operation of the marketing function within a wide range of profit seeking and not for profit organizations.

**Learning objectives**
The course has the following learning objectives:

- to provide students with a comprehensive appreciation and understanding of what Marketing involves;
- students will explore the various aspects and components of the Marketing operation;
- students will identify the different approaches to formulating Marketing policy and as a consequence formulate and implement Marketing plans and strategies; and
- Students from various backgrounds will interact with their peers and exchange ideas, information and experience relating to different types of Marketing approach and thus place Marketing within a business strategy context.

**Assessment**
A two-hour, formal unseen examination (75% of the overall mark) and a group presentation with written report submitted in the class seminar (25% of the overall mark).

**Content**
The Issues in Marketing Management course will act as an overall introduction and feeder for students wishing to understand how Marketing decisions are made and implemented. It will provide students with a general understanding of the basic concepts and practices of marketing and the marketing management process; and an overview of the operation of the marketing function and its relationship with other functions. Topics addressed will include: understanding the role of marketing in organizations; the psychology of buyer behaviour; analysing marketing opportunities; market segmentation; the marketing mix; the impact of the Internet; the fundamental principles of market research; and marketing strategy formulation and implementation.

**Background reading**
Intellectual Capital and Competitiveness

Module Convenor: Professor Birgitte Andersen

Aims
Intellectual capital, and related intangible assets and intellectual property, are the CAPITAL OF OUR TIME. They are the sources of corporate competitiveness and value creation for services and manufacturing in terms of financial performance, market dominance, technological advantage, dynamic capabilities, and more. Such capital has been getting increased attention from business leaders, policy makers, consultants, business analysts, and academics over the past couple of decades.

The aim of this course is to provide students with an understanding of such assets and the new managerial challenges they raise for firms. The opportunities for enhancing corporate competitiveness from such intellectual capital has increased in depth and scope, because of the integration of micro-electronics and information and communication technology (ICT) into business practices and organisations. Thus, the competitiveness of e-business is central to the course focus, and e-business here does not merely refer to Internet firms (as in the early days) but includes all services and manufacturing businesses adopting micro-electronics into their operations.

Learning objectives
The course will provide students with a good foundation for understanding the corporate assets of our time. It will introduce a set of analytical frameworks and tools that will help managers, business analysts, industrialists and policy-makers to build and capture the financial and non-financial returns from such intangible assets which in turn will enhance their corporate competitiveness.

Assessment
Exam (counts 75%), essay (counts 25%) to be submitted December 7th 2010, and workshop attendance.

Content
On this module, we will explore the following topics:
- Getting a Grip on Intellectual Capital and Intangible Assets: What They Are and Why They Matter?
- Profiting from Technological Innovation: Patent Management;
- Profiting from Innovation in Creative Expressions: Copyright Management;
- Customer Based Intangibles and Market Based Assets: Managing Customer Loyalty and Branding;
- The Managerial Challenges of Social Capital;
- The Capital Embedded in Organizational Forms and Business Models;
- Capitalising on Knowledge: Managing Knowledge Creation and Learning in Organisations; and
- Measuring, Valuing and Reporting Intellectual Capital

Background reading

All key-readings for the course will be downloadable online via Blackboard.
Marketing Strategy and Planning
Module Convenor: Professor Douglas West

Aims
- To examine and evaluate the key strategic marketing and planning within the framework of: where are we now? (Audit); where do we want to be? (Strategy); how will we get there? (Translation); and, did we get there? (Evaluation)
- To develop a comprehensive understanding and knowledge of the means by which the various elements of marketing strategy and planning can be integrated.
- To provide a framework for the understanding of the role of Marketing Strategy and Planning amongst for- and not-for-profit organisations.
- To link the theoretical and practical tenets to the managerial contexts likely to be faced by students taking the module.

Learning objectives
To provide critical understanding and knowledge of:
- The role of marketing strategy & planning.
- The available environmental scanning tools and their relevance.
- The various stages and processes of marketing strategy and planning.
- How to develop appropriate marketing strategies.

Assessment
A two-hour, formal unseen examination (75% of the overall mark) and written report (25% of the overall mark). The deadline for the report is December 10th.

Content
The module aims to provide the foundation skills needed to tackle the responsibilities of marketing and leadership in all organizations. The module will examine the theories, principles and practice of marketing strategy and planning within a managerial framework and provide an appreciation of the roles, applications and ways to develop and evaluate marketing strategy and plans. At the centre of the process is the understanding of the marketing environment and competitive space. The development of marketing strategy is essential for success not only in developed markets, where the competition can be intense and with every player attempting to gain market share, but also in emerging markets where the elements of product, price, communications and distribution are recognised as valuable sources for competitive advantage.

Recommended Text

Supplementary Texts:
The Business Environment: Comparative and International Perspectives

Module Convenor: Dr Frederick Guy

Aims
The aim of this module is to help the student develop an understanding of:

- What drives international economic integration, and whether it should be thought of as an inexorable process of ‘globalization’.
- Interactions between production technology, forms of corporate organization, policies to regulate national economies, and the structure of the international economic system.
- Why different countries have different institutional environments for business, and how those differences affect international competition.

Learning objectives
By the end of this module, the student should be better able to analyse situations related to differences in the business environment between countries, and changes in the business environment over time, in either a business or a public policy context.

Assessment:
Exam 75% (2 hours, Wednesday, 12th January, 2011)
Term paper (2,000 words, due 8pm Monday, 8th November)

Content
VI. ‘Globalisation’.
   - Definition; measurement; causes; who gains, who loses?
   - International economic integration coming and going in history; regional blocs and regionalization of production systems; trade, licensing, and multi-national operations as alternatives; likely consequences of climate change for multi-nationals and global supply chains.

VII. Production technology, business organization, and the international order.
   - The first large industrial companies in the 1800s, the rise of mass production, and the closing down of the 19th century system of free trade.
   - Fordism: post-World War II mass production in national markets, with the gradual re-opening of trade
   - Post-Fordism: increased variety and international specialization in production systems; a new international division of labour; financialization.

VIII. Location in a global economy.
   - Clusters, industrial districts, and regional systems
   - The place of local networks within national and international networks

IX. Varieties of capitalism.
   - National institutions, culture, and industrial specialization: explaining differences among the rich countries of North America, Europe, and East Asia.
   - Newly industrialized countries: Tigers, BRICS, and others.

Background reading
Corporate Governance

Lecturer: Dr Sue Konzelmann

Aims
The main aims of this module are to help students:
• develop a critical understanding of the nature, behaviour and outcomes associated with the social, economic, political and legal systems that govern organizations in the private, public and third sectors;
• understand the mechanisms of governance within organizations as well as the key roles and relationships through which corporate governance is realised;
• examine similarities and differences across national systems of corporate governance;
• recognise key pressures for reform in national corporate governance systems;
• appreciate some of the ethical issues that arise in relation to corporate activity.

Learning objectives
Learning objectives include:
• knowledge and understanding of the operation of systems of corporate governance at various levels of analysis;
• knowledge and understanding of the shared and competing social, economic and political principles and values upon which behaviour and outcomes in the corporate governance system are based; and
• knowledge and understanding of the pressures associated with tendencies towards and away from convergence in corporate governance systems at various levels of analysis.

Assessment
Coursework:
2,000 word essay relating to in-class group presentation (75% of 50%) 37.5%
(deadline: Thursday, 16th December 2010)

In-class group presentation (Thursday, 25 November 2010) (25% of 50%) 12.5%

Written examination 50.0%

Content
Corporate governance is concerned with issues of the ownership, control and accountability. It raises some key issues: for example, in the context of a corporation, how should the interests of directors, shareholders, employees and other stakeholders be prioritized and how can these interests be expressed, aligned and reconciled? More broadly, with the globalization of product and capital markets, how can economic interests and objectives be reconciled with social and political interests in equity, distributional justice and environmental sustainability? How do national corporate governance systems differ and what are the implications of this for economic performance and sustainability? Are we seeing convergence or divergence of national systems as a consequence of globalisation? Systems of Corporate Governance is a core module through which these questions are explored by placing the corporate pursuit of economic objectives in a wider societal context.

Background reading
International Business: Theories and Issues
Module Convenor: Dr Paz Estrella Tolentino

Aim
The aim of this module is to develop an advanced understanding of the theoretical approaches and current issues regarding international trade, international production and the multinational enterprise (MNE).

Learning objectives
By the end of this module, students will be able:
• to appreciate the existence and relevance of economic theory dealing with international trade;
• to understand the emergence of a distinct body of economic and international business theory dealing with international production and the MNE;
• to describe fully the various theoretical strands explaining international trade, international production and the MNE at different levels of economic analysis;
• to compare and critically analyse competing and complementary theoretical approaches to explaining international trade, international production and the MNE; and
• to examine the relevance of an understanding of theory to explaining the evolving issues in international trade, international production and the MNE.

Content
The module focuses on describing and analysing the various economic and international business theories and issues relating to international trade, international production and the MNE at the microeconomic, mesoeconomic and macroeconomic levels.

• The theories and issues of international trade
  − Trade and comparative advantage: Smith and Ricardo, Heckscher-Ohlin model of trade
  − Trade and competitive advantage: economies of scale, imperfect competition, intra-industry trade, and dynamic technological differences (product cycle model and technology gap model). Porter’s competitive advantage.
  − International factor movements: labour mobility and capital mobility

• The theories and issues of international production and the MNE
  − The microeconomic theories: market power or Hymer theory, internalization theories; and evolutionary theory
  − The macroeconomic theories: product cycle model I, the contribution of the Japanese economists, the investment development cycle/path; the stages-of-development approach; the theory of the emergence and evolution of MNEs based on distinctive patterns of national economic development; the role of financial factors in FDI.
  − Theories based on competitive international industries: later versions of the product cycle model; theories of oligopolistic interaction between MNEs; the technological accumulation and competence approach; the internationalisation of capital approach.
  − Eclectic paradigm

Background reading
The following textbooks would enable students to gain an idea of the subject matter.

Assessment
A two-hour examination (70%) and class participation (30%). The deadline is December 10th.
Innovation: Management and Policy

Module Convenor: Dr Odile Janne

Aims
The aim of this module is to provide students with a thorough understanding of the central issues of managing innovation in firms as well as of technology policy and its implications for firms, competitiveness and economic development in an international context.

Learning objectives
By the end of this module, the student will be able to understand key issues involved in managing innovation as well as the rationale and the implementation of technology and innovation policy.

Assessment: An essay of 2500 words (25%) and a 2 hour exam (75%). The coursework deadline is 8pm on the 1st December

Content
• Models of the innovation process: The importance of innovation, definitions, theories, main concepts and analytical tools, product and process innovation, the interaction of technology, market and organisations, the innovating firm in its environment, knowledge as a business resource
• Strategic management of innovation: Technology strategy and knowledge management in different industries, technological competencies, strategic alliances, patents and innovation, internationalisation and globalisation of technology
• Innovation policy: The economic foundations of technology and innovation policy: equilibrium and evolutionary perspectives, innovation policy in a globalising economy, intellectual property rights and standards, innovation promoting agencies

Background reading
European Management

Module Convenor: Prof. Klaus Nielsen

Aims
The aim of this module is to equip students with advanced knowledge of the nature of the European Union as a business environment, the economic underpinnings of European integration as well as the sources, content and evolution of EU public policy.

Learning objectives
By the end of this module, the students should have detailed and theoretically-informed understanding of the establishment and management of the single market and the evolution of economic policies in a number of policy areas, be aware of the impact of European integration on domestic structures (business-government relations, corporate governance), and have developed cognitive skills including critical evaluation, analytical investigation, and written and oral presentation.

Content
- The political and economic logic of integration
- The single European market, competition policy, and taxation
- European networks: transport, energy and the information society
- EU and varieties of capitalism: industrial relations and the social dimension
- EU and varieties of capitalism: industrial policy, innovation and international competitiveness
- EU and varieties of capitalism: corporate governance
- Europe in the knowledge economy
- Europe and the United States: cooperation and rivalry
- Strategic management in the European Business context (industry structure and positioning)

Assessment
Deadline – 19th November

Background reading
Development Policy

Module Convenor: Dr Frederick Guy

Aims

The aim of this module is to help you develop an understanding of the role of the state - policy choices, institutional foundations, political contests and the international environment - in economic development.

Content and Learning Objectives

On this module, we will explore the following:

- Who does the state represent, and what is its role in economic development: contending theories?
- Industrial policy: from import substitution industrialisation, to Tigers, to BRICS.
- Policies or institutions? The Washington Consensus, institutional fundamentalism, and beyond.
- Historical origins of institutions: interstate competition, legal traditions, and colonial function.
- Democracy and autocracy: is one better for development?
- Centralization, decentralization, and civil society.
- Tax collection, tax evasion, tax havens, and governance: is to govern tax?
- Natural resources - curse or blessing?

Assessment

Exam: 75% (Wednesday, 12th January)
Term paper: 25% (due Monday 22nd November)

Background Reading

International Business Strategy

Module Convenor: Dr Odile Janne

Aims

This module focuses on the strategic challenges confronting firms which compete in the global economy. The aim of the module is to provide students with a thorough understanding of the key strategic issues confronting managers of multinational corporations, both within the business enterprise and in the global marketplace.

Learning objectives

By the end of this module students will be able:

• to identify and understand the key issues in international business strategy;
• to use the conceptual and analytical tools of strategic management and economics to the greater understanding of international business strategy;
• to appreciate alternative patterns of strategies, structures and operations, appropriate in different international contexts and changing market conditions;
• to address the management of the greater complexity that accompanies international operations; and
• to analyse case studies of strategies in business organisations in the context of the relevant concepts and theories.

Content

Subjects covered include: exploring and exploiting national differences, leveraging resources and capabilities across national borders, the internationalisation process and foreign market entry, the formulation of international strategies, global innovation strategies, organising and structuring multinationals, international joint ventures and strategic alliances, innovation and learning in multinationals.

Assessment

An essay of 2500 words (30%) and a 2 hour exam (70%). The coursework deadline is the 23rd March.

Background reading

Economics and Governance of Innovation and Institutions

Module Convenor: Professor Birgitte Andersen

Aims
This course encourages students to rethink how innovation and institutions in the new economy should be governed, and to understand the managerial and policy challenges this raises for businesses, and public and private sector organisations. A key aim of the course is also to provide students with an understanding of the economics of innovation and institutions, which can be applied in various contexts. The new economy and e-business perspectives will form a central part of the course.

Learning objectives
This course is unique in its scope of introducing a set theoretical principles and essential ingredients that provide managers, business analysts, industrialists and policy-makers with a variety of analytical tools and frameworks to approach the new economy and e-business.

Assessment
Exam (counts 75%), essay (counts 25%) to be submitted March 14th 2011, and workshop attendance.

Content
BUSINESS CYCLES AND NEW BUSINESS SCENARIOS
• Business cycle behaviour and the emergence of the new technological, economic and organisational paradigm.
• Markets, firms and institutions facing the twenty first century: From ‘value chains’ to ‘virtual value networks’ and ‘virtual dynamic market configurations’.

THE PROBLEM OF OPTIMAL SOLUTIONS IN BUSINESS AND THE ECONOMY
• Institutional change, innovation dynamics and why inferior innovations may win the competitive game: The problem of ‘path-dependency’ and ‘optimal solutions’ in the new world of business, including e-business.
• Habits, rules, routines and norms in the information society: The problem of optimising behaviour.

INTELLECTUAL PROPERTY RIGHTS (IPRs)
• Setting the rules of the game in the new world of business, including e-business: Introducing the intellectual property right (IPR) system and discussing IPR rationales with emphasis on patents.
• Setting the rules of the game in the new world of business, including e-business: Discussing the rationales for the IPR intellectual property right (IPR) system with emphasis on copyrights.

ECONOMIC PERFORMANCE
• Problems and possibilities of measuring the impact and performance of knowledge intensive business services (e.g. e-businesses, banks or hospitals): Identifying and valuing intangibles, including the challenges for the corporate and national accounts.
• Comparative capitalism: Business systems and national systems of innovation. Explaining the rise of dot.coms and the digital divide

Background reading
• Tidd, Joe; Bessant, John; and Pavitt Keith (1997). Managing Innovation. Integrating Technological, Market and Organizational Change. Chichester: John Wiley and Sons

All key-readings for the course will be downloadable online via Blackboard.
Marketing Communications

Module Convenor: Professor Douglas West

Aims
• To introduce students to the concepts and components of Integrated Marketing communication (IMC) and Marketing Communications.
• To concentrate on the non-personal marketing communication tools of Advertising, Public Relations, Sales & Promotion and Direct Marketing.
• To develop a comprehensive understanding and knowledge of the means by which the various elements of communications activity can be integrated.
• To provide a framework for the understanding of the role of Marketing Communications and the inter-relationship between the goals of the client and the agency.

Learning objectives
To provide critical understanding and knowledge of:
• Understand communication theory and how it applies to the development of the marketing communication process.
• Define and interpret Integrated Marketing communication (IMC) both strategically and tactically, and use this interpretation to help assess case study problems.
• Analyse and assess specific Integrated Marketing Communication strategies developed and managed by organisations.
• Write and present to a professional standard a report that combines marketing information and recommended communications strategy.

Assessment
A two-hour, formal unseen examination (75% of the overall mark) and written report (25% of the overall mark). The deadline for the report is March 25th.

Content
The course will examine learning about how practitioners make decisions relating to the deployment of different communication channels and plan integrated Marketing Communications processes, and how changes occurring in society are related to new Marketing Communications approaches. Through case study and group work, students will develop a range of skills that will allow them to question various assumptions in the Marketing literature, and to critically appraise how Marketers formulate and modify Marketing Communications strategy. Students will be able to evaluate Marketing Communications policy and marketing communications decision-making processes.

Recommended Text

Supplementary Texts:
Creative Industries and the Knowledge Economy

Module Convenor: Dr. Anna M Dempster

Module Aims

This module explores the dynamic world of the creative industries and their role in knowledge-based economies which characterise many developed and emerging markets today. It aims to provide students with a sound grasp of management theory relevant to the study of the creative industries and explores their significant contribution to the knowledge economy. The study of a range of creative sectors will be illustrated with practical case-based examples. As a capital city thriving on innovation and creative ideas, London provides an ideal setting in which to examine the structure, role and entrepreneurship within the creative industries and students will be encouraged to actively participate in developing a richer understanding of, as well as to critically assess and analyse, these knowledge-intensive industries.

Learning objectives

By the end of the module students will be able to:

- appreciate the key debates surrounding the ‘creative industries’ concept in the academic and policy literatures
- discuss the similarities as well as idiosyncrasies of the creative sectors
- apply theories from a range of management literatures to develop a critical understanding of the activities, structures, strategies of creative organizations
- consider key characteristics of creative companies and sectors as well as techniques for their organization, management and promotion.
- discuss the social, economic and political contribution of these sectors in comparative contexts and country settings

Content

The following are a number of central themes which this module will explore. These topics will be considered in relation to case-studies as well as theoretical debates and discussions in relevant management literatures.

- Defining the Creative Industries, Creativity and Innovation
- Creative Industries as Goods and Services
- Entrepreneurship in the Creative Industries
- Organizational Structures for the Creative Industries
- Risk and Return in the Creative Industries
- International Perspectives and Global Creative Firms
- The Impact of Technological Change and the Role of Digitisation
- Intellectual property rights and Protection of Creative Capital
- Creative Industries and the Knowledge Economy

Background reading


Assessment

• Final exam (75%)
• Coursework (20%) 3000 word individual written assignment due by March 28th
• Class presentation (5%) In-class powerpoint presentation by end of term
**International Marketing**

**Module Convenor:** Dr. Peter Trim

**Aims**
The aims of this module are:
- to provide students with a full understanding of the basic concepts and practices of international marketing;
- to provide students with an appreciation of the international marketing management process; and
- to develop students’ international marketing skills through the use of case studies and class exercises.

**Learning objectives**
- to understand the principles and practices of international marketing, and develop international marketing plans;
- to have an appreciation of the theoretical, methodological and practical issues in international marketing;
- to describe the relationship between international market analysis, international marketing strategy and international marketing management;
- to analyse the international marketing environment;
- to appreciate the importance of culture on international buyer behaviour;
- to understand the scope and limitations of market research in an international context;
- to develop international marketing strategies;
- to determine appropriate market entry strategies; and
- to understand the principles of an international marketing mix.

**Assessment**
A two-hour, formal unseen examination (75% of the overall mark) and an essay of 2,500 words (25% of the overall mark). The essay will be submitted by Tuesday 15th March, 2011.

**Content**
The objective of the course is to provide students with an appreciation of the theoretical, methodological and practical issues associated with international marketing. The specific issues addressed will be: the international marketing concept; the business environment; the importance of culture; emerging markets, regions and market groups; international planning and organization; international marketing research; products and services for the international market; international distribution strategy; international promotion strategy; and international pricing strategy. A number of articles and case studies/examples will be used to reinforce the subject matter, and students will learn how a marketing officer/manager working for an international organization can implement an international marketing strategy.

**Background reading**
Perspectives on Organizations

Module Convenor: Dr Chahrazad Abdallah

Aims
The purpose of this course is to increase students’ understanding of the complexities of organizations and to find relevant ways of meeting the challenges they present. This module aims to help students get an in-depth understanding of organizations through the study of central theoretical perspectives. The course is mainly built around the discipline of Organizational Theory but also draws from elements of Organizational Behaviour. Organizational Theory focuses on the key contextual variables that management needs to keep in mind. These include congruency with the external environment; and appropriate culture, technology, design and social and power structures. Elements of Organizational Behaviour which will be included in this course draw on micro-level factors like internal processes, organizational culture or conflict. The course covers a broad range of theories and is constructed around three main perspectives: modern, symbolic/interpretive, and post-modern. These three different perspectives are used to get a better understanding of the complexity of organizational contexts.

The aim of this module is to capture the multidimensional, life-like view of what goes on in organizations. The module is theory-driven but it also relies on empirical illustrations drawn from the academic and business literature to give students a broader understanding of the applications of the various theoretical lenses in different contexts. A particular emphasis is put on illustrative cases from the creative industries.

Learning objectives

- To provide a multi-dimensional perspective of the contextual variables faced in the management of organizational life.
- To understand the core concepts that organizational theorists use to explain and theorise organisations.
- To show how these ideas can serve as practical tools for analysis and management of successful organizational situations.

By the end of this module, students will understand:

- Major theoretical approaches to organization theory;
- Central issues in the field of organization theory
- The interrelatedness of theories, the usefulness of applying multiple lenses to understand organisational phenomena and the relevance of these theories to the practice of management in an increasingly challenging environment.

Recommended readings


Assessment

- 2-hour Examination: 75%
- Individual Essay: 25%

The individual essay is due on Wednesday April 27th 2011 before 6 pm and must be submitted to the Post Graduate office in Room 3.03 in the Clere Management Centre.
Corporate Responsibility

Module Convenor: Dr Sue Konzelmann

Aims

The aims of this module are to:

- provide students with an understanding and appreciation of the challenges currently facing business, government, civil society, international organizations and individuals in their efforts to link successful business practice with broader social, environmental and ethical concerns;
- offer students creative perspectives on the evolving relationship between business and a wider range of stakeholders; and
- present students with an opportunity to engage in inquiry processes to test the relevance of the latest research ideas and practice in corporate social responsibility.

Learning objectives

At the end of this module students will:

- have a greater appreciation of changing conceptual frameworks underlying the implicit contract between business and society (including current thinking on corporate social responsibility, sustainability in business, gender and diversity, and new approaches to auditing and reporting);
- understand the key challenges being faced by businesses as they negotiate their relationships with changing social and environmental conditions;
- be aware of some of the limits and possibilities of new business practices both in the UK and internationally; and
- be able to use methods for developing reflective leadership, change agency and critical thinking relevant to social responsibility in personal and organizational contexts.

Assessment

2,500 word essay (deadline: Thursday, 24 March 2011) 25 %
Written examination 75 %

Content

Corporate Responsibility (CSR) is fast developing as a key concern for business and its many stakeholders from the local to the global level. Although the theory and practice of CSR have deep historical roots, the current CSR agenda is much more diverse and complex, and remains contested. Increasing numbers of companies are being challenged to express forms of social and environmental responsibility in their business practice. Questions are raised as to whether CSR may be seen as part of a larger movement to redefine the relationship between businesses and society, as an attempt on the part of business organisations to adapt to new circumstances or alternatively to avoid more substantial, systemic change. Advocates and supporters of CSR encompass individuals working in companies, nongovernmental organisations (NGOs), trade unions and other organisations with different levels of power, commitment and scope to promote social, environmental and ethical responsibility in companies.

Background reading

The following is indicative of the nature and level of material to be mastered in the course.

• Pearce, Fred, 2006, When the Rivers Run Dry: What Happens When Our Water Runs Out?
International Business and Economic Development

Module Convenor: Professor Xiaming Liu

Aims

This module aims to provide students with knowledge and skills needed to conduct business and policy analysis of the roles of international trade, foreign direct investment, cross-border collaborative arrangements and international institutions in the process of economic development.

Learning objectives

By the end of this module, the students should be able to demonstrate the application of the business and policy analysis through practical examples and statistical data comparisons of economic development experiences in the presence of international business.

Assessment: Exam (75%) and an essay of 2000 words (25%) to be submitted by Thursday 28th April 2011

Content

- International business and world economic development
- International business and endogenous growth
- International organisations and economic development
- International business and technology transfer and spillover
- International business strategies in transitional and emerging economies
- International expansion of emerging economy firms
- Comparative study of BRICs – Brazil, Russia, India, and China

Background reading

Strategic Management

Module Convenor: Dr Anna Dempster

Aims
- To investigate the contribution of strategy and the role of strategic management in organisations.
- To provide students with an advanced understanding of common strategic models and frameworks and an understanding of their benefits as well as limitations.
- To introduce important theoretical concepts and an appreciation of seminal writers and relevant academic literatures.
- To provide experience of strategic analysis and formulation both as individuals and within teams and develop the ability to analyse specific case studies as well as generic solutions.

Learning Objectives
By the end of this module, you will be able to:
- demonstrate a sound grasp of classical tools used in strategic analysis and to capably apply them to different cases and contexts
- outline the underlying theories on which these tools are based and the academic research from which they have been developed
- think deeply and rigorously and address the fundamental ideas in strategy research and challenges in strategic management

Content
This module explores the rich field of strategic management and how strategic analysis and strategy formulation contribute to firm performance. The module will provide practically relevant ideas and frameworks that facilitate strategy design and implementation – and help you appreciate and assess the work of a ‘strategists’. You will be expected to develop a sound grasp of classical tools used in strategic analysis and to capably apply them to different contexts and cases. You will also be expected to acquire an appreciation of the underlying theories on which these tools are based and the academic research from which they have been developed. This assumes that you are willing to think deeply and rigorously and to address the fundamental ideas in strategy research and the challenges in strategic management. We begin by considering the question ‘what is strategy?’, which will be re-evaluated as we proceed. Subjects covered in the syllabus will include aspects of both strategy process and content, as well as its evolution and design. We will consider methods for firm-based internal analysis of resources and competencies as well as external analysis of industry and the competitive environment. We will consider strategy at different levels of analysis including functional, business and corporate. Strategies for a variety of contexts will be assessed, with special consideration given to high-tech-environments and international settings. Over the course of these sessions a range of relevant academic theories will be covered and discussed.

Assessment
The deadline for coursework is April 15th.

Background reading
You will be informed in the first lecture which specific books are recommended for purchase. The main sources of journal articles will be Strategic Management Journal, Academy of Management Journal, Academy of Management Review and Harvard Business Review. Supplementary and key reading material will be advised throughout the duration of the module.
V. 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/reg/regs

Structure of Programmes

3. All programmes offered as part of the Common Awards Scheme will consist of modules, each of which will be “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>
<tr>
<td>Postgraduate Certificate</td>
<td>60</td>
<td>60 level 7</td>
<td>n/a</td>
<td>2 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” (ie 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 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 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 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 three stages in the process for dealing with assessment offences (which include plagiarism, collusion, examination offences and other offences). The first stage allows for a very rapid and local determination for first or minor and uncontested offences. Stage 2 allows for a formal school 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 3 involves a centrally convened panel for third and 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 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 School 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 School. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your School office) which should be submitted in accordance with the procedure for submission published by your School. 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 an examination board 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/reg/regs or your School 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 17) 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

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.

June 2010
VI. CRITERIA FOR ASSESSING COURSEWORK AND EXAMINATION ANSWERS FOR MASTERS DEGREES

80-100% Distinction
An outstanding answer with logical sequence of ideas, excellent presentation of subject matter and written in unambiguous, readable English. Totally focused on the question. Presentation of ideas showing a degree of sophistication only found at the top of MSc level. There should be synthesis, critical weighing of evidence and quotation of authorities is recent literature. If appropriate, the candidate’s own opinion should be evident.

70-79% Distinction
Very good presentation of discussion with logical sequence of ideas and sensible subdivision of subject matter. Written in unambiguous, readable English. Totally focused on the question and showing evidence of understanding and reading beyond the lectures. Appropriate choice of examples with relevant diagrams where necessary. Skill in synthesis should be obvious.

60-69% Merit
A complete answer with good presentation of discussion: well-written and informative. Accurate recall of material in lectures and good understanding of principles underlying subject. Style not as critical as for 70%+ answers; any weakness in presentation should be compensated for by signs of extra reading and synthesis.

50-59% Pass
Clear, relatively complete account of the lecture content and of extra relevant information. Some weaknesses in organised and less detailed than a 60%+ answer. Information should be largely relevant and accurate. Little evidence of synthesis.

40-49% Fail
A less than complete recall of information gained only from lectures and handout sheets, but showing some understanding of principles. However, organisation is adequate for only part of the answer. Irrelevant material, omissions and inaccuracies all reduce the quality of the answer.

30-39% Fail
A partial and superficial answer with some material relevant to the question and some understanding of principles. However, organisation is poor, with
serious omissions or major errors, and the style, grammar and syntax may be inadequate.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29%</td>
<td>Fail</td>
<td>Answer predominantly composed of irrelevant material. Relevant material shows some understanding of question set but marred by inaccuracies. An answer to the ‘wrong’ question would probably be marked in this range where it is judged that the question has been misunderstood.</td>
</tr>
<tr>
<td>0-19%</td>
<td>Fail</td>
<td>Inadequate knowledge and understanding; trivial and anecdotal; unfocused and irrelevant. Individual marks may be awarded for individual accurate facts.</td>
</tr>
</tbody>
</table>
VII. Dissertation guidelines

After your first year, you are expected to identify a potential topic for your dissertation over the summer. The text below covers some key questions that will guide you in this:

What is a dissertation?

A dissertation is a report describing and analysing some independent research that you have undertaken. There are conventions regarding its structure (see below), but the primary issue is that it should contain some independent primary research.

Primary research IS:

- Questionnaires
- In-depth interviews
- Focus groups
- Participant observation
- Critical textual analysis of published documents such as Government policy statements or news articles, or online comments on news articles

Primary research is NOT:

- A literature review
- A summary of relevant policy documents

Independent research means that you should not simply duplicate a previous study. You may, however, take the methodology of a previous study and apply it to a new case study, as long as you can justify why this case study is of interest.

How do I choose my dissertation topic?

You are free to choose dissertation topics based on their particular research interests, but should also take into account the availability of data, time feasibility and the availability of an academic staff member with the appropriate expertise to supervise the dissertation. In addition, since the dissertation is submitted in partial fulfilment of the requirements of the degree, the dissertation topic should relate to climate change in some way.

How is the dissertation proposal supposed to look like?

A template dissertation proposal form (below) will be emailed to you separately and help you to address the key issues.
Details of Research:

You should write between 500 and 1000 words, and you may go onto another sheet of paper if necessary. You should write something under each heading.

1. Topic

2. Background

3. Purpose of the research

4. Research Questions
5. Research Method

**Preferred Supervisor**

(– see attached list)

First Choice:________________________________________________

Second Choice:______________________________________________

____
Staff Research Interests

Dr Birgitte Andersen, BA, MA, MSc, PhD
Reader in Management
Programme Director: E-business Programmes
• Intellectual Property Rights (IPRs)
• Intellectual capital and intangible assets
• Technological change, corporate innovation and competitiveness
• Institutions and e-business environments

Professor Daniele Archibugi, Dott., D.Phil
Professor of Innovation, Governance and Public Policy
• Innovation and Technological Change
• Global Governance and its Economic and Political Management
• Public Policy for Services, Global Commons and Science and Technology
• International Organizations and Global Democracy

Dr Kezia Barker, MA, MSc, PhD
Lecturer in Science and Environmental Studies
• environmental policy-making in the context of cultural associations to nature
• governance of environmental indeterminacy and change
• ‘passive surveillance’ by the general public within biosecurity practice in New Zealand, the UK and The Galápagos Islands
• urban agriculture in London

Dr Sue Brooks, BA, MA, PhD
Senior Lecturer in Physical Geography
• monitoring and modelling the physical environment
• modelling mass movement in the Holocene
• development of models that can tackle the connections between climate and slope instability
• effects of rainforest logging
• modelling of coastal landslides

Dr Danny Chow, BA, MPhil, PhD
Lecturer in Accounting
• Public Sector and Governmental Accounting
• Management of the Public Sector
• Behavioural Decision Making

Dr Anna Dempster, BA (Hons), MA, MPhil, PhD
Lecturer in Management
• Strategic Management; Management of Innovation
• Dynamic and uncertain environments (especially effects of Disruptive technologies and the Management of Risk).
• International Business (especially Eastern Europe and Russia); Entrepreneurship and innovation in Emerging markets
• Creative industries; Financial Services
Mr Paul Elsner, MMM, MPhil
Lecturer in Physical Geography and Geographical Information Science
Programme Director: MSc Business Strategy & the Environment
- Coastal Resource Management
- Environmental Monitoring
- GIS-based decision support systems
- Fuzzy Object-based Image Analysis
- Hydropotical Modelling

Dr Marion Frenz Dipl-Kffr, MSc, PhD
Lecturer in Management
- Innovation activities of firms
- Public policies to promote innovation
- Transnational corporations
- Knowledge transfer and inter-firm networks

Dr Martin Frost, PhD
Reader in Human Geography
- geographical understanding of processes of socio-economic change
- monitoring and development of public policy
- issues of deprivation, labour market structure and relevant public policies

Dr Libon Fung, BSc, MSc, PhD, ACA
Lecturer in Accounting and Finance
- Empirical studies in asset pricing models with emphasis on the size effect and other anomalies
- Theoretical and empirical development of rational speculative bubbles in stock prices
- Empirical research on the informational efficiency in developing stock markets
- The informational content of accounting numbers and standards in capital markets
- Mergers and acquisitions

Dr Rebecca Gumbrell-McCormick BA, MA, PhD
Lecturer in Management
- International and European industrial relations
- International trade unionism and globalisation
- Equal opportunities and diversity management
- Public sector industrial relations
- Economic and industrial democracy, including employee participation

Dr Frederick Guy, BS, PhD
Lecturer in Management
Programme Director: Management in the Public Sector
- Income inequality
- The distribution of earnings within organizations
- High-performance work practices and bargaining power
- Executive remuneration, financialization
- Clusters and industrial districts; SMEs in international competition
- Information products and market structure
- Social and environmental benefits of small retail shops
- Will consider dissertations on international political economy, comparative political economy, or economic development topics.
Mr Sean Hamil, BA, MSc  
Lecturer in Management  
**Programme Director: Sports Management and the Business of Football**  
- Corporate community and charitable involvement  
- The governance and regulation of professional sports organisations

Dr Diane Horn MA, PhD  
Reader in Physical Geography  
- coastal environment, particularly beach processes and beach hydrology  
- sea-level rise and its impact on the coastal zone  
- flood risk assessment and management

Dr Odile Janne MA, PhD  
Lecturer in Management  
**Programme Director: International Business**  
- International business and innovation  
- Multinational networks  
- Corporate technological and innovation strategies  
- Impact of globalisation  
- Geography and technological innovation  
- International, national, regional policy and innovation  
- Transformation of mature regions and industries

Dr Andrew Jones BA, MA, PhD  
Reader in Human Geography  
**Head of School of Geography**  
- transnational work in the commercial and voluntary sectors  
- globalisation and the nature transnational firms and organisations  
- theoretical and conceptual underpinnings of the ‘globalisation’ debate  
- corporate social relations, contact networks, culture and business practices  
- critical social theory and the relationship between politics, the academy and policy development  
- urban policy and transport planning

Dr Suzanne Konzelmann BA, MA, PhD  
Director of Taught Postgraduate Programmes  
Reader in Management  
**Programme Director: Corporate Governance and Ethics programmes**  
- Productive Systems  
- Corporate Governance, Restructuring and Policy  
- Corporate Social Responsibility and Business Ethics  
- Industrial and Labour Relations  
- Human Resource Management

Professor Helen Lawton Smith BSc, DPhil  
Professor of Entrepreneurship  
**Entrepreneurship**  
- Entrepreneurship  
- Geographies of Innovation  
- Scientific Labour Markets  
- University-industry linkages  
- Scientific labour markets  
- National and international innovation policy frameworks
Mr Soo Hee Lee, BA, MA
News International Lecturer in Management
- Social capital, intellectual capital and knowledge management
- E-commerce strategy
- Co-operative strategy and competitive dynamics
- Comparative business systems and emerging markets
- Cross-cultural management and international negotiations
- Product and design innovation
- Consumer behaviour, advertising and culture
- Media, entertainment and fashion industries

Professor Xiaming Liu, PhD
Professor of International Business
Director: International Business and Development programme and Management PhD Programme
- Foreign direct investment
- Multinational corporations
- Technology transfer and spillover
- Internationalisation and economic growth

Professor Klaus Nielsen BA, MSc
Senior Lecturer in Management
Director: Innovation Management and Technology Policy programmes
- Institutional economics
- New institutionalism in organization theory
- Economic and industrial policy
- Social capital
- Innovation systems and competitiveness
- Public management
- Varieties of capitalism
- The European Union as a business environment

Professor John Shepherd
Chair of Human Geography
Director Rural Evidence Research Centre (RERC)
- application of geographical concepts and methods to supporting decision making in public policy
- relationships between geographical knowledge, geographical techniques (especially Geographical Information Systems), institutional structures and cultures and policy development

Dr Sian Sullivan, PhD
Lecturer in Environment and Development
- cultural landscapes
- shamanism
- poststructuralist theory
- ethnoecology and indigenous knowledge
- dance
- subjectivity and ‘the body’
- social movements
- globalisation and digital media
- violence
Dr Paz Estrella Tolentino, BA, MA, PhD
Lecturer in International Business
- Theory and history of foreign direct investment and the multinational enterprise
- International Business History
- National and international policies governing foreign direct investment
- International businesses of various forms: trade, licensing, management contracts etc.
- Economic development
- Economics of innovation and technological transfer, and in relation to multinational enterprises

Dr Linda Trenberth, BEd, MA, PhD
Senior Lecturer in Management
- Workplace bullying and stress
- Corporate governance and HRM
- Women in leadership and management
- Sport business management
- Coping with work related stress
- Work-life balance and career development/management

Dr Peter Trim, BSc, MSc, MBA, PhD, MEd, MIMgt, FRSA
Lecturer in Management
- Corporate intelligence
- National security and the defence industry
- Educational partnerships
- Marketing
- International marketing
- Strategic marketing
- Relationship marketing
- Strategic purchasing
- General management
- Organizational culture
- Management in education

Dr Geoff Walters, BSc, MA, PhD
Lecturer in Management
- Corporate governance
- Stakeholder management
- Corporate governance in sport
- Corporate responsibility in sport
- Sport event bidding

What is my relationship with my research supervisor?

Once titles have been submitted, each student will be assigned a research supervisor by the beginning of the second academic year in October. The assignment of a research supervisor will reflect as far as possible the research interests of the student and the academic member of staff, and will take account of the student’s
expressed preferences. However, other factors also have to be taken into account, such as the equitable distribution of staff workloads within the Department. The allocation of research supervisors is decided by the Programme Director in consultation with the Head of Department.

Once supervisors have been assigned, students will be written to informing them of their supervisor and his or her contact details. It is then the responsibility of the student to contact their supervisor and arrange an initial meeting. This should be done as soon as possible. Research supervisors can provide advice and guidance on the selection and refinement of a feasible topic and research questions, the identification of relevant literature sources and suitable methodologies, strategies for data analysis and time scales. They will also expect to see and comment on students’ schedules for research and writing, dissertation outlines and draft dissertations.

It is important to remember, however, that the research supervisor’s role is an advisory one. This means that the final and overall responsibility for all decision-making relating to the research and the dissertation rests with the student. The advisory role of the supervisor is likely to be maximised where the student takes the initiative to consult him or her at all stages of the decision-making process, keeps him or her well informed of the progress of the research at all times, and does not make unrealistic demands in respect of turn-round time, e.g. for reading a draft. Students should therefore set out clear research timetables and agree schedules of meetings with their supervisors. They should also make sure they know when their supervisors will be unavailable (e.g. on vacation or away at conferences), or fully occupied with other commitments.

*The Content and Structure of the Dissertation*

The dissertation should include a clear statement of the research topic/question(s) and a critical review of the existing literature. Examples of good critical reviews can be found in books and journal articles. The section on “Information for Contributors” in these journals can be very helpful in providing guidelines. The review should include an appraisal of the strengths and weaknesses of the existing literature and provide an assessment of existing theoretical analysis, empirical analysis and (where relevant) policy/practical conclusions/recommendations. It should also identify any gaps in the literature and associated research questions/hypotheses.

Setting these requirements aside, there is no particular structure that the dissertation must strictly follow. However, generally, but not invariably, a dissertation will include the following:
• Abstract;
• Table of contents;
• General introduction and statement of the research topic and questions;
• Critical review of the literature;
• Analysis and discussion of research questions/hypotheses;
• Analysis and discussion of results;
• Conclusions;
• References;
• Appendices where appropriate
• Bibliography.
VIII. **Learning Resources**

**Personal Tutors**

The programme director acts as personal tutor for all students on the programme. In addition to termly formal meetings, students can seek help from their personal tutor if they have problems of a personal or confidential nature, and should keep them informed of any personal circumstances that may be relevant to their programmes. Any student who wishes to change personal tutor for any reason should contact the Head of GEDS, Dr Andrew Jones.

**Libraries**

Although lectures and seminars are an essential element of your course, success in learning depends largely on the reading and research that you undertake. Most items on module reading lists can be found in Birkbeck Library and it is important that you familiarise yourself with the Library as soon as you can. At postgraduate level, you will also be expected to use other libraries during your studies.

*Birkbeck Library*

The entrance to Birkbeck Library is on the ground floor of the main building in Malet Street. Your College ID card gives you automatic access to the Library. There is no need to register. The opening times of the Library are designed to meet the needs of part-time students in full-time work. During term-time, the Library is open:
- Monday – Friday 10.00am – 10.30pm
- Saturday – Sunday 10.00am – 8.00pm

You can borrow up to 10 items and they can be renewed as long as no one else requests them. Most books can be borrowed for 3 weeks. Some books, videos and DVDs can be borrowed for 1 week. A few items can only be issued for 1 day. There is also a Reading Room Collection with reference access to key course readings. Please be a responsible Library user. The smooth running of the Library depends on your co-operation. Please renew or return items promptly, especially if someone else has requested them. If you fail to return items on time you will incur fines and your borrowing rights will be suspended. Students who have overdue items at the end of the academic year will have examination results withheld until they return the items.

You can access a whole host of electronic journals and databases from any PC in College. The majority of resources can also be accessed from outside College with your IT Services (ITS) username and password. The Library website is at http://www.bbk.ac.uk/lib. As well as giving comprehensive information about the Library, its services and collections, you can also:
- Search the Library catalogue, renew your books and place reservations on items that are out on loan.
- Read articles in almost 20,000 electronic journal titles and newspapers.
- Search databases to help you find out what has been written about the subject you are researching, including Business Source Premier, LexisNexis and the Social Sciences Citation Index.
- Access past exam papers.
- Work through LIFE – an online tutorial to help you make the most of the Library.
Birkbeck Library aims to be accessible and convenient for all and offers a range of services and equipment designed to meet the needs of Library users with disabilities. This includes postal loans, one-to-one help with Subject Librarians, leaflets in alternative formats, a CCTV magnification system, writing slopes and orthopaedic chairs. For full details of our services and equipment, please visit the online guide at http://www.bbk.ac.uk/lib/disability.html or contact Library Access Support on 020 7631 6491. Email: library-disability@bbk.ac.uk

If you have particular difficulty in accessing the Library, you may benefit from using the LAMP Service (LibrAry Materials by Post) which provides extended loans, postal loans for books and photocopies of journal articles and a book fetching service. LAMP is free to students who have registered their disability with the Birkbeck Disability Office - contact Mark Pimm in the first instance.

Other libraries

Birkbeck students can also use a range of other libraries. Students have reference access to most University of London college libraries and free access to Senate House Library (University of London) on Malet Street (including electronic resources). In addition, postgraduate students can join the SCONUL Access Scheme which allows access to most other higher education libraries with limited borrowing rights. See the Library web site for more information.

Further help

If you require any assistance using the resources or finding information either in Birkbeck Library or elsewhere, please ask at the Help Desk. Telephone: 020 7631 6063. Alternatively, contact your Subject Librarian, Helen Matthews, by asking in the Library or by telephoning or emailing: 020 7631 6290 or h.matthews@bbk.ac.uk.

Computing facilities

Facilities and help

Computing facilities and services include eight PC workstation rooms, managed by the IT Services (ITS), listed below. These provide access to a range of software: Microsoft Office, electronic mail, and web browser, and access via the internet to a range of information sources. Conditions of use of the workstations are available on the ITS Website and also displayed in all Workstation rooms.

• Room 402 Main Building: 29 Windows XP systems; duplex laser printer; open 24 hrs, seven days a week.
• Room 536, Main Building: 28 Windows XP systems; duplex laser printer; 24 hrs, seven days a week.
• Room 458 Main Building: six Windows XP systems; duplex laser printer; open 7am to 11pm daily.
• Room 321 Main Building: 40 Windows XP systems; duplex laser printer; open 7am to 11pm daily.
• Room B43, Senate House North Block: 24 Windows XP systems; laser printer; open 8am to 9pm weekdays, 9am to 5pm weekends.
• Room G03, Clore Management Centre: eleven Windows XP systems; laser printer; open 8am-10pm, weekdays during term.
• Room 10, 43, Gordon Square: 25 Windows XP systems; duplex laser printer; open 7am–10pm, weekdays during term.
• Room 11, 43, Gordon Square: 21 Windows XP systems; laser printer; open 7am–10pm, weekdays during term.
To access these and other centrally managed systems, you need a username and password which is sent to all new students at their home address once they have enrolled. For help and information, visit the ITS website at www.bbk.ac.uk/its or go to ITS Reception, Room 151, Malet Street Main Building, tel: 020 7631 6543.

Opening hours are as follows:
Term Time: 10am-8pm Monday-Friday.
Outside Term: 10am-6pm Monday-Friday.

If required Helpdesk staff will liaise with appropriate ITS technical support staff to answer user queries.

*Birkbeck College Electronic Mail*

You have been allocated an electronic mail address on Birkbeck email systems. This will be used for College communications. The Birkbeck email system is a simple webmail interface, and details of how to use it are provided in ITS documentation, sent to all new students. The webmail service is available at [http://webmail.bbk.ac.uk](http://webmail.bbk.ac.uk). Please note that all departmental emails will be sent to your Birkbeck email account. The information we send out is very important for students and it is your responsibility to check the email account or have your mail forwarded to an external account.

*Computers and the law*

These guidelines will help you avoid breaking the law (i.e. the Computer Misuse Act of 1990) and College Regulations.
- Do not use any software product that is not properly licensed either individually or through a campus site licence.
- Do not make unauthorised copies of licensed software.
- Do not allow others to use your registered user identifier or password.
- Do not attempt to gain access across a network into a computer system of which you are not a registered user.
- Do not send offensive or excessive private material over a network.
- Do not attempt to interfere with or destroy systems software or data not belonging to you, for example by deliberately introducing a computer virus.
- Make sure you abide by the principles and obligations of the Data Protection Act under which the College is registered as both a Data User and Computer Bureau. The College takes a serious view of such offences and you are advised to consult the Computing Regulations for more details. These are available from the Central Computing Services.

*Support for disabled users*

In our experience, support is best tailored to the individual students needs. The Disability IT officer can provide advice on a range of specialist products to support students with special needs, and support with accessing the specialist hardware and software in the computer workstation rooms and the Library. If you would like an appointment please contact the Disability Office on 020 7631 6336 or email disability@bbk.ac.uk, or come to the ITS Reception, room 151, in the Main Building.

Most users access ITS facilities using PC workstations located in eight rooms around the College. The workstations allow personal tailoring of the desktop, which is then available from all PCs in any ITS workstation room. This may include size of icons, size of text and colour schemes. ITS Reception can provide help in setting up the desktop.
A number of systems have additional enabling technologies available:
• Hardware includes mouse replacements, additional keyboards, large screen monitors and scanners, adjustable desks, and specialist orthopaedic chairs.
• Software is designed to be of assistance to students with visual impairment, blind students, students with dyslexia and a range of other problems. Software includes SuperNova, TextHelp Read and Write, Inspiration.

The College also provides a Virtual Private Network service providing access to network services from home via your Internet Service Provider. This includes: College based electronic mail, Intranet, World Wide Web, ITS documentation, Library catalogue, Birkbeck Electronic Library and networked filestore.

Use of personal equipment

The College has a Wireless and Mobile computing service that allows students to connect their own equipment (including laptops and PDAs) to the College network for access to resources required for their study.

Blackboard Virtual Learning Environment

Blackboard is a ‘learning environment’ for delivering web-based course materials. Each module is listed in Blackboard and if you log on it will show you the modules you are registered for. You can access Blackboard from any location with an Internet connection and web browser, using your ITS username and password to log on. Central Computing Services will send you these details once you officially enrol as a student. Point your Web browser at www.ble.ac.uk. For help, go to the ITS Reception, room 151 in the main building in Malet Street or phone 020 7631 6543. If there are modules missing on your WebCT account, you will need to update your details at the Administrative Office. Most lecturers upload lecture notes and additional course materials on the respective module sites.
IX. Advice on Studying

Introduction

This section is designed particularly for students who are returning to education after a long period. At Birkbeck we are well aware that our part-time students may encounter difficulties for unavoidable reasons relating to work or family. Students should feel free to discuss any such difficulties relating to their study with their personal tutor or any member of the Departmental staff.

Birkbeck part-time students have many other claims on their time. You will need to be firm about setting aside regular periods for private study. It is more productive and much less disruptive of family and personal relationships if you can establish a regular pattern of study. Try to be realistic about the amount of time available. If you set an impossibly high target, you may become discouraged by your failure to live up to it; but if you set your target too low, you may be disheartened by your inability to keep up with the work. Apart from individual study, discussion with other students on the course can be very helpful. A visit to the bar for coffee or a drink after lectures or practical sessions is a good way to assemble an informal study ‘network’.

Writing Notes

Making notes on your reading helps discipline your thinking. Do not copy out large chunks unselectively. The purpose of notes is to provide a short and clear summary of the argument. Investing time in making this clear as you read will save time later on. Different people have all kinds of tricks for taking notes. What matters is what works best for you, which you can only discover by trying to write notes in a structured way.

An especially important set of notes is your notes of lectures and classes. A useful strategy is to rewrite your lecture notes regularly (preferably soon after the lecture when it is still fresh in your mind) so you have clear useful notes when it is time to revise for exams. This helps you keep up with material as your course goes along. Please note that lecture handouts, such as PowerPoint slides, only provide an outline of the material covered in a lecture. You will need to supplement this with detailed notes.

In order to develop a capacity for independent thinking, you will have to do a lot of work on your own. If a question occurs to you in a lecture or while reading, make a note of it, so that you can think about it and follow it up later. Although your lecturers may be glad to discuss such questions with you, it will probably be more useful to you if you first try to find the answer for yourself.

Using Books and Journals

When beginning to study from a book or part of a book, start by skimming through the material. This can provide a perspective from which you can then plan detailed study, supported by careful note taking. When making notes from any book, it is well worth taking adequate notes at the first attempt to avoid
wasting time backtracking later, when the book may no longer be easily available. Also make sure that you have kept a complete reference to the source book so that you can easily return to the source at a later stage. Many references on your reading lists will be to articles in academic journals. An increasing number of these are now available online, with archives going back several years. Information about availability of online journals is given on the Birkbeck Library web-site, www.bbk.ac.uk/lib

When writing coursework, you will be expected to perform a literature search to find additional articles relevant to your topic. This will normally be done by using the online Social Science Citation Index, available at http://wos.mimas.ac.uk Information on how to use this, along with a username and password is available in library inductions or by talking to library staff.

**Lectures**

Different lecturers have different views on the extent to which students should participate while in lectures, and you will have to judge this for yourself. If you cannot hear, cannot read the notes on a board or feel that a point has not been explained clearly, you should not be afraid to say so. If you are the only member of a class continuing to experience difficulty on a particular point, then it is best to talk to the lecturer at the end of the lecture rather than slow down the whole class.

In lectures, it is important to take detailed notes. Try to note down the essential points rather than transcribing every word. This approach allows you to devote the bulk of your attention to the ideas that are being conveyed. In many cases, you will have been given a handout that will assist your note taking, as some material will already be written down for you but you must supplement this with the detailed points covered by the lecturer. It is especially important to make a note of points that you have not entirely understood, so that you can look into them after the lecture is over. Some of these points will resolve themselves by the end of the lecture, but sometimes you may need to seek advice from the lecturer or a text.

After a lecture, and while it is still reasonably fresh in your mind, you should go over your notes, rewriting any portions that are hard to read and sorting out any problems that you noted at the time or that occur to you while rereading. It is best to do this before the next lecture.

You are expected to attend all lectures. However, if you have to miss a lecture, try to arrange in advance for a fellow student to provide you with a copy of their notes.

**Coursework**

**Introduction**

It is important that you hand in written work on time. To delay handing in work is unfair to other students who have made the effort to hand in work on time. If you pace your efforts on coursework, rather than waiting until the last minute, it will be much easier to meet any deadlines. Getting an early start and working regularly toward completing coursework will enable you to identify quickly any points of difficulty. These may include not only some difficulty in understanding
the work, but mundane problems such as a computer fault or running out of ink in your printer just before the work is due.

**Tips on Essay Writing**

It will probably be much easier for you to succeed in your studies if you try consciously to develop the techniques of study. These are not inborn but can be cultivated. Of course, the techniques vary with the subject studied, but there are some general practices that can be developed and put to use. Below is some guidance that you might find helpful.

- **Focus on the question**
  You can’t decide what to answer until you have thought very hard about what you are being asked. Questions are usually quite precise, not an invitation to write something vaguely in that area. Take time to understand what the question is really asking. Answer only the question asked, not what you would like to have been asked.

- **Develop an essay plan**
  To begin with you will have a few ideas. It may be helpful to write down some possible paragraph headings and to determine the best order in which to discuss these points. Then see if there are other points you have left out. Once you have a structure mapped out, you can start to fill in the detailed points (usually only two or three) that will go under each paragraph heading. Only when you have the whole plan completely mapped out should you start to write out your answer.

- **Execute your plan**
  As you write out your answer, let the reader or examiner know where you are going. Include an introduction sketching the argument you are about to develop and a conclusion summarising what you have just said. Because your plan has already solved the problem of the best order in which to make your points, you will also write more interesting and better-argued essays. It is not good practice simply to give a list of points. If your plan is good, you will start to realise that one point is decisive and must be dealt with first and that points two to four really just expand the first point.

One final word of advice. Unless the question specifically asks you for an unusually large number of facts, don’t allow your essay to become overburdened with too many irrelevant details. Think of your plan as a skeleton, the bones of the logical argument. You flesh out this skeleton with a few well-chosen examples to make it more complete. The examples must not be so numerous that they obscure the skeleton structure of the answer.
Examinations

In May and June you will have examinations for each module you have taken in the previous Autumn and Spring Term. The Examinations Office releases the Exam Timetable by the end of the Spring Term every year. It is unwise to gear your work specifically towards the examinations too soon. For most of the first two terms, you will do best to concentrate on gaining as full an understanding as you can of the various topics covered in your classes. It is a good idea to take an early look at past examination papers, so that you have these in the back of your mind. These are available on the Birkbeck Electronic Library online at: http://bel.bbk.ac.uk/bel2/examlist.htm You should also make a note of issues or topics that have been clearly emphasised by the lecturer; these notes can help you focus on the key areas for later revision. Aim to begin serious revision for the examinations during the Easter vacation, so that any problems that present themselves can be raised with the lecturers in the first four weeks of the Summer Term, when revision classes will be held.

Revising for Examinations

It is wise to plan and start your revision for examinations several months ahead.

- Think about which days of the week and at what time of the day you could set aside about an hour for revision.
- Draw up a revision timetable and allow at least four to six weeks to revise the year’s work. This, of course, may vary depending on how well you have paced your work through the year.
- Split up each module into topics and estimate how much time you will need to revise each. The timetable should show what you intend to revise on a given day or evening throughout each week.

The following is a useful basic plan for revising:

- Read carefully the notes you have made from lectures and textbooks.
- Read the exam questions that a lecturer has previously set on the topic you are about to revise. This will help you to establish what is important. Be aware, however, that the content and emphasis of a module may change from year to year.
- Try to devise logical thought pathways so that once you have remembered the start of a pathway the steps flow back into the mind without too much effort.
- After sorting out how you will remember something, put your notes on one side and try to write down as much as you can of what you have been studying. If you have forgotten a step, look at your notes again to refresh your memory.
- Before starting the next session of revision, write down the essential facts of the work you revised last time. Look again at your notes for the work you have forgotten. Do not be disheartened if you seem to have forgotten a lot. It is usual to need to go over the work time and time again.

What Questions Will Appear in the Examination?

Often, this year’s examination questions will look similar to previous years’, so, have a look at the last few years’ papers for the same module and try to do the questions as soon as you feel able. If your module is new, or has changed
substantially, your lecturer will inform you and provide you with a sample examination paper.

**Examination Technique**

**Before the Examination Day**
You should make sure you know how long the examination lasts and how many questions you will be expected to answer in the time. Nearly all candidates suffer from pre-exam nerves, and you should not subject yourself to additional stress on the morning of the examination trying to find the things you need to take with you. Make sure you know where the examination will be held and when the examination begins. On the day before the exam, gather everything that you will need such as:

- several pens and pencils
- an eraser
- a ruler
- your examination entry card with your candidate number.

**The Examination Itself**

- Remember to leave all notes outside the examination hall. It is a breach of University of London regulations to bring any written materials into the examination.
- Sit in your designated seat.
- DO NOT write your name anywhere on your answer booklet – ONLY your candidate number.
- Write legibly. A scribbled examination answer may earn fewer marks than if it had been written clearly simply because the examiner cannot read your writing.
- Make sure you answer the required number of questions and try to spend the correct amount of time on each one. If all questions carry equal marks, spend an equal amount of time on each one.

**When You Receive the Paper**

- Read the instructions at the top of the exam paper to make sure how many questions you are required to answer. It is also worth checking that you have been given the correct exam paper. Allocate the appropriate amount of time for each question. If, for example, you are asked to answer two questions in 90 minutes, then you should allow about five minutes to READ (and understand) each question and to formulate a plan of action. This gives about 35 minutes to answer each question and leaves five minutes to check through each answer and perhaps to add further information that reading through has reminded you about.
- Read all of the questions first. Be aware that there may be questions on the reverse of the page. Read carefully before making up your mind which questions to tackle. As you read each question, it sometimes helps to jot down a few words or formulae that immediately come into your mind. These jottings will assist you to decide which questions you know most about and help you to form a rough plan of your answer either in your mind or on the script.
- Before writing anything, make sure that you understand what is required to answer the chosen question. Try to put yourself in the mind of the examiner to establish what he/she is actually asking. Answer the question on the paper and not one that you had expected and/or would have liked to have been asked.
• Keep your eye on the time and when the time you have allowed for the first question has passed you should finish the answer as quickly as possible even if you haven’t included all the relevant information. There may be time towards the end of the examination to finish the question to your complete satisfaction.

• Read through what you have written to make sure that what you have written is what you intended to write. Then go on to your second question. The rate at which marks are scored for a question is often very high for the first fifteen minutes of writing, but usually decreases rapidly as the time runs out.

• Make sure that you answer the required number of questions. If you are asked to attempt three questions and you only feel confident of answering two, you should always make an attempt at a third question. Failure to do so means that you have effectively thrown away 33.3% of the marks, and the maximum mark that you can achieve is 66.6%. Even if you write two distinction-level answers and attain 75% for each, you would only attain a mark of 50%—a bare pass.

• Start each answer on a new page of the answer book and write the number of the question at the top of every page. For multi-part questions, please also note which part you are answering (e.g. 2a, 4c, etc.). Don’t worry if other candidates are collecting supplementary answer books when you have only reached the middle of your answer book. Many students find it easier to write largely when writing at speed, or double-spaced to allow corrections or additions to be made more legibly, and so will use paper much more quickly.

• Fully label any diagrams, giving them titles (e.g. Figure 1), and refer to them in the text of your answer. Make sure that your diagrams are clearly presented, but realise that we do not expect great artistry! Do not waste time using various colours for drawings unless it is essential to make a part of the diagram clear.

• You should not leave the examination early (unless you feel unwell). Go over your work carefully to see if you can recall any additional information that would add to your answers. Think carefully before you cross out anything; it may be correct after all. Crossed-out writing is ignored by the examiners (even if it is correct).

Composing Answers

• Some questions start with the word ‘Discuss’, and this usually requires you to comment on, or critically appraise a statement, viewpoint or proposition in a clear, step-by-step sequence. An essay type of answer is required and it will be considerably improved if you take a few minutes to plan your answer to give the information in a logical order. If you start writing immediately, you will probably find that you need to add information later in your answer that will be out of sequence or make an untidy mess. It is likely that your answer will include a number of separate ideas or distinct pieces of information; these should be set out in separate paragraphs. Note that you may present arguments in support of or in disagreement with the statement, provided that the arguments are solid and show knowledge of the literature.

• If you encounter a question asking you to ‘compare and contrast’, make sure that you point out both the similarities (comparison) and differences (contrast) between the opposing topics or ideas. The basic points of composition for a discussion-type question apply.

• Answers to both these types of question will be considerably improved by including relevant examples to illustrate and amplify the theory. Answers to calculations should show clearly the method used step by step. Always summarise the final answer to the question and remember to include the units of the quantity, if appropriate.

• Avoid using abbreviations except the common ones such as e.g. In particular, do not use ‘etc.’ because it suggests that you do not really know any more but
are trying to give the impression that you do. Instead, start a list of examples with the word ‘including’ or ‘for example’. You may, or course, use common technical abbreviations as used in the literature such as HRM.

Common Faults in Exams

Beyond an inadequate knowledge of the subject, the following areas commonly cause students to lose marks:

- Failure to understand what the question is about.
- Including irrelevant material.
- Lack of examples to support the statements you have made.
- Failure to devote the right amount of time to each question.

Attendance

- Classes for the taught modules run from 6.00 p.m. to 9.00 p.m. in the evening, usually with a short break in the middle. Each module is made up of one class a week for an 11-week term plus one or two revision classes in the Summer Term. Some modules will have a reading week either in the middle or at the end of a term to allow you time to undertake independent reading and study for the module.
- Regular attendance at lectures is a requirement of the degree and registers are kept. It is not uncommon, however, for Birkbeck students to find attendance difficult on occasions during their course. Students who cannot make a particular class for any reason should send their apologies, preferably by email, to the module tutor. It is the responsibility of students, not their lecturers, to ensure that they receive any materials or instructions that may be given out in classes they miss.
- If problems persist, be sure to discuss them with your Personal Tutor, as it may be possible to adjust your workload until the crisis is past or to arrange a break in studies while you deal with major problems. As with coursework, it is important to develop a regular pattern. Any student who misses more than three classes in any module without good reason will have to attend a meeting with his or her Personal Tutor and may be asked to withdraw from that module.
- You are not allowed to work full-time and study full-time, even if you will be able to attend all classes.
X. Student Support

Complaints Procedure

It is hoped that most complaints can be resolved speedily by means of students pursuing matters informally but directly with the person concerned. In some circumstances where the informal approach fails or where the matter is sufficiently serious or urgent, steps can be taken using the formal complaints procedure. The student complaints procedure is set out on the University website in the Registry section at [http://www.bbk.ac.uk/reg#regulations](http://www.bbk.ac.uk/reg#regulations). The College recognises that students may have legitimate complaints relating to their course of study, the availability or quality of facilities, other students or staff of the College. Such complaints should normally, wherever possible, be put simply, clearly, promptly and directly to the members of staff or student(s) concerned.

Where the complaint relates to a teaching or School-related problem, a student should without delay discuss the problem

- with their personal tutor; or
- with their Programme Director; or
- with any other member of staff of the School or programme designated for the purpose.

Where the complaint relates to any other aspect of the College's services or facilities other than a teaching or School-related problem, a student should without delay discuss the problem with a senior member of staff of the Service concerned. A student may wish to consult a member of staff of their School or programme for advice before doing so. Students may also telephone or write to the Office of the Registrar for advice and guidance and/or for a ruling on the applicability of this procedure. Birkbeck College Students’ Union (BCSU) may also be able, in certain circumstances, to assist in presenting or resolving a complaint. Students should refer to the College website for additional information.

The Students’ Union

All internal students of Birkbeck College are automatically members of Birkbeck College Students’ Union, which exists to promote welfare and social activities for students, and to represent their interests on College committees. It is affiliated to the National Postgraduate Committee ([www.npc.org.uk](http://www.npc.org.uk)) and also provides a free, confidential and professional counselling service, an advice centre and study skills support. More information about these is available on its website: [http://www.bbk.ac.uk/su](http://www.bbk.ac.uk/su) or from the BCSU office on 020 7631 6335, or the President on 020 7631 6365 or by email at president@bcsu.bbk.ac.uk

A broader range of social and sporting activities, including the Energy Base gym, is offered by the University of London Union (ULU), located next to the Malet Street Building, which Birkbeck students are entitled to join. Their website is [http://www.ulu.lon.ac.uk](http://www.ulu.lon.ac.uk)
Careers Information and Guidance

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!

- Term-time they offer an Early Evening Advisory Service specifically and exclusively for evening students on Mondays between 17.00 & 19.00.
- Drop-In Advice Service - Monday-Thursday, 14.00-16.30 – 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.

Enrolled students of Birkbeck who are following degree and postgraduate courses lasting one year or longer courses may use the services of SICS free of charge up to the end of July of the year they finish [September for postgrads].

For more information visit The SICS website at [http://www.careers.lon.ac.uk/sics](http://www.careers.lon.ac.uk/sics)

SICS is located at:
4th Floor, ULU Building,
Malet Street
WC1E 7HY
020 7866 3600
sics@careers.lon.ac.uk

Accommodation

The University of London Accommodation Office (ULAO) is the main office for the provision of available private sector accommodation details, advice and information for the University. Its full range of accommodation services is made available to all University of London students and staff from participating Colleges and Institutes.

Their contact details are:

Tel: 020 7862 8880
Fax: 020 7862 8084
Email: ulao@accom.lon.ac.uk
Website: [http://housing.lon.ac.uk](http://housing.lon.ac.uk)

The ULAO are able to assist students in searching for accommodation in the private sector. This can range from sharing with students, landlords, or searching
for a studio flat, to forming groups with individual students or searching with others.

Overseas students joining the programmes will be sent the booklet *Finding Somewhere to Live in London* provided by ULAO, along with details of fees and payment from Birkbeck Registry.

**Disabilities**

At Birkbeck there are students with a wide range of disabilities including dyslexia, visual or hearing impairments, mobility difficulties, mental health needs, HIV, M.E., respiratory conditions etc. Many of them have benefited from the advice and support provided by the College’s disability service.

**The Disability Office**

The College has a Disability Office located on the main corridor of the Malet Street building. We have a Disability Service Manager, Mark Pimm, and a Disability Advisor, Steve Short.

Mark is your first point of referral for disability enquiries at the College whilst Steve is for dyslexia. They can provide advice and support on travel and parking, physical access, the Disabled Students Allowance, special equipment, personal support, examination arrangements etc. If you have a disability or dyslexia, we recommend you make an appointment to see them as soon as possible after commencing your course. Appointments lasting one hour are available from 12 noon to 5 pm Monday to Friday and are booked by Steve (details below).

At your first appointment at the Disability Office they will ask you to complete a Confidentiality Consent Form. This allows you to state who in the College can be informed of your disability. Remember, if you wish, we do not need to inform people of the exact nature of your disability, just your disability related needs.

They will also complete an Individual Student Support Agreement form, confirming your support requirements and send this to your School and relevant Departments at the College so they are informed of your needs.

**Access at Birkbeck**

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

**The Disabled Students Allowance**

Students with disabilities or dyslexia on undergraduate or most postgraduate courses who meet the eligibility criteria regarding residency are eligible to apply for the Disabled Students Allowance (DSA). This can meet the cost of special equipment e.g. computers, cassette recorders, etc, non-medical personal help e.g. note-takers, interpreters, readers, etc, book and photocopying allowances and additional travel costs. The Disability Service Manager can assist you in applying to your Local Education Authority (LEA) for this.
The Personal Assistance Scheme

Some students need a personal assistant to provide support on their course, for example a note-taker, sign language interpreter, reader, personal assistant, disability mentor or dyslexia support tutor. Birkbeck uses 2 specialist agencies to recruit Personal Assistants and they can assist you with recruiting, training and paying your personal assistant. Please contact Steve for information on this scheme.

Support in your School

The provision which can be made for students with disabilities by Schools is set out in the Procedures for Schools for Compliance with the Disability Discrimination Act. This is available from the Disability Office and the Disability website (see below).

As mentioned above your School will receive a copy of your Individual Student Support Agreement from the Disability Office. This will make specific recommendations about the support you should receive from the School.

Whilst we anticipate that this support will be provided by the Programme Director, tutors and School Administrator the School of Geography also has a Disability Liaison Officer, Dr Martin Frost. If you experience any difficulties or require additional support from the School then they may also be able to assist you. They may be contacted at m.frost@bbk.ac.uk

Support in Central Computing Services and Library Services

There is a comprehensive range of specialist equipment for students with disabilities in Central Computing Services. This includes software packages for dyslexic students (TextHELP Read and Write and Inspiration), screen reading and character enhancing software for students with visual impairments, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs etc. For advice and assistance please contact the Disability IT Officer. There is also a range of specialist equipment in the Library including a CCTV reading machine for visually impaired students as well as specialist orthopaedic chairs and writing slopes. The Disability Office refers all students with disabilities to the Library Access Support service who provides a comprehensive range of services for students with disabilities.

Specific Learning Difficulties (Dyslexia)

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, which make studying significantly easier. If you think you may be dyslexic you should contact Steve, he can screen you and where appropriate refer you to an Educational Psychologist for a dyslexia assessment. These assessments cost £215. Some students can receive assistance in meeting this cost from their employer. In exceptional cases students may receive assistance from the Access Fund.

Examinations

Students with disabilities and dyslexia may be eligible for special arrangements for examinations e.g. extra time, use of a word processor, amanuensis, enlarged examination papers etc. In order to receive special arrangements you must
provide Medical Evidence of their disability (or an Educational Psychologists Report if you are dyslexic). For School examinations you should contact your Programme Director to request special arrangements at least 2 weeks before the examination. For main College summer examinations you are given the opportunity to declare that you require special provision on your assessment entry form which is circulated by the School in December. Students who require provision should then attend an appointment with the Disability Office to discuss and formalise the appropriate arrangements. The closing date for making special examination arrangements in College examinations is the 15th March and beyond this date consideration will only be given to emergency cases.

**The Disability Handbook**

The Disability Handbook provides detailed information on the support available from the College. Copies are available from all main reception areas, the Disability Office and from the College disability web site at: [http://www.bbk.ac.uk/disability/policies](http://www.bbk.ac.uk/disability/policies)

For further information or to make an appointment to see Mark or Steve, please call Steve Short (Disability Advisor) on 020 7631 6336 or email disability@bbk.ac.uk.

**Nursery**

The College operates a well-equipped evening nursery at a moderate cost and nursery facilities are available to students registered for the 2007/08 academic year. The nursery is open in term-time from 5.30 – 9.00 pm and takes a maximum of 16 children per evening. Children two to ten years are accepted. The cost is £7.50 per evening per child (£1.00 discount per evening for two children booked into the Nursery on the same night). For further information please contact the Nursery Manager, Deirdre Lazarus, Evening Nursery (Birkbeck College), 50-51 Gordon Square, London WC1H 0PQ, tel. 020 7679 4634 (24 hour answer phone – term-time only) or email: d.lazarus@bbk.ac.uk.

**Medical Services**

The Gower Street Practice at 20 Gower Street (tel: 020 7636 7628) provides National Health facilities for Birkbeck students. The practice provides the following:

- **Doctor’s appointments.** If you need to see a doctor, you should make an appointment (telephone 020 7636 7628).
- **Open Clinics.** These are held between 9.15am and 10.30am Monday to Friday and do not require an appointment.
- **Nursing Sisters’ clinic.** These are held every day from 9.15am to 10.30am and from 2.30pm to 4.00pm. You can attend these without an appointment.
- **Travel Clinic.** Held on Tuesdays, Wednesdays and Fridays from 9.00am to 11.45am, here you can get both inoculations and advice on overseas travel. No appointment is necessary.
- **Emergency appointments.** In case of emergencies, a doctor is in attendance from 4.30-5.30pm. You can attend these without an appointment.
• **Psychiatric help and counselling.** The practice offers both psychiatric help and counselling services. If a tutor believes that either of these would aid a student, he or she can refer the student to the practice or contact the on-call doctor directly. The doctors are particularly experienced in problems of study stress, fatigue and related matters.


**Grants and Awards**

The College recognises that mature students have needs for financial support that differ from those of school-leavers. It therefore provides advice on sources of support for both part-time and full-time students from public bodies, employers, charitable foundations, etc., and maintains its own scheme of awards operated by the Scholarships Sub-Committee. Information on financial support for study, including regulations, eligibility criteria and method of application are available from the Student Financial Support Office on 020 7631 6362 or at [studentawards@bbk.ac.uk](mailto:studentawards@bbk.ac.uk)