BA/BSc GEOGRAPHY AND ENVIRONMENT
BSc ENVIRONMENTAL SCIENCE
BSc ENVIRONMENTAL MANAGEMENT
BSc DEVELOPMENT STUDIES with ENVIRONMENT

HANDBOOK
This handbook is for students joining the programme from 2008 onwards
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1. **Who and what is this handbook for?**

This handbook is for students taking BA/BSc Geography and Environment, BSc Environmental Management, BSc Environmental Science and BSc Development Studies with Environment.

It contains all the essential details of the curriculum and what is required from you to successfully complete the degree. Here you can find out about coursework, theory examination requirements, marking schemes and what to do if something goes wrong.

Students should also refer to the departmental handbooks of other contributing departments. Here you will find details about the staff in each department, the procedures for returning and collecting coursework, the personal tutor system and other essential information.

Details found in the departmental handbooks are not repeated here. There are several other sources of information. For example, a Study Skills booklet provides details of the study skills programme, and the Students’ Union provides information on several kinds of facilities and pastoral care available.

Every effort has been made to be as up to date and accurate as possible in this handbook. However, if you spot any errors please let your Course Director know immediately.

In addition, due to changing academic staff, staff going on sabbatical or other reasons, courses may not be offered or may be superseded by new courses. As a result the timetable may change slightly from the one advertised on the GEDS website (see section 9). We will endeavour to keep you informed of changes that will affect your programme, but we reserve the right to make appropriate changes to the course content where necessary. We also do this from time-to-time in response to advice from students taking the course. If you have any comments about how the course might be improved please inform the Course Director.
2. Finding help

Should you need further help or advice please contact:

- The Course Director or the Course Administrator;
- A module convenor (normally a lecturer);
- Your personal tutor;
- The Registry.

**The Course Administrator**

If you have a simple enquiry about the course ask:

The Administrative Assistant
Department of Geography, Environment and Development Studies (GEDS)
1st Floor Malet Street Building (Room 159)
020 7631 6473
secretary@geography.bbk.ac.uk

The administrative assistant works part-time, but someone should normally be available in the Geography office

**The Course Director**

Geography and Environment Environmental Management Dev Studies with Environment Environmental Science

Dr Sian Sullivan Dr Sue Brooks Dr Jasmine Gideon
GEDS GEDS GEDS
Malet Street Malet Street 36 Gordon Sq
s.sullivan@bbk.ac.uk s.brooks@bbk.ac.uk j.gideon@bbk.ac.uk

The Course Director oversees the academic content of the whole degree. Each year, following the examinations, you will be advised of your progress, and will need to confirm your module choices for the following year.

At any time, if you want to discuss your progress, change courses or withdraw from courses, it is essential that you contact the Course Director. The Course Director can be contacted by email.

**Module Convenors**

If you are having any problems with learning, keeping up or understanding the content of any module you should contact the Module Organizer. This is normally one of the lecturers on that module and information about this is provided at the start of the module.
**Personal tutors**

Depending on student numbers you may also have a designated personal tutor. Where numbers are small the Course Director would normally act in this capacity. If you are having any personal, family or work-related problems which are interfering with your studies, you can discuss these with your personal tutor.

**The Registry**

If you are having any problems with your registration, entry in the examinations (except withdrawal which must be discussed with your Course Director first of all), or the payment of fees you should contact the Registry.

The Registry

Tel. 020 7631 6390  
Fax. 020 7383 3729

If you find it impossible to pay your fees contact the Registry immediately to discuss possible alternative arrangements for paying. If you fail to do this, you will have your studies suspended until payment is forthcoming.

**Further Help**

Further help is available from several other sources such as:

Students’ Union

Tel. 020 7631 6335/6365  
Fax. 020 7631 6349

The Library

Tel. 020 7631 6239  
Fax. 020 7631 6066

Central Computing Services

Tel. 020 7631 6298

**Birkbeck 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. To join the Library, bring your College ID card to the Library issue desk. 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 - Thursday 10.00 am – 10.30pm
- Friday 11.00 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. 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.

**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 Central Computing Services (CCS) 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**

If a book you need is not available in the Library or you require any help using the resources or finding information, please ask at the enquiry desk (020 7631 6063). Alternatively, contact your Subject Librarian, Robert Atkinson. Telephone: 020 7631 6062. Email r.atkinson@bbk.ac.uk

**Your Current Contact Details**

*Please remember it is imperative that the College, the Administrator and the contributing departments are kept informed of any change in your home or work address, email address and phone number. It is sometimes necessary to cancel a class at the last minute and without the correct information, it will be impossible to contact you.*
3. Programme Overview

In general the degree programmes of study that we run in GEDS enable students to understand the physical and human processes that are the context for environmental studies.

**General Aims**

- To provide research-based teaching which will generate knowledge and understanding of the natural environment, the economy and society and the ways in which they interact.
- To foster independent and critical thought, so students can reach appropriate conclusions based on relevant evidence.
- To provide the practical, field, laboratory, computing and library skills necessary to contribute to that evidence.
- To provide general skills in learning, information technology, data processing and communication, appropriate to any subsequent employment.

**Specific Aims**

Each programme has further specific aims. The Geography and Environment Programme is a traditional programme that includes state-of-the-art modules based around key geographical areas of learning that combine human and physical environments. The Environmental Management Programme offers greater choice of modules that can be taken and is focused around Social Science (human) environments. The Environmental Science Programme offers the widest choice of all the Programmes and is focused on the understanding of physical (natural) environments. The Development Studies with Environment Programme is strongly focused on the main contemporary issues of globalization and sustainable development.

To differing extents the Programmes of Study offer some or all of the following elements:

- Ecological patterns and processes;
- Environmental processes (coastal zone processes and hydrological processes);
- Remote sensing and GIS (Geographical Information Systems);
- Biodiversity;
- Environmental geology;
- Geology and plate tectonics;
- Earth history;
- Environmental Modelling;
- Urban and Regional Planning;
- European Economy and Societies;
- Development Studies and Environment;
- Globalisation

Within these modules students will be given training in many of the following skills:
The course builds on skills relating to the study of natural and human environments. Students who gain a firm grounding in the physical, human and ecological processes underlying environmental studies will gain the confidence to enter employment in diverse areas of government, NGOs, charities and nature conservation.

The degree programmes also utilise the environmental expertise available across a number of Departments. Lecturers in GEDS, Biological and Chemical Sciences, Law and Earth Sciences all make contributions to the different degree programmes, although some have more modules in certain, relevant schools (e.g. the Geography and Environment Programme of Study relies almost entirely on modules from GEDS while the Environmental Science Programme draws upon a wider range of modules from other departments).

Details about current modules available can be found at on the GEDS website:

http://www.bbk.ac.uk/geds

You will also need to consult the timetable for your degree programme to see a detailed structure of the programme and the combination of modules that can be taken. Up-to-date timetables are published ahead of the new academic year on the GEDS website.
4. The Curriculum

**Duration and attendance**

The course normally consists of four years of part-time study. Some students take longer, if they fail courses or have a break in study. In some circumstances the course duration may be shorter, if credit has been given for previous study. Credit can only be gained at the point of entry to the course.

Students are normally expected to attempt 90 CATS (credits) per year, which may be combinations of full (30 CATS) and half (15 CATS) modules. You may not take more than 90 CATS in any given academic year, including credits gained from field courses and non-examined modules. All modules must be confirmed by you online when you are asked to do so by Registry at the end of the first term, regardless of whether or not the assessment of the module is in the form of a written examination.

The academic year runs from October to June. There are three terms: Autumn, Spring and Summer term. Summer term is largely taken up with revision classes and exams. Some departments have half-term reading weeks. You will be advised during the teaching sessions how this affects your timetable. There are breaks at Christmas and Easter of three or four weeks each.

You are normally expected to attend 2 or 3 evenings a week. Your attendance will be monitored by a class register. Make sure you tick it each week. Some modules do not require weekly attendance, having a self-paced component for individual consolidation of taught material. You will be advised accordingly.

Classes normally run between 6.00-9.00 pm. Some classes may finish earlier to give you time to visit the library, and some practical classes may continue to 9.30 pm. Weekend attendance is also required for some courses, normally field courses.

Many textbooks are available in the library. There are multiples of important books. However, you are expected to buy some textbooks. Recommended textbooks are listed in the course material for each module.

**Progression and Modules**

There is academic progression from foundation level (level 4), through Intermediate (level 5) to higher (level 6) level studies. Years 1 and 2 provide a general grounding in the subject and there is no/limited choice in the modules taken. Modules taught in years 1 and 2 are normally at level 4 or 5. Years 3 and 4 provide an opportunity for specialization at a more advanced level with a selection of modules chosen at the end of the second and third year. Modules taught in year 3 and 4 are normally at level 5 or 6.

Students will normally be required to complete modules to the value of 360 credits to gain a degree (detailed information is provided in the next section on the Common Awards Scheme), collecting 90 credits in each year of the programme. This includes a compulsory Environmental Project (60 credits), Independent Geographical Study (60 credits) or a Literature Review (30 credits).
Safety

You must know and carry out the safety regulations required in the field and laboratories. Read the abbreviated Safety Code for Students on the School of GEDS web site and other safety codes provided to you. Copies of departmental codes are provided on web pages by the College Safety Office. All students undertaking field-courses or individual fieldwork projects should read the Code of Practice for Safety on Field Courses available from the GEDS web site. Please note that fieldwork has its own special hazards.

For lab classes safety glasses/goggles are available from staff and you must wear them for experiments involving chemicals. You should also wear some form of protective clothing, preferably a laboratory coat, when carrying out chemical or microbiological work. If you are not sure how to do something or which is the correct chemical or piece of apparatus to use – ASK. If you have an accident you must report it immediately to the demonstrator or the members of the academic staff on duty. Make yourself aware of the location of fire-extinguishers and first aid boxes around the laboratory. A laboratory is no place for unthinking, irresponsible behaviour.

The Common Awards Scheme

From 2008/9 the majority of Birkbeck’s undergraduate programmes became centrally regulated under the College’s Common Award Scheme. All Programmes, including the ones referred to in this handbook, will therefore have common regulations, and a common structure. This helps to ensure greater consistency of practice amongst programmes and also to make it possible for students to take modules from Schools across the College which are outside your normal programme (subject to programme regulations and timetable constraints).

This section of the handbook provides a brief introduction to the Common Awards Scheme. Further details and up-to-date information is available at:

http://www.bbk.ac.uk/cas

Structure of Programmes

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 the following, and meet the requirements outlined in your programme specification:
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Credits needed</th>
<th>Minimum at upper level</th>
<th>Maximum at lower level</th>
<th>Number of Birkbeck modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td>360</td>
<td>120 level 6</td>
<td>120 at level 4 (level 4 modules are not included in the calculation for the final classification)</td>
<td>12 modules</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>90 (some Graduate Diplomas require 120 credits)</td>
<td>90 level 6</td>
<td>30 level 5 (120 credit Diplomas only)</td>
<td>3/4 modules</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>60</td>
<td>45 level 6</td>
<td>15 level 5</td>
<td>2 modules</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>240</td>
<td>90 level 5</td>
<td>120 at level 4</td>
<td>8 modules</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240</td>
<td>90 level 5</td>
<td>120 at level 4</td>
<td>8 modules</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120</td>
<td>90 level 4</td>
<td>30 at A Level or NVQ level 3</td>
<td>4 modules</td>
</tr>
<tr>
<td>Certificate of Continuing Education</td>
<td>60</td>
<td>60 level 4</td>
<td>60 level 4</td>
<td>2 modules</td>
</tr>
</tbody>
</table>

Each undergraduate degree programme has three levels – level 4, level 5 and level 6. The Common Awards Scheme offers, for undergraduate programmes, modules at 15 credits (CATS), 30 credits (CATS) or 60 credits (CATS).

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 but not necessarily passed

**OPTION**
students may choose a stipulated number of modules from a range made available to them. Option modules are clearly identified in Programme Regulations and are normally those taken in years 3 and 4 of the Programme

**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.
Detailed regulations are available in the Regulations for Taught Programmes of Study, which can be downloaded from the College Website

http://www.bbk.ac.uk/reg/regs

**Degree Classification**

An honours classification may only be awarded for undergraduate honours programmes (single, joint and major/minor) once the programme requirements have been fulfilled. The degree classification formula is as follows:

Module results at Level 4 DO NOT contribute to the determination of classification. These are termed zero-weighted modules.

Modules at level 5 and 6 have a weighting \( w \), with level 5 modules having a weighting of 1, while level 6 modules have a weighting of 2.

Each module has a value \( v \), where \( v = \frac{1}{30} \) of the credit value of the module.

Each module has a result \( m \), assigned by the relevant board of examiners

The weighted average result will be calculated by the sum of \( w \times v \times m \) for all level 5 and 6 modules, divided by \( w \times v \)

The final degree classification is decided by the relevant board of examiners using the weighted average result as a guide, usually in line with the following boundaries:

- **First:** 70% or above (weighted average result)
- **Upper Second:** 60% or above (weighted average result)
- **Lower Second:** 50% or above (weighted average result)
- **Third:** 40% or above (weighted average result)

If you have accumulated 300 credits and passed all the prescribed core modules, but have not fulfilled the requirements for honours then you may be eligible for a pass degree.

Certificates of Higher Education and Diplomas of Higher Education may be awarded with Distinction, usually where the weighted average of the modules taken exceeds 70%. Full details on how an award of distinction may be made are available in the Regulations for Taught Programmes of Study.

Graduate Certificates and Graduate Diplomas may be awarded with Merit or with Distinction. A Merit is usually awarded where a student has achieved an average result of between 60% and 69% (inclusive) for modules taken at level 6, while a Distinction is usually awarded where a student has achieved an average result of 70% or over for modules taken at level 6. Full details are available in the Regulations for Taught Programmes of Study.

**Failure and Re-assessment of modules**

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

For any module on an undergraduate programme, if your module result is less than 30% any subsequent attempt to pass the module will normally be a “re-take” – a re-take requires attendance at the module’s lectures and seminars as well as another attempt at the assessment.

If you obtain a module result of between 30% and 39% for any module on an undergraduate programme then the Board of Examiners may offer “re-assessment” as an alternative to a “re-take”. Re-assessment is where a student will re-attempt a failed element of a failed module; it does not require attendance at lectures and seminars. You will not normally be reassessed in elements that you have already passed.

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

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.

You will normally be offered three attempts at passing a module (the original attempt plus two further attempts, each of 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” 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.

If your module result is between 30 and 39% 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. For the award of BA / BSc you may carry no more than 60 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.

**Common Award Scheme Policies**

Some brief details on key policies are included here:

**Late Submission of work for assessment**

College policy dictates how Schools will treat work that is due for assessment but is submitted after the published deadline. From 2008/9 any work that is submitted for formal assessment after the published deadline is given two marks: a penalty mark of 40%, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late. If the work is not of a pass standard a single (fail) mark is given.

If you submit your work after the advertised deadline then you should also 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. The case will then be considered by the appropriate sub-board or delegated panel.

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

**Assessment Offences**

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

The policy describes three stages in the process for dealing with assessment offences (which include plagiarism, collusion, examination offences and other offences). Stage 1 allows the offence to be dealt with quickly by the Department in which the module is taught and applies to first or minor and uncontested offences. Stage 2 requires a more formal investigation of the offence and applies 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 College panel and applies to third or serious offences.

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 module convenor, 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**

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).

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.

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 a, b and c 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.
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 GEDS Office so that a copy can be made by a member of staff. (Where a photocopy is made by a member of staff they should indicate on the copy that they have seen the original).

Discussing your claim with a member of staff does not constitute a submission of a claim for mitigating circumstances. You must supply the documentary evidence and follow procedure.

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. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from the GEDS 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.

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.

Guidance on what may constitute acceptable mitigating circumstances is available on the College website. 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.

**Break-in-Studies Policy**

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 that add up to a total of two years or less.

Any break-in-studies on an undergraduate 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.

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.

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.

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.

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

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

- Termination of Registration
- Procedures for Dealing with Special Examination Arrangements
- Suspension of Regulations

5. Coursework and Examinations: module assessment

General Assessment

Each module is usually assessed by a combination of coursework and a theory examination. Coursework may contribute between 0-100% of the mark for a course, but normally about 25-40% of the course mark comes from coursework.

A small number of modules have no theory examination or no coursework assessment.

In the following sections you will find general guidelines on the criteria we use to assess coursework and examinations. Please note that we do revise these in the light of advice from our External examiners so the actual guidelines used in any particular year may differ slightly from those published in this handbook.

Coursework

Coursework is submitted during or after completion of the module. Your coursework must be submitted by the published deadline, and penalties will accrue if this deadline is exceeded. Follow exactly the instructions on the procedure and format for submission. Deadlines for coursework may differ between courses and departments. Make sure you understand what they are for each course and follow the guidance provided by the module organizer.

Details of deadlines and penalties are found on each coursework assignment.

Plagiarism

College guidelines on plagiarism

Plagiarism is submitting coursework for assessment that is the work of other people. This commonly takes two forms: the reproduction of text without attribution of the
There are three areas where plagiarism may occur. First, straightforward fraud where a student may submit another author's essays, practical reports etc. as their own. This may occur with or without the author's consent. This deception devalues the coursework of the perpetrator as well as being grossly unfair to their peers. Markers find this is fairly easy to spot as they usually keep some record of the coursework content of past or present students. Anyone caught doing this will be subject to the harshest possible penalties that we are allowed, including not being able to complete your degree.

Second, essays, short or extended, may contain text pirated (sometimes word for word) from a textual source that is unacknowledged. Likewise, this form of plagiarism is not difficult to detect, for even if the source of the text is not known to the marker (although it often is), the written style of the plagiarised text betrays the fraud. The subtlety and cohesiveness of argument, the structure of the text, and the general standard of English usage, always differ substantially from the usual output of the plagiariser. It is, of course, possible to commit a deliberate fraud by hiding the source and restructuring the pirated text, but this is much more work than referring to the text chosen with full attribution of authorship. To avoid a suspicion of plagiarism in essays, always supply a full reference to authorship (see guide to referencing) and full details of the source in your bibliography.

Third, group work is an area where a student may be unsure about whether their work constitutes plagiarism. Here the difference between plagiarism and joint effort can sometimes be more difficult, though not impossible, to distinguish. In this type of coursework, it is plagiarism of ideas that is more likely. Increasingly however, in some part of your course a teaching strategy may involve working with other students as a group.

Group work encompasses:
- collecting results in practical classes as a group.
- presenting seminar papers as a group, some or all group members participating in the presentation, but all contributing to the production.
- project work in groups; designing experiments and collecting data; producing posters.

Sometimes a mark is assigned to the group as a whole and the same mark allotted to each group member, so plagiarism is not a problem. If this is not the case, whether the group size is 2, or many more, it is always essential to:

- declare in your report the other participants of your group
  The course tutor will know this anyway, but it simplifies the task of marker in identifying your contribution in your report. The key to dealing with group work is

- ensure that your report has a content that is distinctively yours
  Often this distinctiveness will be possible only in the discussion of the results you have obtained, but it may be possible to add an individual touch to data analysis also. In written reports of oral presentations again ensure it is clear to the marker which is your contribution.

Pay particular attention to avoiding plagiarism. If your work is suspected of containing plagiarised elements, the College will be forced to take disciplinary action. In
serious cases this could mean termination of your degree programme. Plagiarism can involve unacknowledged copying from published sources (literature or web pages), as well as from other students. **Take great care over this.**

Further guidelines are available on the library website [http://www.bbk.ac.uk/lib/about/learn/citing](http://www.bbk.ac.uk/lib/about/learn/citing)
Many potential problems relating to plagiarism are eliminated if sources of information are always properly cited in your work and listed with full details in a bibliography or reference list at the end. This is done by including in the text of your work the author's name and the date of publication in parenthesis, where relevant. e.g. (Coast 1996) for a single author, (Baggott and Graeme-Cook 1997) for two authors, (Baggott and Graeme-Cook 1997; Cunningham and Rayne 1998) in year order for more than one citation, or for more than two authors (Goldsworthy et al. 1995).

Then the publications referred to in the text are listed in alphabetical sequence at the end of the work. The examples here refer to an abstract, single author paper, two author book, two author book chapter, and multi-author paper.


Criteria for assessing coursework

Coursework assignments are not all alike. Always be sure that you have the information on the requirements for a particular piece of coursework; e.g. if it is numerical, what sort of tabulation/graphical presentation is expected, or, if a piece of text, what is the maximum number of words. The format for submitting coursework, including laboratory reports, can be found in the appropriate department handbook, course handout or from the course organiser. Remember that there may be additional requirements for particular assignments which will be communicated to you by the lecturer. For example in assignments involving computation, precision in the use of arithmetic is important, but understanding is also demonstrated by the ability to draw correct conclusions from the result, and from showing how you obtained this result. Show all intermediate workings.

The diversity of coursework assignments means that criteria for marking cannot be applied rigidly to all types of assignment. As you progress more will be asked of you. The criteria listed illustrate what assessors are looking for in assignments. This is knowledge, originality and insight - summarised as understanding.

How can you demonstrate understanding? Markers judge understanding in terms of the ability to analyse and synthesise information, rather than the presentation of a multitude
of detailed facts. Analysis is the ability to select relevant material. Synthesis is the ability to take concepts directly relevant to the topic, and use these, together with appropriate information (e.g. experimental data), to develop your own argument, and to reach your own conclusions.

For half marks or more (50%+) the examiners will require coursework that is focused on the topic in question. Lower marks, down the lowest pass (40%), are associated with coursework containing some evidence of understanding, but the material contained within the answer, and/or the way in which the work is organised, all betray a less than complete understanding of the topic. Below, the pass/fail boundary assignments always indicate little understanding of the topic, and usually contain very little of relevance.

For 50%+ you should present a relatively complete selection of information (analysis), and you must attain accuracy throughout. This is especially important for numerical material. You should also attempt to present information in such a way that the argument progresses in a logical manner (discussion). Absence of logical organisation for your assignment signals to the examiner a lack of understanding on your part.

For higher marks, you should aim to show some evidence of synthesis: the use of appropriate evidence in your discussion, and clear evidence of your ability to reach clear, reasoned conclusions based only on the information available to you. Higher marks are also obtainable for evidence of wider reading, excellent presentation of the argument, and clear, unambiguous English. Wider reading can be indicated by reference to the sources from which you obtained the information.

Remember that the ability to communicate in writing is of fundamental importance. It is an essential skill for a scientist. If your presentation lacks clarity because it is illegible, misspelled, ungrammatical or ambiguously phrased, the impact of your work is lessened and you will inevitably lose marks - even if the scientific content is acceptable. Remember scientific species and genus names must be underlined or italicised. Pay particular attention to the spelling of chemical compounds.

**Field and Laboratory Reports**

The marks awarded to the various practical and field exercises make an important contribution to your degree classification. It is vital, therefore, that you write up these reports as soon as you can, normally within a week, of finishing an experiment or field class. Complete as much as possible while doing the class. Do not leave reports until your detailed memory of the class has faded. In some modules you may be asked to write your reports in a hard covered notebook; in others to hand in reports on A4 sheets in a clear plastic folder.
### CRITERIA FOR ASSESSING COURSEWORK

<table>
<thead>
<tr>
<th>COURSE WORK GRADE</th>
<th>Percentage range</th>
<th>(Degree Class equivalent)</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>90-100</td>
<td>(1)</td>
<td>An outstanding piece of work, comprehensive, logical with first rate presentation and written in unambiguous, readable English. Communication of ideas showing a sophistication not normally found at undergraduate level. There should be synthesis, with a critical weighing of evidence, and quotation of authorities in recent literature. The candidate’s own conclusions should be evident.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>70-89</td>
<td>(1)</td>
<td>Both introductory material and the critical discussion showing a logical sequence of ideas. Written in unambiguous, readable English. Analysis of numerical material will be complete, accurate and appropriate. Totally focused on the subject matter and showing evidence of understanding and reading beyond that provided by the lecturer. Skill in synthesis should be obvious.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>60-69</td>
<td>(2i)</td>
<td>A complete account of the material, with a well-written discussion showing substantial evidence of understanding. Overall, critical weighing of evidence not as sophisticated as for 70%+ piece of work; weakness in this area could be compensated for by use of relevant extra reading. Analysis of numerical material will be complete, accurate and appropriate.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>50-59</td>
<td>(2ii)</td>
<td>Clear, relatively complete and accurate account of the subject matter, with some extra relevant information. Less well organised, accurate and detailed than a 60%+ answer. Analysis of numerical material should be largely accurate, if incomplete. No substantial evidence of synthesis.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>40-49</td>
<td>(3)</td>
<td>Must show some understanding of concepts. A less than complete account of the subject matter, with significant omissions both in text and/or analysis of data. Organisation is adequate for only part of the answer, as irrelevant material, omissions, and inaccuracies all reduce the quality of the work.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>35-39</td>
<td>(Fail)</td>
<td>Must show some understanding of concepts. Overall, a partial and superficial piece of work with only the minimum amount of relevant material. Organisation is poor, with serious omissions or major errors.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>28-34</td>
<td>(Fail)</td>
<td>Predominantly composed of inadequate material. Shows little understanding of what is required, being marred by inaccuracies and omissions.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0-27</td>
<td>(Fail)</td>
<td>Completely inadequate knowledge and understanding; may contain a few partially relevant facts. Often trivial and anecdotal.</td>
</tr>
</tbody>
</table>

Coursework procedures are designed to:

- encourage you to keep up with the work;
- prevent the loss of your coursework;
- enable rapid return of marked coursework for feedback.

Coursework is of many different types: laboratory classes, seminars, oral presentations,
poster sessions, field course reports etc., but usually a single module will utilize only a small number of these alternatives.

Coursework is part of the examination for the module, and so like the theory examination it is marked by your module organizer (or appropriate lecturer) and moderated by another member of the department concerned.

You will receive feedback on your coursework accompanied by a provisional literal grade. The format of this will vary according to the type of coursework submission. If your coursework is returned to you as part of this process it is important that you keep your marked coursework safely because it may need to be scrutinized by a visiting examiner at the time of the exam. In your final year coursework from ALL previous years must be available to the visiting external examiners.

**Entry into the examinations**

Towards the end of autumn term you will receive an email from Registry asking you to confirm your modules for the academic year. This is done online via the *My Studies* portal. Please remember that your list of modules should include ALL the modules you are taking: not just those assessed by examinations, but also those assessed by course-work, dissertation, project etc, to ensure the marks and grades you achieve are properly recorded and reported to you at the end of the year.

Based on this confirmation, you will be automatically entered for your exams. Incorrect data will severely hamper the production of the summer examination timetable, and as you will appreciate this could cause difficulties to all students required to sit for examinations. If you do find that any of the information supplied is incorrect, please inform the GEDS administrators.

If you need to withdraw from any examination it is essential that you have permission from the Course Director, normally accompanied by written evidence of any circumstances that are giving rise to the need for withdrawal. You must then formally withdraw in writing to the examinations' officer in the College, stating the reason for withdrawal. Non-attendance at the exam without formal withdrawal is deemed to be an attempt at the examination and will result in a 0% mark for the theory exam.

In the case of illness (or other unavoidable cause), a candidate may be permitted to withdraw an entry or re-entry up to and including the date of their first paper, providing they have not entered the examination hall. In such cases the Registry must be notified in writing and certification for the illness (or other cause) must also be provided to the Registrar as soon as possible.

**Written examinations**

The format of the assessment for each module, both for the written exams and the coursework, is provided in the course details, normally distributed at the start of the module sessions. This will include assessment weighting of different elements within a module. Copies of past theory examination papers are available from the Library Web Site.

Written examinations are held in May/June of the same academic year, during daytime hours from 9.30 am to 5.30 pm.
Examination answers are marked and moderated by two different members of staff and will also be vetted by a visiting (intercollegiate or external) examiner.

**Criteria for assessing examination answers**

A simple set of criteria for all examination answers is not possible because of the different levels of courses and kinds of topics. However, examination answers for unseen, written papers will be often of the essay type. The criteria below were devised mainly for essay answers. To obtain a high mark, you have to demonstrate sound understanding of the topic or different topics. We judge understanding in terms of the ability to analyse and synthesise information, rather than the recall of a multitude of detailed facts. As can be seen from the criteria, for half marks or more (50%+), the examiners will require an answer to the question *as set*. Lower marks, down to the lowest pass at 40%, are associated with answers containing some evidence of understanding, but the material contained within the answer, and/or the way in which the answer is organised, all betray a less than complete understanding of the question. Below the pass/fail boundary answers always indicate little understanding of the question as set, and are often composed of inaccurate and irrelevant material.

For a 50%+ answer you should aim to select information and examples directly relevant to the question (*analysis*). You should also attempt to present this information in such a way that the argument progresses in a logical manner (*discussion*). The information so presented should, therefore, be demonstrated by you to be *relevant*. It is of little use remembering factual material of relevance to a question if you don't present this information in a reasoned way. Absence of logical organisation for the answer signals to the examiner a lack of understanding on your part. The ability to marshal a well-argued case by selecting and presenting the evidence is a skill worth practising. Use assignment essays and tutorials as practice - they provide an opportunity to have your work discussed and criticised. Try to attain *accuracy* in your statements.

For higher marks, you should aim to show some evidence of *synthesis*, and the use of appropriate examples. By synthesis, examiners mean the ability to take concepts directly relevant to the question set, and use these, together with appropriate examples, to develop your own argument about the topic. Higher marks are also obtainable if the examiners find evidence of wider reading, excellent presentation of the argument, and clear, unambiguous English. Wider reading can be indicated by reference to the sources from which you obtained the information. Your focus should be totally on the question as set.

Remember, you must give careful thought to the significance of the question and ensure that you answer the question as set. Under examination conditions it is not always easy to keep a cool head, but do try to avoid presenting a jumbled compilation of recalled facts.
## CRITERIA FOR ASSESSING EXAMINATION ANSWERS

<table>
<thead>
<tr>
<th>PERCENTAGE RANGE</th>
<th>(degree class equivalent)</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>(1)</td>
<td>An outstanding answer with logical sequence of ideas, sensible presentation of subject matter and written in unambiguous, readable English. Totally focused on the question. Presentation of ideas showing sophistication not normally found at undergraduate level. There should be synthesis, critical weighing of evidence and reference to authorities in recent literature. If appropriate, the candidate's own opinion should be evident.</td>
</tr>
<tr>
<td>70–89</td>
<td>(1)</td>
<td>Excellent presentation of discussion with logical sequence of ideas and sensible organisation 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.</td>
</tr>
<tr>
<td>60–69</td>
<td>(2i)</td>
<td>A complete answer with good presentation of discussion; well-written and informative. Accurate recall of material and good understanding of principles underlying subject. Organisation not so critical as for 70%+ answers; any weakness in presentation should be compensated for by appropriate examples and synthesis.</td>
</tr>
<tr>
<td>50–59</td>
<td>(2ii)</td>
<td>Clear, relatively complete answer to the question set, with some extra relevant information. Reasonably well organised; information should be largely relevant and accurate. No evidence of synthesis.</td>
</tr>
<tr>
<td>40–49</td>
<td>(3)</td>
<td>A less than complete recall of information gained only from lectures and handout sheets, but showing some understanding of principles. Organisation is adequate for only part of the answer. Irrelevant material, omissions, and inaccuracies all reduce the quality of the answer.</td>
</tr>
<tr>
<td>35–39</td>
<td>(Fail)</td>
<td>A partial and superficial answer with some material relevant to question and some understanding of principles. However, serious omissions, or major errors, show misunderstanding of the question. The style, grammar and syntax may be inadequate.</td>
</tr>
<tr>
<td>28–34</td>
<td>(Fail)</td>
<td>Answer predominantly composed of irrelevant material. Some understanding of question set, but answer inadequate.</td>
</tr>
<tr>
<td>0–27</td>
<td>(Fail)</td>
<td>Trivial and anecdotal; unfocused and irrelevant. Individual marks may be awarded for individual accurate facts.</td>
</tr>
</tbody>
</table>

### Failing the examination

A candidate entering a module which is part of their degree programme must be examined in all parts of the assessment prescribed for that course, i.e. theory and coursework. Unless prevented by illness or other adequate cause for which certification must be provided, a candidate must take each prescribed test and submit sufficient work to permit them to be assessed.

If candidates fail to present themselves for examination they will be recorded as ABSENT and be deemed to have used up one of the permissible entries. Absence from an examination will result in a candidate failing the module.
Students fail courses for a number of reasons:
Failure to submit coursework
Failure to submit coursework of an adequate standard
Failure to sit the theory exam
Failure to achieve a high enough mark in the theory exam

**What happens if you fail?**

Failing one or more courses does not necessarily mean the end of your University career. Depending upon your reason for failure you may, in discussion with the Course Director do the following:

1. Resit the theory exam;
2. Submit or resubmit coursework;
3. Retake the year.

To be certain of admittance to the next academic year you must pass your examinations. If you fail an exam you may resit it at the end of the following academic year (or two years later if the course runs every two years). There are generally no resits prior to this, although biannual course options may offer a re-sit assessment sooner than two years later. If you fail a module (or modules) you may be interviewed to discuss your future degree programme with the Course Director. Alternatively you might be offered an award at a less advanced level than the BA or BSc that you entered for. The Programme Director will decide what they think serves your best academic interests and advise accordingly.

**Withdrawal from examinations**

Withdrawal from, or deferment of, the examination may only be permitted when a formal application has been made to, and permission granted by, your Programme Director. Permission would normally only be given if there are serious mitigating circumstances and documentary evidence should be provided. In all other cases candidates who are not present at, or who do not submit work for examination(s)/assessment will be deemed to have failed on that occasion. Application for permission to defer examination(s) should normally be made in the case of summer examinations at least 14 days in advance of the first examination or by 1 May whichever is the earlier.

Application must be made in writing to the Programme Director. The Programme Director shall exercise on behalf of the College the discretion to grant or refuse such applications and may consult as necessary before doing so. They may require the submission of documentary evidence in support of the application. [In practice, withdrawal will be permitted ONLY in extreme cases, usually (but not exclusively) when medical documentation has been provided.] When withdrawal is not permitted, you will be recorded as ABSENT from the examination and on this basis a grade of F will be recorded.

Withdrawal does not automatically grant the candidate the right to readmission to their prescribed course of study, and all candidates who consider withdrawing an entry to an examination are therefore advised to first discuss the matter with the appropriate member of academic staff (e.g. your Programme Director). In the case of illness (or other unavoidable cause), a candidate may be permitted to withdraw an entry or re-entry up to and including the date of their first theory paper, providing they have not entered the examination hall. In such cases the Registry must be notified in writing and certification for the illness (or other cause) must be provided to the Registrar as soon as possible.
Absence from theory examinations

A candidate entering to be assessed for a module must be examined in all parts of the assessment prescribed for that course, i.e. theory and coursework. Unless prevented by illness or other satisfactory cause for which certification must be provided, a candidate must take each prescribed test and submit sufficient work to permit themselves to be examined.

If candidates fail to present themselves for assessment they will be recorded as ABSENT and be deemed to have used up one of the permissible total of three entries. Absence from an examination will result in a candidate failing the module. Bear in mind that you may be able to recover from this failing grade by re-sitting the exam or repeating the module, if you are eligible to do so (see the sub-sections above on repeating and re-sitting examinations).

Alternative assessment

Occasionally for some students who have missed a theory examination through no fault of their own it is possible to complete the theory examination requirement of a module through alternative assessment. This is much preferred to waiting until the next year to re-sit the missed exam. There are, however, conditions attached:

- such arrangements are not normally available to finalists;
- all coursework in the module in question must have been completed by the published deadlines, and normally, passed;
- documentation must be available to support the student’s petition to undertake an alternative assessment.

Other limitations may also apply. Petitions for alternative assessment will be considered only in cases where severe illness, bereavement, or work obligations have prevented the student from attending the originally-scheduled theory examination. (When work obligations interfere, you must give advance notice of the problem.)

If you know in advance that you will be unable to attend a theory examination, or if disaster strikes and you miss an exam you may petition the Chair of the Sub-Board of Examiners to sit an alternative assessment. This request must be submitted to the School Office in writing including some form of evidence (medical certificate, etc.) revealing why you were specifically prevented from attending the normally scheduled examination. You will be notified of the outcome following the final meeting of the Sub-Board of Examiners which takes place in July. If successful, arrangements will be made to take the alternative assessment before the next academic year commences (i.e. over the Summer Vacation).
6. COLLEGE DISABILITY STATEMENT

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 Co-ordinator, Mark Pimm, and a Disability Administrative Assistant, 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.

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 Co-ordinator 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 has a Personal Assistant’s Scheme to 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 web site (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.

**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 screen reading and character enhancing software for students with visual impairments, specialist scanning software, large monitors, dyslexia software, ergonomic mice and keyboards, specialist orthopaedic chairs etc. For advice and assistance please contact the Disability IT Officer. There is also some specialist equipment in the Malet Street Library, including a CCTV, and students with disabilities may benefit from using the Library’s LAMP service for postal deliveries.

**Specific Learning Difficulties**

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 £300. 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, students must provide Medical Evidence of their disability (or an Educational Psychologists Report if you are dyslexic). The closing date for making special examination arrangements 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 Administrative Assistant) on 020 7631 6336 or email disability@bbk.ac.uk.
7. CAREER DEVELOPMENT - INFORMATION, ADVICE, WORKSHOPS & INSIGHT COURSES

Careers Advice

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), located next door to Birkbeck, offers expertise and experience in working with students and graduates of all ages and at all stages of career development.

In particular, you can take advantage of the following:

- Early evening advisory service: Booked 20 minute sessions specifically for Birkbeck part-timers available Wednesday evenings during term-time.

- Drop-in quick-query advice: Available Monday–Thursday’s, 2.00pm–4.30pm. These 15-20 minute sessions are ideal for helping you to develop your CV, look over your application forms or covering letters, preparing for job interviews or simply to begin to getting your career ideas into focus.

- Longer or in-depth Career Guidance interviews: these are suitable for complete career beginners, those looking to change or develop their careers further as well as those who are thinking of undertaking further study. This service is also ideal for those who would like to practice for a forthcoming job interview.

- The Careers Information Room: Here you will find a huge range of resources providing detailed information in areas such as; general career choice and your options once you graduate, further or postgraduate study and information on helping you fund this study, working or studying abroad, writing CVs and application forms and vacancies with graduate recruiters as well as part-time and vacation type vacancies.

Much of this information is FREE to take away, so pop in and help yourself and read through it in your own time.

SICS also offers the opportunity to practice aptitude tests similar to those used by employers, take part in Myers Briggs Type Indicator (MBTI) personality assessment workshops; and runs a Careers Development Programme which are seminars designed to help you with all aspects of career planning, interview preparation and applications.

Birkbeck students are also encouraged to join the free online service SICSAlert, where you will receive information about forthcoming career events & courses, employer presentations as well as vacancy news that is of interest to you direct to your email inbox. www.careers.lon.ac.uk/sics/alert

For further details contact:

The Specialist Institutions’ Careers Service (SICS)
4th Floor, ULU Building
Malet Street, London WC1E 7HY
tel: 020 7866 3600
fax: 020 7866 3601
e-mail: sics@careers.lon.ac.uk
web: www.careers.lon.ac.uk/sics
8. IT SERVICES (ITS)

Access to College IT facilities and services is controlled by using a username and password. IT Services (ITS) usernames and passwords are allocated to registered students of Birkbeck College.

Accepted applicants for undergraduate and postgraduate degree courses will receive details from ITS of the username and password for the purpose of on-line enrolment.

Following completion of enrolment, registered students will be able to access the full range of IT services. Details of the allocated email address and an Overview to ITS for Students are included in the communication students will receive from ITS. Please note the account and email address are not operational until the enrolment has been completed, until then the username and password can only be used for on-line enrolment.

Returning students should continue to use the same account they were previously allocated. If you forget your password, visit www.bbk.ac.uk/its/mycomputeraccount - if you have registered an external email address with the Registry then it may be possible to send you a new password, otherwise you will have to contact the ITS Helpdesk.

You are expected to be familiar with the College Computing Regulations which are available at: http://www.bbk.ac.uk/hr/policies_services/policies_az/computing_regulations

ITS resources include:
- 8 PC workstation rooms
- Wireless network
- Wide range of general office and specialist computer applications
- Web-based electronic mail
- Blackboard Virtual Learning Environment
- Assistive technology facilities
- Training workshops and self-training materials
- Remote access to College electronic resources and services from home or work

You can find out more about these services and others by visiting our website at: www.bbk.ac.uk/its

Your Birkbeck email address will be used for official Birkbeck correspondence so you should check it at least once a week. Alternatively you can forward all email sent to this address to another email address that you do regularly check, instructions on how to do this are on the ITS website.

There is a text message news flash service which enables students to receive free urgent messages from the College via their mobile phones. You are encouraged to subscribe. Full details are available at: www.bbk.ac.uk/its/services/sms

Your ITS username and password will not necessarily work on systems that are locally managed by Schools and departments. Schools and departments who have locally managed equipment include Computer Science, Crystallography, Economics and Psychology, and your School will provide details of access.
Students are allocated personal storage space on a networked file server. Files will remain on the server for one year after you leave.

Your username, password and email address will normally remain valid as long as you remain a paid up undergraduate or postgraduate student of Birkbeck College. However, if we have reason to think that the security of an account has been compromised your account could be suspended without warning and you will need to visit the ITS Helpdesk to have it reinstated.

<table>
<thead>
<tr>
<th>ITS Helpdesk Opening Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 151, Main Building, Malet Street</td>
</tr>
<tr>
<td>Term time: Monday to Friday 10:00am to 8:00pm</td>
</tr>
<tr>
<td>Vacations: Monday to Friday 10:00am to 6:00pm</td>
</tr>
<tr>
<td>Tel: 020 7631 6543 Email: <a href="mailto:its-helpdesk@bbk.ac.uk">its-helpdesk@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>

9. TIMETABLE

The timetable for your degree programme the forthcoming academic year can be found on the GEDS website. Updated timetables are posted there each year and we reserve the right to make changes to the advertised timetable for appropriate reasons, as detailed above.