Welcome to the Masters course in Business Strategy & the Environment in the Department of Geography, Environment and Development Studies (GEDS) at Birkbeck College, University of London. We hope that you will enjoy your time at Birkbeck and find it stimulating and exciting. 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 a single document.

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 Dr. Kezia Barker (k.barker@bbk.ac.uk) (until Jan 2010) and Dr. Sue Brooks (s.brooks@bbk.ac.uk) (after Jan 2010), or the Assistant School Manager with responsibility for GEDS Ms Harriet Smith (hl.smith@bbk.ac.uk).

Term Dates 2009/10

Autumn term
28 September 2009 to 11 December 2009
Christmas and New Year closure: The College will close at 5pm on 23 December 2009 and re-open at 9am on 4 January 2010.

Spring term
4 January 2010 to 19 March 2010
Easter closure: The College will close at 6pm on 31 March 2010, re-open at 9am on Wednesday, 7 April 2010.
Summer term
19 April 2010 to 2 July 2010
May Day Bank Holiday: closed all day on 3 May 2010.
Spring Bank Holiday: closed all day on 31 May 2010.
August Bank Holiday: closing at 8:00pm on 27 August 2010 and re-opening on 31 August 2010.

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>
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<tbody>
<tr>
<td><strong>Head School</strong></td>
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<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>710</td>
</tr>
<tr>
<td><strong>Course Director (until Jan 2010)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kezia Barker</td>
<td>6619</td>
<td><a href="mailto:k.barker@bbk.ac.uk">k.barker@bbk.ac.uk</a></td>
<td>301, 26 Russell Square</td>
</tr>
<tr>
<td><strong>Course Director (from Jan 2010)</strong></td>
<td></td>
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<tr>
<td>Sue Brooks</td>
<td>6482</td>
<td><a href="mailto:s.brooks@bbk.ac.uk">s.brooks@bbk.ac.uk</a></td>
<td>713</td>
</tr>
<tr>
<td><strong>Assistant School Manager</strong></td>
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<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>715</td>
</tr>
<tr>
<td><strong>Administrative Assistant</strong></td>
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<td></td>
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<tr>
<td>Eva Peters</td>
<td>6473</td>
<td><a href="mailto:e.peters@bbk.ac.uk">e.peters@bbk.ac.uk</a> or <a href="mailto:secretary@bbk.ac.uk">secretary@bbk.ac.uk</a></td>
<td>715</td>
</tr>
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</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:
  o The Education Store (http://www.education-store.com/education/GB/portal/index.html)
  o Pugh Computers (http://students.pugh.co.uk/)

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:
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 userid 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 first 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 - 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.

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. 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@bcusu.bbk.ac.uk More information can be found on the Students’ Union website: 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 the natural science of 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.
- 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:

- 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 is implementing 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 points.

Master of Science (MSc) in Business Strategy & the Environment

120 credit points have to be collected by completing eight taught modules, each with a weighting of 15 credit points. In addition, a Master dissertation (word limit 15,000) has to be produced, which has a weighting of 60 credit points.

The eight taught modules consist of:

Four core modules:
- Research Methods in Management I,
- Principles of Organization and Management,
- Environmental Science for Environmental Management, and
- Environment and Policy.

At least two Type A option modules that can be chosen from the list of following modules:
- Cultural Landscapes,
- Environmental Management and Business Policy,
- Philosophy and Politics of Environmentalism.
- Climate Change
- Climate Change and Sustainable Business Practice
- Climate Change and the Global South
- Climate Change and Energy Issues
- Modelling Climate Change Impacts
- Coastal Management in a Changing Climate
- Introduction to Geographic Information Science
  (option A in italics available from next year – times to be arranged)

No more than two Type B option modules that can be chosen from a wider selection of postgraduate modules which are listed further below.
Two-year part-time students take two modules per term, usually resulting in two evening classes at Birkbeck. One-year full-time students have to enrol in four modules per term, which is usually equivalent to four evening classes per week.

**Timetable for core and Type A option modules**

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<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
<td><strong>Principles of Organization and Management (CLO B01)</strong></td>
<td><strong>Climate Change (Mal 352)</strong></td>
<td><strong>Cultural Landscapes (Mal B24)</strong></td>
<td><strong>Environment and Policy</strong> (UCL Bedford Way, LG04)</td>
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<td></td>
<td>Research Methods in Management I (daytime 2-5pm*) Room GOR B04 <strong>full-timers</strong></td>
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<td>Christmas Break</td>
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<tr>
<td><strong>Spring Term</strong></td>
<td><strong>Climate Change and Sustainable Business Practice (Mal 351)</strong></td>
<td><strong>Research Methods in Management I (CLO B01)</strong></td>
<td><strong>Environmental Science for Environmental Management</strong> (UCL Rockefeller G02)</td>
<td><strong>Environmenta</strong></td>
<td><strong>Philosophy and Politics of Environmentalism</strong> (SOAS V330, Vernon Sq, 1 Penton Rise, WC1X 3EW) <strong>Second years</strong></td>
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<td></td>
<td>First years/part-time students</td>
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<td><strong>Management and Business Policy</strong> (SOAS V330, Vernon Sq, 1 Penton Rise, WC1X 3EW)</td>
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All modules are running from 6-9 pm in the evening except for * which run 2-5pm and available to **full time students**

Underlined titles denote core modules; Italic titles denote Type A option modules.
MRes in Business Strategy & the Environment (academic year 2009/10)

For 2009-10 it is only possible to take the MRes in Business Strategy & the Environment if you are able to register as a full-time student, or take annual leave on Monday afternoons (2-5pm).

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.

The six taught modules consists of:

Four core modules
- Research Methods in Management I,
- Environmental Science for Environmental Management,
- Research Methods in Management II,
- Environment and Policy.

One Type A option module that can be chosen from the list of following modules:
- Cultural Landscapes
- Environmental Management and Business Policy
- Philosophy and Politics of Environmentalism
- Principles of Organisation and Management
- Climate Change
- Climate Change and Sustainable Business Practice
- Climate Change and the Global South
- Climate Change and Energy Issues
- Modelling Climate Change Impacts
- Coastal management in a changing climate
- Introduction to Geographic Information Science
  (option A's in italics available from next year – days to be arranged)

One Type B option module.

Two-year part-time students take two modules per term in their first year and have some flexibility as to when to complete the two remaining modules in the second year.

One-year full-time students have to enrol in four modules in the first term and two modules in the Spring term.
# Timetable for Core and Type A option modules

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<th>Monday</th>
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<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
<td>Research Methods in Management I (daytime 2-5pm*) (GOR B04) <em>(first year)</em></td>
<td>Climate Change (Mal 352)</td>
<td>Cultural Landscapes (Mal B24)</td>
<td>Environment and Policy (UCL Bedford Way LG04)</td>
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<tr>
<td></td>
<td>Principles of Organization and Management (CLO B01) <em>(second year)</em></td>
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<td>Christmas Break</td>
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<tr>
<td><strong>Spring Term</strong></td>
<td>Research Methods II (CLO 203)</td>
<td>Philosophy and Politics of Environmentalism (SOAS V 330, Vernon Sq, 1 Penton Rise, WC1X 3EW)</td>
<td>Environmental Science for Environmental Managers (UCL Rockefeller G02)</td>
<td>Environment and Management and Business Policy (SOAS V 330, Vernon Sq, 1 Penton Rise, WC1X 3EW)</td>
</tr>
</tbody>
</table>

All modules are running from 6-9 pm in the evening, with the exception of Research Methods I, which runs from 2-5pm on Monday afternoons.

Underlined titles denote core modules; Italic titles denote Type A option modules
**Type B Modules:**

Accounting & Financial Management  
Corporate Social Responsibility  
Current Issues in Employment Relations and Human Resource Management  
Development Policy  
E-business: Strategy and Policy  
Entrepreneurship and Innovation  
European Management  
Globalization: forces, players and management  
Innovation: Management and Policy  
Intellectual Capital and the Competitiveness  
International Business and Economic Development  
International Business Ethics  
International Business Strategy  
International Business: Theories and Issues  
International Marketing  
Organizational Theory  
Research Methods in Management II (for MSc students only)  
Strategic Management  
The Business Environment: Comparative and International Perspectives

Subject to approval by the Programme Director, students may select option modules from another postgraduate programmes, providing the proposed modules fall in the wider scope of the MSc/MRes in Business Strategy and the Environment.
**Timetable 2009/10 Modules Offered By the School of Management**

**Autumn Term**  
**28 September – 11 December 2009**  
All courses are taught from 6.00-9.00pm unless stated otherwise.

<table>
<thead>
<tr>
<th>Day</th>
<th>Module</th>
<th>Convenor</th>
<th>Location</th>
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<tbody>
<tr>
<td>Monday</td>
<td><em>FOR FULL-TIME STUDENTS ONLY</em> Research Methods in Management 1 2-5 pm</td>
<td>Dr Marion Frenz, Prof Klaus Nielsen</td>
<td>GOR B04</td>
</tr>
<tr>
<td>Monday</td>
<td>Principles of Organization and Management</td>
<td>Dr Linda Trenberth</td>
<td>CLO B01</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Innovation, Management &amp; Policy</td>
<td>Dr Odile Janne, Prof Helen Lawton Smith</td>
<td>CLO 103</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Intellectual Capital and Competitiveness</td>
<td>Prof Birgitte Andersen</td>
<td>UCL Rockefeller G02</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Current Issues in Employment Relations and HRM</td>
<td>Professor John Kelly</td>
<td>Foster Court 217</td>
</tr>
<tr>
<td>Thursday</td>
<td>Corporate Governance</td>
<td>Dr Sue Konzelmann</td>
<td>SOP M3</td>
</tr>
<tr>
<td>Thursday</td>
<td>European Management</td>
<td>Prof Klaus Nielsen</td>
<td>CLO 104</td>
</tr>
<tr>
<td>Thursday</td>
<td>International Business Strategy</td>
<td>Dr Odile Janne, Prof Xiaming Liu</td>
<td>MAL B35</td>
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<td>Friday</td>
<td>Development Policy</td>
<td>Dr Frederick Guy</td>
<td>CLO 104</td>
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</table>
SPRING TERM:
11 January – 19 March 2010
Please note that classes only start from week 2 of term.
All courses are taught from 6.00-9.00pm.

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<tr>
<th>Day</th>
<th>Module</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Economics &amp; Governance of Innovation &amp; Institutions</td>
<td>Prof Birgitte Andersen</td>
<td>MAL 352</td>
</tr>
<tr>
<td>Monday</td>
<td>Research Methods in Management 2</td>
<td>Mr Soo Hee Lee</td>
<td>CLO 203</td>
</tr>
<tr>
<td>Monday</td>
<td>The Business Environment: Comparative and International Perspectives</td>
<td>Dr Frederick Guy</td>
<td>CLO 101</td>
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<tr>
<td>Tuesday</td>
<td><strong>FOR PART TIME STUDENTS ONLY</strong> Research Methods in Management 1</td>
<td>Dr Marion Frenz, Prof John Kelly</td>
<td>CLO B01</td>
</tr>
<tr>
<td>Tuesday</td>
<td>International Business Ethics</td>
<td>Dr Rebecca Gumbrell-McCormick</td>
<td>TBC</td>
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<tr>
<td>Tuesday</td>
<td>E-business: Strategy and Policy</td>
<td>Mr Soo Hee Lee</td>
<td>CLO 204</td>
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<tr>
<td>Tuesday</td>
<td>International Marketing</td>
<td>Dr Peter Trim</td>
<td>CLO G01</td>
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<tr>
<td>Wednesday</td>
<td>Entrepreneurship and Innovation</td>
<td>Prof Helen Lawton Smith</td>
<td>MAL 631</td>
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<td>Wednesday</td>
<td>Organization Theory</td>
<td>Dr Chahrazad Abdallah</td>
<td>CLO G02</td>
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<td>Thursday</td>
<td>Accounting &amp; Financial Management</td>
<td>Dr Libon Fung</td>
<td>TBC</td>
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<td>Thursday</td>
<td>Corporate Responsibility</td>
<td>Dr Sue Konzelmann</td>
<td>UCL Rockefeller 339</td>
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<tr>
<td>Thursday</td>
<td>International Business &amp; Economic Development</td>
<td>Prof Xiaming Liu</td>
<td>UCL Pearson LT</td>
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<td>Friday</td>
<td>Globalization: Forces, Players and Management</td>
<td>Prof Daniele Archibugi</td>
<td>CLO 102</td>
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<tr>
<td>Friday</td>
<td>International Business: Theories and Issues</td>
<td>Dr Paz Estrella Tolentino</td>
<td>CLO 101</td>
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<td>Friday</td>
<td>Strategic Management</td>
<td>Prof Dave Taylor</td>
<td>CLO 102</td>
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Locations of External Teaching Rooms for 2009/2010

<table>
<thead>
<tr>
<th>Teaching Venue Abbreviations</th>
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<tbody>
<tr>
<td>Abbreviation</td>
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<td>MAL</td>
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**Friends House (FH)**
Friends House can be reached at the following link: [location map (Multimap - new window)](location map (Multimap - new window))

173-177 Euston Road, London, NW1 2BJ. Opposite Euston rail and tube stations.

**Institute Of Child Health (ICH) part of UCL**
http://www.gosh.nhs.uk/gosh_families/coming_to_gosh/get_here_map.html

30 Guilford Street, London, WC1N 1EH. Guilford Street is parallel to Bernard Street where Russell Square tube is situated. The ICH building is next to Great Ormond Street Hospital with the entrance located further down the street.

**School Of Oriental & African Studies (SOAS)**
http://www.soas.ac.uk/visitors/gallery/visit/how-to-find-us.html

**Brunei Gallery**
10 Thornhaugh Street, Russell Square, London WC1B 0XG
Located between Malet Street and Thornhaugh Street in the North West corner of Russell Square. Opposite the main entrance to the School of Oriental and African Studies building.

**Vernon Square**
1 Penton Rise, London, WC1X 9EW
Short walk from Kings Cross.

**London School Of Hygiene And Tropical Medicine (LSHTM)**

**G2/G3/G4 – 50 Bedford Square**
101/102 – 49 Bedford Square
These rooms are situated in the LSHTM T 49 and 50 Bedford Square. Turn left out of the main Birkbeck Building, walk to end of road and turn right into Montague Place. Take the first left into Gower Street. Bedford Square is then on the right hand side of the road as it curves around into the Square.

Keppel Street, London, WC1E 7HT
London School Of Economics (LSE)
Houghton Street WC2A 2AE. All students to turn up to Houghton Street reception on arrival to check the electronic notice boards for room allocation.
The following link is a map of the LSE campus.

The following link details access and facilities of each of the buildings on the LSE campus.
http://www.lse.ac.uk/collections/disabilityOffice/campusAccessibilityAndMap.htm

For further information on LSE services and information for students:
http://www.lse.ac.uk/collections/LSEPublicLecturesAndEvents/informationForBirkbeckStaffAndStudents.htm

For up-to-date information of room allocation for each course visit:
http://www.lse.ac.uk/admin/timetables/birkbeck/Birkbeckweb.htm
This site is updated on a daily basis according to class requirements. It is advised that students check this site before attending the class. There will be room swaps occurring for the first few weeks of term in order that all classes are put in appropriate rooms given the changes in class numbers. There are a number of electronic screens placed in reception of the main buildings which will detail all classes and their room numbers. For the first two weeks of term attendants are hired to assist students in locating their room.
Anatomy & Medical Science Building
Anatomy and Medical Science building is on Gower Street, just before the main entrance to UCL.

Chadwick Building
Address Chadwick Building, Gower Street, London, WC1E 6BT

Christopher Ingold Building
Address is Christopher Ingold Building, 20 Gower Street, London, WC1 0AJ.

Cruciform Building
Address Cruciform Building, Gower Street, WC1E 6BT

Darwin Building
Address Darwin Building, Gower Street, London, WC1E 6BT

Drayton House
An Attendant will be on duty at reception.
Address is Drayton House, Gordon Street, London, WC1H 0AX.

Medical Science Building
The Medical Science Building is accessed from the Malet Place entrance to UCL campus, off Torrington Place.

Malet Place Engineering Building
Malet Place runs at right angles to Torrington Place opposite the Waterstone's bookshop. Once on Malet Place, the building is on your left, in between the Old Engineering Building and the DMS Watson Library and the Petrie Museum. (The Petrie Museum has a large banner outside of it). The building is glass-fronted, with sliding glass doors. On entering the building, take the stairs (the lifts in the foyer do not stop at the first floor) on the right hand side to the first floor. If you are unable to use the stairs and require the lift, on entering the building, walk past the lifts on the left hand side and turn left down the short corridor. Go through the 1st door on the left hand side (G83), the lift in this stairwell will stop at the first floor.
Address is Malet Place Engineering Building, Gower Street, London, WC1E 6BT

Pearson Building
Pearson Building, Gower Street, WC1E 6BT

Remax House
Remax House is on the corner of Alfred Place and Store Street.
Address Remax House, 31/32 Alfred place, London, WC1E 7DP

Roberts Engineering Building
Across the road from Waterstone’s bookshop on Torrington Place.
Address is Torrington Place, London, WC1E 7JE

**Rockefeller Building**
The Rockefeller Building is located on the corner of Gower Street and University Street. From Waterstones Bookshop, walk along Gower Street and then turn left onto University Street. The main entrance is on University Street.

**Taviton**
Address UCL SSEES Building, 16 Taviton Street, London, WC1H 0BW.
UCL School of Slavonic & Eastern European Studies (SSEES) Building which is located on Taviton Street.

**Windeyer**
Windeyer Building, 46 Cleveland Street, London, W1P 6DB

**188 Tottenham Court Road**
Located in the sub-basement of the New Exam Halls on 188 Tottenham Court Road. The entrance to the building at 188 Tottenham Court Road is located in between Barclays Bank (on the corner of Torrington Place and Tottenham Court Rd.) and Café Nero.

**School of Pharmacy (SOP)**
Located on the north side Brunswick square, approx 4 minutes walk from Torrington square
29-39 Brunswick Square, London, WC1N 1AX
http://www.pharmacy.ac.uk/findus1.html

**Stewart House**
32 Russell Square London WC1B 5DN.
Located next to Birkbeck’s 30 Russell Square, all of the rooms that we hire are situated on the lower floors
http://www.london.ac.uk/fileadmin/documents/home/stewart_house_map.pdf

**HULT Business School**
46-47 Russell Square, London, WC1B 4JP
Located on the south side of Russell Square
http://www.hult.com/masters-program/campus/map
IV. Module Descriptions

Core Modules

Environmental Science for Environmental Management

Aims
This course aims to provide:
- an analysis of the key natural science debates underpinning discussions on policy measures at the international and national level to address major environmental problems.
- web-based tutorial techniques to assess the strengths and limitations of natural science methodologies in informing policy debate.

Learning Objectives
By the end of the course students will be able to:
- appreciate and understand the influence of wider economic, political and philosophical considerations in the way `science' defines problems of environmental pollution problems; in the specific context of the debates around biodiversity, climate change, global warming, rising sea levels and coastal erosion, and deforestation.
- explain the strengths and limitations of the natural science methodologies in explaining pollution phenomena and hence informing the policy debate.
- intelligently discuss the relationship between the `scientific community' and the wider policy-making process on environmental policy.

Content
The following key themes are addressed in the course curriculum:
- Approaches to in situ biodiversity conservation.
- Global deforestation.
- Quaternary climate change.
- Global warming.
- Exploitation of marine resources.
- Sea level rise,
- Flood hazards in London.

Background reading

A full reading list for each lecture will be provided on commencement of the course.

Assessment
Coursework assignment (25%), group web-based project (10%), and a two-hour examination (65%).
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.

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

Course reading is made available via blackboard. Students are expected to download the materials.
Principles of Organization & Management

Introduction
Organizations matter because just about everything we do occur within organizations. The broad aim of this module is to give all students an overview of the ideas, theories, models and values used to make sense of organizations and the way they are managed. Of all possible theories, we focus both on what are called macro-organizational theories, that is, theories that take the organization as the level of analysis and with micro-organization theory (organization behaviour) which approaches organizations more from the perspective of the individual or a small group of individuals.

Macro-organization theory (OT) has its intellectual roots in sociology. However, current theorising is by no means limited to sociology, rather, OT builds on elements from microeconomics, organizational economics, cognitive psychology, social psychology and law to name just a few disciplines.

In this module we explore the structure and design of organizations, the interaction of organizations and their environment and the behaviour of individuals within organizations.

The module aims to cater for all students, regardless of academic background. Some students although graduates will be starting in a new academic field, some will have considerable general management experience while others may have practical experience in specialist management related fields.

Module Aims:
1. To introduce and critique the key debates and theoretical approaches to studying organization and management;
2. To review and analyse management concepts and applications; and
3. To critically appraise contrasting perspectives on the structure, operation and management of organisations, and the interactions among people who work in them.

Module Objectives/Outcomes:
1. Identify and evaluate the major theoretical approaches to management and organizations;
2. Understand the re-emergence and centrality of organizational structure in relation to strategy issues;
3. Discuss the changes in dynamic business environments and the effectiveness of such changes; and
4. Discuss the role of the manager as a change agent.

Recommended Text books

This year we have produced a customised text of readings for you published through Sage Publications called **Principles of Organization and Management (ISBN: 1849203687)**, Editor: Linda Trenberth, which is available through Waterstones for £45. Additionally Sage has made available a two book bundle of:


Pugh, D. and Hickson, D. (1996) **Writers on organisations, London: Penguin** is also available for around £10. This is a very short book that introduces the main foundation writers in organization and management.
Environment and Policy

The aim of this course is to examine how policy is made in the environmental field in the United Kingdom and Europe, the evolution of those policies over the last five decades or so and their impact on people, places and businesses. The title of the course may be slightly misleading in this respect since our interest is not mainly focussed on business but on a range of social and economic organisations including central government and its agencies, local government, regions, cities, private interests, institutions of various kinds and households. With these organisations in mind the course will look at the drivers of a range of environmental changes as well as policies for mitigating the impact of change.

The course content and structure have been selected and designed with two main sets of perspectives on environmental matters:

- those of the social and economic geographer in which the real world is seen as settled places, work areas and cultivated land, open spaces and cherished environments linked together by culture/sentiment, transport networks and travel for various purposes, and
- those of the governmental and commercial practitioner i.e. the policy maker and business decision maker who are involved at a practical level in shaping and responding to political imperatives and legislation intended to mitigate the effects of climate and environmental change and/or improve the quality of the environment in specific senses and so enhance human well being and/or business performance.

These two perspectives, are brought together in the backgrounds and interests of the lecturers on the course. John Shepherd (the course leader) has had many years experience of delivering policy oriented research to governmental and other bodies on matters related to land use, the planning process, sustainable settlements and, more recently, as director of the Defra funded Rural Evidence Research Centre (www.rerc.ac.uk). Tim Allen, Director of Research for the Local Government Association (www.lgar.local.gov.uk) and Visiting Professor at Birkbeck and has worked at the ‘cutting edge’ of the design of environmental policy for the Countryside Agency and Defra and has also advised HM Treasury on countryside matters. Peter Damesick, also a Visiting Professor at Birkbeck and at one time a lecturer in the Department of Geography, is Head of UK Research for CB Richard Ellis (www.cbre.co.uk) one of the world’s leading advisors on commercial real estate. Ms Fiona Lickorish is Head of Horizon Scanning and Futures at Defra (www.defra.gov.uk).

An outline of course topics by week commencing Thursday 8 ending 19 March (Reading Week: 9-13 February) is as follows:
1. What is environmental policy and how is it made? (JS)
2. Population and environmental policy (JS)
3. Meeting the carbon challenge: science, politics and policy (JS)
4. The evolution of post war environmental regulation and policy (TA)
5. Governance interactions in policy development and implementation (TA).
6. READING WEEK
7. Sustainable environments: local government, localism and place shaping (TA)
8. Sustainability and the city: sustainable shops and offices (PD)
9. Recycling the city: obsolescence, development and tall buildings (PD)
10. Thinking about future environments (FL)
11. Summary: our geography of environmental impacts (JS)

Research Methods in Management 2
(Core for MRes students only)

Aims
Building on ‘Research Methods in Management I’, the aim of this module is to provide students with in-depth knowledge and understanding of a range of research techniques addressing
practical issues for data management and data analysis, in both qualitative and quantitative methods.

**Learning objectives**
By the end of this module, students will have learnt the essential components and principles underpinning research methods in management and will be capable of applying such methods with respect to:

- the relationships between conceptualising, theorising and measuring;
- statistical foundations for quantitative analysis;
- the main methods of qualitative analysis;

**Content**
The qualitative lectures will provide a map of how particular techniques are suited for identifying relations between empirical phenomena and for trying to explain or interpret activities generated by cultural meaning. Each session will compare and contrast research techniques, helping students to locate their research needs, and to defend their methodological choices.

The quantitative lectures will cover statistical foundations for quantitative analysis, revisiting in depth course material introduced in Research Methods I. Some time will also be spent on introducing specific methods and illustrating a selection of these with examples from published academic research.

By the end of this course, students will have an applied understanding of a range of qualitative and quantitative techniques. The lectures primarily aim to provide students with the necessary level of understanding to interpret and critically assess published research in the field of management and develop the basic skill-set necessary to design and conduct their own theoretical and empirical research.

**Background reading**
Type A Option Modules

Cultural Landscapes

Course convenor: Dr Sian Sullivan, s.sullivan@bbk.ac.uk
Location: UCL in the HO Schild Pharmacology Lecture Theatre in the Medical Sciences Building on Gower Street
Time: Wednesdays, 6-9pm, Nb. Exact dates to follow

Course 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).

Assessment and assignments:
| 1. Essay | 30% | 1,500 words |
| 2. Detailed case-study/project, on topic to be discussed and agreed with course convenor. | 70% | 3,000 words. Students will be encouraged to work with additional media if they wish, including film, images, and audio. |

plus
2 x structured but self-directed ‘field excursions’, each 3 hours = 6 hours
Approximately 280 additional hours of self-directed learning, and preparation of assessed coursework

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 (nb. Dates to follow):
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.
Environmental Management & Business Policy

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%).
Philosophy & Politics of Environmentalism

Aims
This course aims to assess critically the impact of green politics on government and business. It analyses what is distinctive about green political thought and distinguishes between variants of green ideology.

Learning objectives
By the end of this module, students will be able:
• to appreciate and understand the nature of green thought;
• to distinguish variants of green ideology and to explore how green thought has fuelled the creation of green political organisations;
• to understand how green political economy provides a critique of modern business practice;
• to distinguish critically Green Parties, transnational environmental pressure groups and green protest networks;
• to understand the origins and trajectories of such bodies in a Western European context as well as within global structures;
• to show detailed awareness of the tactics, culture and political context of green mobilization; and
• to discuss intelligently and communicate the influence of wider political factors on environmental management in wider business strategy making reference to case-study material: e.g. McLibel, Motorway construction after Twyford Down; the nuclear power debate; genetically modified organisms; chlorofluorocarbons, ozone depletion and the Montreal Protocol; Free Trade and the Environment - beyond Seattle.

Content
1. A typology of the most influential green political organizations is presented with a focus on Green Parties, transnational environmental pressure groups including Friends of the Earth and Greenpeace as well as green protest networks such as Earth First! and Reclaim the Streets.
2. Social movement theory is utilised to explore how these organizations mobilise support to create political, economic and social change.
3. The relationship between green politics and business is outlined in order to explore how political influences shape and circumscribe business responses to environmental challenges; and to analyse the various strategies adopted by business to address such political influences using case studies.

Background reading
• Tarrow S (1999), Power in Movement, Cambridge: Cambridge University Press.

A full reading list for each lecture will be provided on commencement of the module. A key journal is Environmental Politics (Senate House library or LSE library).
Climate Change

Module Convenor: Dr Becky Briant (b.briant@bbk.ac.uk)

Aims

This module aims to provide an overview of both climate change science and key issues in tackling climate change.

Learning outcomes

- Understand the functioning of the climate system and the parameters within which change happens.
- Critically evaluate the evidence for human-induced climate change.
- Understand the principles of climate modelling and forecasting and evaluate model output.
- Determine the nature of climate impacts on natural systems.
- Appreciate the social complexity and ethical issues associated with mitigating and adapting to climate change.
- Understand, summarise and discuss research articles relating to both science and social science aspects of climate change.
- Undertake active participation in discussions with tutors and peers.
- Plan effectively and organise work schedules.
- Complete work in accordance with deadlines.

Content

- Fundamentals of the climate system and past changes over geological timescales
- Evidence for recent human-induced climate change
- Climate modelling and forecasting
- Climate change impacts on natural systems
- Mitigating human-induced climate change
- Adaptation strategies

Assessment

Coursework 50% Academic report (2-3000 words)
Coursework 50% Lay report (2-3000 words)
Climate Change and Sustainable Business Practice

Module Convenor: Dr Becky Briant (b.briant@bbk.ac.uk)
Module Lecturer: Ms Isabela de Souza

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
Coursework 50% Professional report (2-3000 words)
Coursework 50% Lay report (2-3000 words)
Type B Option Modules

Accounting and Financial Management

Aims
The aim of this module is to provide a solid understanding of the concepts of financial management for non accountants. At the end of this module, students are expected to:

- Appreciate the use of accounting numbers in managing a company's performance (financial statement analysis)
- Understand corporate financial decision making through standard techniques such as Project appraisal, Risk and return and cost of capital
- Be aware of issues such as corporate long term survivability through the management of its capital structure

Learning Objectives
On successful completion of this module students will be expected to be able to:

- Read and understand financial reports and company accounts;
- Comprehend the fundamental ideas and concepts of finance;
- Appreciate the usefulness and limitations of accounting in aiding financial management decisions; and
- Critically appraise key issues in accounting and finance raised in the media.
- Develop a logical approach in dealing with complex issues; and
- Compute and solve numerical problems.
- Extent their knowledge on IT skills such as excel, word processing and simple statistical software;
- Research company's related information via the library resources and on the internet.
- Enhance personal ability to work independently; and
- Continue to improve social skills through interaction during the seminars.

Content
- Introduction to financial reports and statements (simple explanation of profit and loss accounts and balance sheets)
- Cash flow statements and financial ratio analysis
- Financial project appraisals (discounted cash-flow techniques, internal rate of return and payback period) and valuation of business
- Risk and return (including the Portfolio Theory)
- Cost of capitals and Capital Assets Pricing Model
- Capital structure theory
- Dividend policy
- Introduction to Management Accounting issues (budgeting; financial decision-making; Break-even concepts)

Background Reading
Gitman, L J (2009), Principles of Managerial Finance (12th Edition), Pearson Addison Wesley
Corporate Governance

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 in the context of the subject;
• 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.

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 corporate 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 course through which these questions are explored by placing the corporate pursuit of economic objectives in a wider societal context.

Background reading
Corporate Responsibility

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

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?
Current Issues in Employment Relations and Human Resource Management

Aims
The course has the following aims:

• to introduce key concepts and approaches in the study of the employment relationship.
• to describe contemporary developments in ER and HRM.
• to develop an understanding of some of the current issues in ER and HRM.

Learning objectives
By the end of the course students should:

• understand the main features of employment relations in the UK.
• be familiar with the advantages and disadvantages of different forms of regulation and management of the employment relationship.
• be able to describe and analyse the implications of policy initiatives in ER and HRM.

Content
• approaches to regulating the employment relationship: ER and HRM
• regulating the labour market
• legal regulation of employment
• employers and human resource management
• human resource management and organizational performance
• reading week
• collective bargaining and trade unions
• equal opportunities and discrimination
• the regulation of work performance and rewards
• Britain in comparative perspective

Background Reading
Readings will be posted to Blackboard. Students who want to consult a textbook will find any of the following useful for parts of the module.


* Chartered Institute of Personnel and Development: www.cipd.co.uk
* Confederation of British Industry: www.cbi.org.uk
* European Industrial Relations Observatory: www.eiro.eurofound.ie
* Trades Union Congress: www.tuc.org.uk
* UK Dept of Trade and Industry: www.dti.gov.uk
Development Policy

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?
- Import substitution industrialisation and export-led growth: spot the difference.
- Policies or institutions? The Washington Consensus, institutional fundamentalism, and beyond.
- Historical origins of institutions: interstate competition, legal traditions, and colonial function.
- Democracy and autocracy: rights, accountability, autonomy, and purpose.
- Tax collection, tax evasion, tax havens, and governance: is to govern tax?
- The ownership of agricultural land and land reform.
- Natural resources - curse or blessing?
- The state and the politics of human capital: education, gender, demographics, and religion.

Background Reading
E-business: Strategy and Policy

Aims
The aims of this module are:
• to assess recent trends in e-business and the information economy and their implications for strategy, policy and society;
• to identify the key factors of innovation that propel the structural transformation in the information economy;
• to understand the different analytical frameworks for e-business strategy;
• to evaluate different business models and strategies of existing firms and new ventures.
• to evaluate the impact of digital technology on public and non-profit organisations as well as various contexts of social life.
• to evaluate the effectiveness of public policy and regulation with respect to market competition and social inequality.

Learning objectives
By the end of this module, students will be able:
• to develop and analyse research questions in the area of e-business strategy and policy issues, and to collect and analyse relevant secondary empirical data;
• to evaluate business plans of new ventures and the performance of established e-business firms; and
• to develop a capacity to carry out case studies and to assess policy and research implications.

Content
This module
1. introduces the main concepts and analytical tools for understanding the dynamics of the new economy and the key strategic, policy and social aspects of e-business
2. draws upon the body of knowledge that spans across various disciplines, including management, economics, sociology and politics.
3. emphasises understanding and challenging the applicability of specific concepts and frameworks to individual cases and problems, and on handling the complex and systematic relationships of various functions and issues.
4. examines the impact of technological innovation on organizational forms, structures and practices.
5. focuses on product and process innovation, entrepreneurship and competitive strategy in various organisational settings.
6. analyses specific policy concerns with innovation systems, the digital divide and democracy.

Background reading
The following references are recommended as indicative reading:
Economics and Governance of Innovation and Institutions

Aims
This course aims to give students an in depth understanding of a range of phenomena affecting business performance in the new economy, from various social science perspectives. 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 of theoretical principles and essential ingredients that provide managers, business analysts, industrialists and policy-makers with a variety of analytical tools to approach the new economy and e-business.

Content
• The emergence of the new technological, economic and organizational paradigm from a business cycle perspective.
• The sources of corporate competitiveness in the new economy.
• Problems and possibilities of measuring the impact of e-business and knowledge-intensive business services: The challenges for the national & corporate accounts.
• Institutional change and innovation dynamics: The problem of 'path-dependency' and optimal solutions in the new world of e-business.
• Habits, rules, routines and norms in the information society and e-business: The problem of optimising behaviour.
• Setting the rules of the game in the new economy: The rationales for intellectual property rights (including patents, copyrights and trademarks).
• Markets, firms and institutions facing the twenty first century: From 'value chains' to 'virtual value networks' and 'virtual dynamic market configurations'.
• The varieties of capitalism, business systems and national systems of innovation: The rise of dot.coms and the digital divide.

Background reading
Check link from: http://www.bbk.ac.uk/manop/management/staff/andersen.shtml

• Andersen, B (2004). 'If 'Intellectual Property Rights' is the Answer, What is the Question', Economics of Innovation and New Technology, vol 13(5).

Entrepreneurship and Innovation

Aims
The aims of the module are:
• to understand the processes that explain entrepreneurship of various types;
• to demonstrate a knowledge of theories relating to the role, nature and function of the
entrepreneur;

- to understand innovation processes and their management in entrepreneurial small firms;
- to understand the relationship between external environmental conditions, particularly government policy, and the nature of entrepreneurial activity.

**Learning Objectives**
At the end of the module students will be able to:
- describe the main features of management and economic theories of entrepreneurship;
- demonstrate a knowledge of theories relating to the role, nature and function of the entrepreneur;
- apply the various concepts to an understanding of new business creation and growth;
- understand the significance of geographical context in entrepreneurial and innovative behaviour.

**Content**
The course will address theories of entrepreneurship and innovation and provide evidence on the applications of these theories to studies of new business creation and growth. Both will highlight how some contexts are more conducive to entrepreneurship and innovation than others. To do this, the course will demonstrate patterns of entrepreneurship and innovation in the UK and the USA and the extent to which they contribute to job creation, economic growth and competitiveness.

**Special features**
The module has a visiting speakers programme, which includes entrepreneurs and venture capitalists. They provide real life illustrations of the theoretical and empirical components of the course.

**Background reading**
The module is built around the following texts, on up-to-date journal articles.

European Management

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)

Background reading
**Globalization: Forces, Players and Management**

**Aims**
Globalization is a catchword used to describe how economic and social life has changed over the last quarter of a century. The aim of the course is to provide students with the analytical tools to understand and assess the various dimensions of globalization and how it affects companies and public institutions. The course also aims to provide awareness on the current global challenges and how they can be managed.

**Learning objectives**
By the end of this module, the student should be able to understand the nature of globalization, how it affects the life of companies, employees, and public institutions. He/she should also be knowledgeable on the role national governments in the international arena and of the functions of international (governmental and nongovernmental) organizations. The student should also be able to think strategically in a changing global environment.

**Content**
- What is Globalization? – Key concepts and terms
- The Evolution of International Trade
- The Role of Foreign Direct Investment in the Global Economy
- The Technologies of Globalization and the Globalization of Technology
- The World of Finance and the Financial Crisis
- Global Governance
- Global Public Goods
- The International Monetary Fund and the World Bank
- Globalization and Democracy

**Background reading**
One of the following handbooks:
Plus one of the following texts:
Innovation: Management and Policy

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.

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, innovation in the creative industries 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, different models of (local, national and supra-national) technology policy, intellectual property rights.

Background reading
Intellectual Capital and Competitiveness

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 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. 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 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. Other important topics central to the course and which have also increased the depth and scope of intellectual capital as the new sources of corporate competitiveness, include the emergence of new routines and new business models within services and manufacturing as well as continuous innovation processes and learning.

Course content include: (i) Getting a Grip on Intellectual Capital and Intangible Assets: What They Are and Why They Matter?; (ii) Profiting from Technological Innovation: Patent Management; (iii) Profiting from Innovation in Creative Expressions: Copyright Management; (iv) Customer Based Intangibles and Market Based Assets: Managing Customer Loyalty and Branding; (v) The Managerial Challenges of Social Capital; (vi) The Capital Embedded in Organizational Forms and Business Models; (vii) Capitalising on Knowledge: Managing Knowledge Creation and Learning in Organisations; and (viii) Measuring, Valuing and Reporting Intellectual Capital

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 assets which in turn will enhance their corporate competitiveness.

Background reading
Check link from:
http://www.bbk.ac.uk/manop/management/staff/andersen.shtml

International Business and Economic Development

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.

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
International Business Ethics

Aims
The aims of this module are to give students a critical understanding of the principal theories of philosophical ethics; the social origins of moral values and the ways in which these vary between cultures; the application of moral reasoning to the ethical problems facing businesses and the individuals employed by them; the international setting of ethical problems in business and the regulation of the activities of international business; and the relation between norms, regulations and the views of different stakeholders in the application of ethics to international business.

Learning objectives
By the end of this module, students will be able:
• to understand different philosophical conceptions of morality and ethics, and how they are rooted in different cultures and socio-economic systems;
• to comprehend the behaviour of the individual in a business setting and the interaction between individual and societal factors in shaping behaviour in different societies; and
• to identify the ethical questions facing international business, the points of view of different stakeholders, and appropriate resolutions to ethical problems in specific cases.

Content
The module consists of four main parts:
• Philosophical approaches to ethics and business ethics: A critical introduction to philosophical ethics, including Anglo-American, Continental and other schools of thought, together with a review of the use of philosophical ethics in the mainstream business ethics research literature.
• The sociology and psychology of ethics in a business context: An introduction to empirical research relevant to international business ethics, focusing on sociological and psychological studies of ethics in organisations. Research on different countries will be used to consider the extent to which the concepts of business ethics can be applied across cultures.
• An analysis of the institutional framework of business ethics: Intergovernmental institutions (the United Nations system, the Organisation for Economic Co-operation and Development and the World Trade Organisation, among others), international law, and voluntary corporate codes of conduct.
• The application of ethics to international business: An introduction to contemporary problems in international business ethics, in particularly those facing multinational businesses, such as environmental issues, corruption and bribery, and human resource management.

Background reading
International Business Strategy

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.

Background reading
International Business: Theories and Issues

Aims
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 current issues in international trade, international production and the MNE.

Content
The introductory part of the module lays down the foundation by explaining the interdependence between the environment and operations of companies, and the role of various modes of international business in enabling companies to achieve their business objectives. The central part of 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: (1) Trade and comparative advantage: Smith and Ricardo, Heckscher-Ohlin model of trade; (2) Trade and competitive advantage: economies of scale, imperfect competition, intra-industry trade, and dynamic technological differences (product cycle model and technology gap model) and Porter's competitive advantage; (3) International factor movements: labour mobility and capital mobility.
• The theories and issues of international production and the MNE: (1) The microeconomic theories: market power or Hymer theory, internalization theories; and evolutionary theory; (2) The macroeconomic theories: product cycle model I, the contribution of the Japanese economists, the investment development cycle/path; the stages-of-development approach; (3) The theory of the emergence and evolution of MNEs based on distinctive patterns of national economic development; (4) The role of financial factors in FDI; (5) 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; (6) Eclectic paradigm

Background reading
International Marketing

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.

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
Organization Theory

Aims
This course will focus on core themes of current debates in organization theory and behaviour. It will include intra-organizational and inter-organizational issues. Specifically, social mechanisms such as trust and power will be examined with regard to the question of how cooperation is facilitated in organizational settings. The module aims to familiarize students with the seminal work in the field. The conceptual issues that this course covers include: systems theory, structuration theory, new institutionalism, rational choice and postmodernist theory. The central aim of this module is to help the student develop a critical understanding of major issues of contemporary organization theory and behaviour.

Learning objectives
At the end of this module students will be able:
• to understand key concepts of organization theory;
• to critically assess important contributions to the literature on organization theory; and
• to approach empirical organizational problems by making use of theoretical knowledge.

Content
• Organizational Structure
  Here, organizational structures will be analysed as a result of co-ordination and control principles. The stability and variability of organizational structures will be discussed. What are access points to consolidate and change organizational structures?
• Organizational Culture
  In this session, informal organizational routines and practices will be examined. To what extent do they determine the nature and quality of organizational relationships?
• Vertical and Horizontal Co-operation Between Organizations
  Here, buyer and supplier relationships as well as strategic alliances, joint ventures and organizational networks will be examined. What is the specific role of mechanisms such as trust and power in the organization of vertical and horizontal relationships?
• Organizational Environment and Institutional Arrangements
  This session will discuss country- and region-specific institutional arrangements (e.g. trade associations, systems of education and vocational training, contract law etc.). What are their influences on the forms and the quality of intra- and inter-organizational behaviour?
• Comparative Aspects of Intra- and Inter-organizational Behaviour
  Here, the potential of comparative organizational analyses will be the focus of discussions. Strongly and weakly regulated business systems will be compared. What are the advantages and disadvantages of each of these business systems?

Background reading
• Bachmann, R. and A. Zaheer (eds.) (2006), Handbook of Trust Research. Cheltenham: Edward Elgar
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.
Research Methods in Management 2

Aims
Building on ‘Research Methods in Management I’, the aim of this module is to provide students with in-depth knowledge and understanding of a range of research techniques addressing practical issues for data management and data analysis, in both qualitative and quantitative methods.

Learning objectives
By the end of this module, students will have learnt the essential components and principles underpinning research methods in management and will be capable of applying such methods with respect to:
- the relationships between conceptualising, theorising and measuring;
- statistical foundations for quantitative analysis;
- the main methods of qualitative analysis;

Content
The qualitative lectures will provide a map of how particular techniques are suited for identifying relations between empirical phenomena and for trying to explain or interpret activities generated by cultural meaning. Each session will compare and contrast research techniques, helping students to locate their research needs, and to defend their methodological choices.

The quantitative lectures will cover statistical foundations for quantitative analysis, revisiting in depth course material introduced in Research Methods I. Some time will also be spent on introducing specific methods and illustrating a selection of these with examples from published academic research.

By the end of this course, students will have an applied understanding of a range of qualitative and quantitative techniques. The lectures primarily aim to provide students with the necessary level of understanding to interpret and critically assess published research in the field of management and develop the basic skill-set necessary to design and conduct their own theoretical and empirical research.

Background reading

The Business Environment: Comparative and International Perspectives

Aims
The aim of this module is to help the student develop an understanding of:
- What drives international economic integration, and why it is foolish to think of it 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.

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
V. Guidelines for the Dissertation

Introduction

Students choose their own dissertation topic within the broad curriculum of the programme (subject to approval by the Programme Director). The dissertation therefore offers you the opportunity to undertake a substantial piece of independent research supervised by a member of staff, in an area that is of direct interest to you.

The length of an MSc dissertation must not exceed 15,000 words. The length of an MRes dissertation must not exceed 25,000 words. These word limits do not include appendices or the bibliography.

The MRes degree programme has a larger research training component than the MSc and it is expected that this will be reflected in the nature of work undertaken in the dissertation as well as in dissertation length. The MRes programme also provides in-depth training in research methods and students devote more of their study time to independent research leading to the dissertation than is the case in the MSc. Hence the MRes offers the greatest opportunity for students to apply their research skills and develop their own critical thinking and analysis. Examiners will bear these distinctions in mind when marking dissertations, and students should bear them in mind when reading the following notes.

The dissertation offers students the opportunity to demonstrate that they can utilise acquired research skills and knowledge. This may be useful in future research activities, including a PhD. Work done for the dissertation may be extended and used towards a PhD subject to the regulations for PhD degrees, including regulations 6.3.1. and 6.3.2.:

6.3.1. The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree...

6.3.2. A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other University or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field, work which he/she has already submitted for a degree or comparable awarded provided that he/she shall indicate on his/her thesis any work which has been so incorporated.”

[Regulations for the Degrees of MPhil and PhD.]

Purposes of the Dissertation

The dissertation:

- expands the opportunities for learning by way of actually carrying out research;
- provides an opportunity to develop and learn from existing knowledge or expertise in a particular area of interest within the field of inquiry;
- provides an opportunity to apply theories, concepts and principles learned in the degree programme using empirical analysis; and
- gives valuable preparation for comparable work in employment, whether in an academic environment (e.g. doctoral, teaching or further research), in employment that well-trained Master’s graduates to undertake research, or in consultancy.

Overall the dissertation provides an alternative form of assessment to conventional, formal examinations and coursework that enables students to choose their own subject area, pace of work and approach, to benefit from their own particular strengths and interests and to demonstrate originality and creativity.
Dissertation Timetable

**Full-time MSc students**

- Second half of the Autumn Term. You should begin thinking about your dissertation, discuss possible topics with the teaching staff, and conduct initial literature searches.
- December. You will receive an email asking you to submit a proposal form by the end of January 2009.
- February. Supervisors allocated. You will be sent an email informing you of your supervisor and his or her contact details. It is then your responsibility to contact your supervisor and arrange an initial meeting. You should do this as soon as possible.
- March. You should begin reading for the dissertation and planning any fieldwork or data collection. You should meet with your supervisor regularly.
- June. You should begin writing drafts as soon as the examinations are finished. You should meet with your supervisor regularly.
- 15 September, no later than 6pm. Deadline for the finished dissertation.
- The timetable for MRes students is the same, expect that they will need to begin research proper on their dissertations during the Spring Term.

**Part-time MSc students**

- Summer Term, Year 1. You should begin thinking about your dissertation, discuss possible topics with the teaching staff, and conduct initial literature searches.
- July, Year 1. You will receive an email asking you to submit a proposal form by the end of August.
- September, Year 1. Supervisors allocated. You will be sent an email informing you of your supervisor and his or her contact details. It is then your responsibility to contact your supervisor and arrange an initial meeting. You should do this as soon as possible.
- Summer vacation. You should begin reading for the dissertation and planning any fieldwork or data collection. You should meet with your supervisor regularly.
- October - January, Year 2. You should begin writing drafts during this period, depending on what modules you are taking in your second year. This stage should only be left to January if the Spring Term can be devoted entirely to the dissertation. If a module is being taken in the Spring Term, serious work on the dissertation will need to get underway in the Autumn Term. You should meet with your supervisor regularly.
- 15 September, Year 2, no later than 6pm. Deadline for the finished dissertation.
- The timetable for MRes students is the same, except that they will need in all cases to begin drafting sections of their dissertations in October of their second year.

It is the responsibility of the student to make contact with the supervisor. Please note that academic staff are not always available during the summer term. Students need to arrange a meeting timetable with the supervisor at the beginning of their research project.

**Dissertation Topics**

Students are free to choose dissertation topics based on their particular research interests, the availability of data, time feasibility and the availability of an academic staff member with the appropriate expertise to supervise the dissertation. However, since the dissertation is submitted in partial fulfilment of the requirements of the degree, the dissertation topic should reflect the subject matter of the relevant degree programme. Interdisciplinary topics are welcomes and acceptable, providing that they are relevant to the MSc/MRes in Business Strategy & the Environment.

**Research Supervisor**

Students are responsible for generating their own ideas for investigation in the dissertation,
but once they have done this they are encouraged to put their ideas to appropriate members of the teaching staff. A list of staff research interests can be found below. The staff will give feedback on the feasibility of proposals and on their availability for supervision. When students submit their proposed dissertation titles and synopses, they will be asked to indicate any preferences as to supervisor.

Once titles have been submitted, each student will be assigned a research supervisor. 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 and the desirability for students to meet and work closely with members of the academic staff who do not teach them on the programme. The allocation of research supervisors is decided by the Head of School in consultation with the Programme Director.

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. Many of the refereed journals include survey articles from time to time, but particularly good sources include the Academy of Management Review, Journal of Management Studies and The Journal of Economic Literature. The section on “Information for Contributors” in these journals can be very helpful in providing guidelines. Some examples of high-quality reviews that can serve as models of the required standard for a literature review are:


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.
Responsibilities of the Student in Conducting Research

The generation of the research topic

As noted above, students have the task of generating the initial ideas for the dissertation topic and for the initial identification of research questions. The research supervisor will, however, provide advice and guidance on the feasibility of the ideas/topic. At an early stage students must consider carefully the time scale likely to be involved, issues of access and costs, etc.

The review of the literature

As already mentioned, the dissertation must provide evidence that relevant literature has been surveyed thoroughly and exhaustively. This requires extensive and effective reading to a high level within the chosen topic. It is expected that students will use the Social Sciences Citation Index available through the Web of Science gateway (which is accessible from the library’s web-site), to conduct a comprehensive search of the literature published in academic journals.

The design of the research

Students need to be familiar with and be able to select appropriate methods and design for the chosen topic. The section below, as well as the reading list for the module on Research Methods in Management I, identifies some general textbooks as well as more specific textbooks concerned with particular research methods or aspects of research. Research supervisors should always be consulted about the suitability of the research design. Students should bear in mind that the methods must fit the research design and not vice versa.

The methods of analysis

If the research will involve statistical analysis of data, students should not forget to plan ahead for this. Closely associated with the research design is the analysis of any data that might be collected either from primary or secondary sources. Students should investigate the data analysis techniques that will be necessary, and learn in good time how those techniques are used. There are facilities available in the College and all students will be introduced to these in Research Methods in Management I. Students should discuss special requirements with their supervisors who can advise on other statistical packages that may be appropriate and accessible through the College.

Plan

After the research design, students should work out a more detailed plan and timetable working backwards from the submission deadline. Several of the general textbooks on research specified below provide further advice on this, as do other items in the reading list for the module on Research Methods in Management I. Supervisors should be consulted about the feasibility of the plan and timetable.

Research ethics

You should discuss guidelines regarding research ethics with your supervisor before commencing work on your dissertation. A summary of the policy is below.

Ethical Standards

Research involving human subjects must be carried out in accordance with accepted ethical standards. Before commencing a research project you should consider a number of ethical issues that should form part of your research and the way in which it is conducted. These issues will include:
• justification – that the proposed research will achieve worthwhile objectives, that these objectives could not be achieved without the informed participation of individuals and that there are adequate resources for the successful completion of the research.
• access to participant(s) – when considering potential participants it is important to recognise issues of privacy and that individuals have a right to know how their names were selected and why they are being approached. Access may also involve researchers considering the implications of data protection legislation. The fact that an individual has access to potential participants in one role does not automatically imply that they have those same rights of access once they assume the role of a researcher.
• informed consent – this is a fundamental aspect of any research programme and all those who have agreed to be part of any research must be able to do so in an informed way. In all cases you should take care to ensure that participants are fully informed about the project and have given informed consent freely. Informed consent is a continuous requirement and participants have the right to ask questions about a project at any time during the duration of the project. At any time participants have the right to withdraw from the project, to agree how the information they have provided will be used or to be removed from any database.
• potential harm to participants – when considering the nature of the research activity it is important to work through the potential for psychological and physical harm. At the same time it may be important to consider the type of support that may be necessary to have in place if participants experience harm.
• participants’ rights – participants have a number of rights that must be recognised. These include for example:

  a) the right at any time to withdraw from the project and to discuss, if no prior agreement is in place, the way in which their data may be used;
  b) the right to confidentiality and anonymity – this will require from time to time discussion and agreement as to how these rights will be maintained, and, if they cannot be maintained, the participant(s) must know this from the outset and consent to this condition;
  c) the right to refuse to answer any particular question – and in the case of tape recording the right to ask that the tape be turned off;
  d) the right to ask questions about the study at any time during participation;
  e) the right to be given access to a summary of the findings of the project when the project is concluded;
  f) the right to know how the data is going to be used; and
  g) the right to discuss the question of the ownership of the data and to reach agreement on issues of copyright.

Conflicts of interest – when considering the nature of the project it is important to consider the potential for conflicts of interest particularly if the work is to be carried out in the same organization or if it is sponsored in some way. Not only do participants have the right to know if an individual or organization is sponsoring the project but also the consequences of any conflicts should be made clear so that potential participants can consent to be part of the project in an informed way. It is necessary to recognise that while an individual may have access to certain information because of their role in an organization, that role and their rights change when they adopt the role of a researcher.

**Information Sheet for Participants**
Depending on the nature of the research project many of the issues outlined above can be covered by providing potential participants with an information sheet. The information sheet would include the following:

  a) the names of the people responsible for the research project and how they can be contacted
  b) the procedures which they will be asked to agree to participate in
  c) what the participants will have to do and how much time will be involved
  d) how the researcher obtained their name to ask them to consider participating in
the project

e) how the information will be used
f) what will happen to the information when it is obtained
g) how confidentiality and anonymity will be protected
h) what will happen to the data on completion of the project
i) the rights that individuals have if they take part in the project

Consent Form
At times it may be necessary to ask participants to sign a consent form. Remember that informed consent is fundamental to conducting research with human participants in an ethical manner. A typical consent form would contain the following information:

"I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.
I understand I have the right to withdraw from the study at any time and to decline to answer any particular questions.
I agree to provide information to the researcher(s) on the understanding that my name will not be used without my permission. (The information will be used only for this research and publications arising from this research project.)
I agree/do not agree to the interview being taped.
I agree/do not agree to the interview being video taped.
I understand that I have the right to ask for the audio/video tape to be turned off at any time during the interview.
I agree to participate in this study under the conditions set out in the Information Sheet.

Signed.......................... Name................................ Date............
Gathering, processing, analysing and interpreting data

This has to be undertaken in an appropriate way. Students should consult their supervisor as necessary, and keep him or her informed of their progress and of any problems that arise. If the research involves other researchers, this must be brought to the attention of the supervisor. It should be noted that the dissertation must be wholly the student’s own work.

Throughout the research, students should always bear in mind the criteria that are used for assessing the dissertation. Close adherence to the criteria and consultation with the research supervisor ensures that the dissertation is a rigorous, high-quality piece of work.

Finally, the dissertation must be submitted by the deadline and in accordance with the presentation requirements.

Suggested Readings


Presentation and Submission of the Dissertation

**COPIES:** Two printed copies of the dissertation must be submitted. Also, an electronic copy has to be submitted to: secretary@geog.bbk.ac.uk on the due date as an attachment. Please include your name, and acknowledgement that you are submitting your dissertation, in the subject heading of the email. We do not use this email account for any correspondence, only email coursework / dissertations to this address. The hard copies must be bound, spiral binding is acceptable. Please note that the Department of Management keeps both copies of the dissertation.

**COVER SHEETS:** Each copy MUST have a completed Dissertation Cover Sheet inside the front cover.

**DEADLINES:** Dissertations should be submitted **BY 6PM** on the dates specified to the School of Geography Administration Office. Deadlines are:

- Full-time students & Part-time students in their second year – 15 September 2009.
- Part-time students in their first year – 15 September 2010.

Criteria for Assessment of the Dissertation

The dissertation must demonstrate a sufficient mastery of the chosen field of study to merit attention by other scholars and practitioners in the field.

The overall criteria used for assessing dissertations are as follows:

- The dissertation must be written in a readable, logical, coherent and systematic manner. Both the structure of the dissertation as a whole and the structure within particular
chapters must be clear.

- The dissertation must establish clearly the main issues involved in the research investigation, and define the key terms.
- The central integrating argument of the dissertation must be logically developed, and display a critical and analytical approach to the subject.
- The dissertation must demonstrate an understanding of the relevant literature by way of an orderly and critical evaluation of theory and research. This requires the student to develop original arguments.

The literature review should contain the following critical elements:

- A clearly specified focus for the review or study within the fields of the Master’s Degree, for example international business or international management in the case of the MSc International Business, based on the identification of clearly formulated research questions or hypotheses.
- A detailed, orderly and critical review that establishes a clear understanding of the relevant body of literature and identifies the gaps within it. In this respect, analysis carries more weight than description.
- The identification and development of key themes within the literature reviewed.
- A clear specification of how the literature for review has been chosen for inclusion.
- The development of new perspectives and insights arising from the literature reviewed.
- The identification of implications for further research.

The dissertation’s discussion of the theoretical and empirical analysis should include:

- A clear statement of research questions that comes out of the literature review (either as modifications, criticisms or gaps identified by the review).
- A demonstrated awareness of the conceptual, methodological and other relevant issues involved in carrying out the research.
- Appropriate methodology, including design and choice of methods for data collection, where appropriate, and analysis. These may be qualitative, quantitative or include a combination of the two.
- An honest account of the conduct of the project, showing evidence of planning.
- A discussion that is based on a critical evaluation of the data gathered (where appropriate) in relation to the literature review and one that generates insights of wider relevance.
- A demonstration of an understanding of important links between theory, research and practice or policy in the dissertation.
- Evidence of learning both about the subject and about doing research as a result of carrying out the research.

Students should be mindful of these criteria at each and every stage in the research process. They should also bear in mind that it is not the research process that is assessed but the dissertation — the end result — as it is this that constitutes the record of the research work that has been done.

All dissertations will be independently double marked by members of the academic staff and will be made available for review by the external examiners.

**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 Environmental Studies
• Biosecurity
• Global/mobile natures
• Urban Agriculture
• Environmental Citizenship
• Governmentality and Environmentality
• Environmental Information Management
• Gardening practices/local natures
• Environmental memories

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: Business Strategy & the Environment
• Coastal Resource Management
• Environmental Monitoring
• GIS-based decision support systems
• Fuzzy Object-based Image Analysis
• Hydropotitical 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
- 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 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  
- ethnecology 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
VI. Assessment – procedures and criteria

Hand-in procedures

Coursework should be handed in to the assignment box outside the Department, with a completed coversheet attached.

Each coursework deadline will have two dates. The first date has been chosen to effectively manage your work flow and is when it is expected most assignments will be handed in. The second date is a final cut-off beyond which late submission penalties will be applied. College regulations on late submission are not very forgiving (see section V below) and it is therefore strongly recommended that you hand in your work at the first deadline unless you have a very good reason to delay.

Receiving feedback on your work

Feedback will be provided on your coursework both in terms of a numerical grade and written suggestions on how to improve in further work. The marking criteria below will help you to interpret the numerical grade assigned to your work.

Feedback will not be provided before the final cut-off date for submission has passed. The timing of receipt of feedback after this time will vary between teaching staff.

Marking criteria used for Masters programmes in the Department of Geography, Environment and Development Studies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marking Criteria</th>
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<tbody>
<tr>
<td>80-100%</td>
<td>Distinction</td>
</tr>
<tr>
<td>70-79%</td>
<td>Distinction</td>
</tr>
<tr>
<td>60-69%</td>
<td>Merit</td>
</tr>
<tr>
<td>50-59%</td>
<td>Pass</td>
</tr>
<tr>
<td>40-49%</td>
<td>Fail</td>
</tr>
<tr>
<td>30-39%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

**20-29% Fail**

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.

**0-19% Fail**

Inadequate knowledge and understanding; trivial and anecdotal; unfocused and irrelevant. Individual marks may be awarded for individual accurate facts.

**Evaluation**

GEDS regularly invite student evaluation of both modules and programmes, and you are encouraged to participate fully in this. You are also welcome to submit comments to the Programme Director at any time.
VII. Plagiarism

The University of London and Birkbeck regulations prohibit plagiarism. These regulations are designed to ensure that the standard of our degrees is maintained. The Department of Management checks all work for plagiarism as part of our assessment procedures. We also scan a sample of all coursework to be checked using various electronic resources that compare the text of work against published sources, Internet resources and essay banks. The penalties for submitting work that is plagiarised are severe and include termination of course of study and being barred from entering any University of London examination.

Please, therefore, read the following sections carefully to ensure that you do not plagiarise in any of your coursework or your dissertation.

All work submitted by a student as part of the requirements for any degree must be expressed in the student's own words and must incorporate his or her own ideas and judgements. This applies equally to coursework and dissertations no less than to examinations. Plagiarism—the presentation of another person's thoughts or words as one's own—in essays, dissertations or other assessed work violates all principles of sound academic practice and is a serious disciplinary offence. Action will be taken wherever plagiarism is suspected and the Department regularly checks coursework and dissertations using the JISC Plagiarism System. Disciplinary proceedings will be initiated wherever there is evidence that plagiarism has been committed. Where plagiarism is confirmed, candidates will fail on the work concerned and may be liable for further disciplinary action, including permanent exclusion from study not only at Birkbeck, but also anywhere else in the University of London. The handling of cases of alleged plagiarism is governed by the University of London's Regulations for Proceedings in Respect of Examination Irregularities.

The purpose of this section is three-fold:

- to clarify what constitutes plagiarism;
- to provide clear guidance as to how best to avoid it; and
- to set out the penalties that may be applied where plagiarism is discovered.

What is plagiarism?

The College statement on the subject, provided to all students, is as follows (emphasis added):

You are reminded that all work submitted as part of the requirements for any examination of the University of London or Birkbeck College must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism—that is, the presentation of another person's thoughts or words as though they were your own—must be avoided, with particular care in course-work and essays and reports written in your own time. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgements, you must refer to that person in your text, and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your tutor or course director if you are in any doubt about what is permissible.

Recourse to the services of ‘ghost-writing’ agencies (for example in the preparation of essays or reports) or of outside word-processing agencies which offer ‘correction/improvement of English’ is strictly forbidden, and students who make use of the services of such agencies render themselves liable for an academic penalty.

Simply put, plagiarism is a form of fraud. That is why the University, Birkbeck and the
Department take it extremely seriously. It is dishonest and undermines the entire basis for the academic awards given to students: the award of a degree, and its class, should be conferred on the basis of the recipient’s own work, not the work of others. Plagiarism subverts the assessment process and, if undetected and unpunished, has a corrosive effect on the value of all degrees awarded.

It is important to understand that plagiarism encompasses a broad spectrum of offences and is more than the wholesale use of others’ exact words as your own: summaries, précis and paraphrases, as well as shorter quoted passages, should all be acknowledged as such with appropriate references.

It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. If you are citing the words or ideas of others you must reference the source using the reference style outlined below. This includes all source material, that is, journal articles, books, and internet sources as well as essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both ‘hard-copy’ material and electronic material, such as Internet documents. Examples include copying someone else’s form of words, or paraphrasing another’s argument, presenting someone else’s data or line of thinking, without acknowledging the author or source.

Plagiarism may be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.

**Example:**

Original source:

“The flexibility of the UK and US labour markets has been identified as a key explanation for the high growth rates of these two economies in recent years, and there is increasing pressure on other countries to reduce perceived labour market rigidities. While the assumed benefits of labour market flexibility receive much attention in public discussion, little is known, with some exception in relation to employee training, about its effect on the use of new work practices, or of the results on corporate performance.” (Michie J and Sheehan-Quinn M (2001), 'Labour market flexibility, human resource management and corporate performance', British Journal of Management, 12 pp 287–306.)

Plagiarised version:

Labour market flexibility in the UK and US economies provides an explanation for the high rates of economic growth observed in these economies. This has put increasing pressure on other countries to reduce labour market rigidity. However, little is known about the effects of labour market flexibility on the use of new work practices and corporate performance.

Acceptable version:

A recent paper (Michie and Sheehan-Quinn, 2001, p. 288) on labour market flexibility has argued that, although labour market flexibility has been identified as a possible explanation for the high rates of growth observed in the in the UK and the US, little is known about the effects of labour market flexibility on the adoption of different types of work practices and the impact on corporate performance.

There are two main differences between the plagiarised version and the acceptable version above. First and foremost, the inclusion of the authors’ names acknowledges whose ideas
these originally were (not the student’s) and the reference refers the reader to the full location of the work when combined with the bibliography. Note that in the plagiarised version, the argument was paraphrased—but without acknowledgement of the source of the idea and original text, this is plagiarism. The second difference concerns the style of paraphrasing. The plagiarised version merely repeats the same points as the original version, but with minimal rewording, making the sentences very derivative. The acceptable version on the other hand summarises the point that is relevant to the essay being written in a way that means it can easily be developed into the student’s argument in the next sentence.

In writing any work, therefore (whether for assessment or not) you should document everything that you borrow—not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge. However, you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If in doubt, cite your source or sources.

**Copying material verbatim**

Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement. Any sentences or phrases copied verbatim must be in quotation marks with the reference and page number cited at the end of the quotation.

**Re-submission of work**

Another form of plagiarism is submitting work you previously submitted before for another assignment. While this is obviously not the same as representing someone else’s ideas as your own, it is a form of self-plagiarism and is another form of cheating. If you want to re-work a paper for an assignment, ask your lecturer whether this is acceptable, and acknowledge your re-working in a preface.

**Collaboration and collusion**

In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual’s contribution and work is distinguishable, so check with your lecturer. **Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is NOT allowed.**

**Copyright infringement**

Finally, you must guard against copyright infringement. Even if you acknowledge the source, reproducing a significant portion of any document (including material on the Internet) without permission is a breach of copyright, and a legal offence. You may summarise, paraphrase and make brief quotations, but more than this risks infringing copyright.

**How can you avoid plagiarism?**

This section is intended to help you avoid unintentional plagiarism. The mistaken belief that plagiarism is limited to the wholesale reproduction of entire papers or long passages of text is widespread, but these are only its most spectacular forms. While penalties are generally much more severe where the plagiarism is flagrant, no case of plagiarism that is uncovered will be
ignored. You could, therefore, find yourself in difficulties as a result of too close a reliance on sources that are not properly acknowledged. Even if it was clearly unintentional, plagiarism will, if detected, lead at the very least to a low failure mark for that piece of work. At most you could face suspension from all further study in the University of London. It is therefore very important to know just what is and is not likely to get you into trouble.

So what do you do?

• Always attribute quoted words. It does not matter if the quote is long or short, every quoted passage taken directly from the work of another should be clearly marked as such by the use of quotation marks. The full reference, including page number, should be given for each quotation.

• Always give full references for paraphrases of others’ ideas or judgements. Simply rewriting a passage in your own words rather than the author’s does not avoid plagiarism. Paraphrases or summaries of the ideas or judgements of others should be referenced fully.

• Give references to support purely factual claims where necessary. Plagiarism is mainly about the appropriation of others’ ideas and judgements. Factual references are less sensitive. You certainly do not need to include (as some students do) references for facts that are well established and can be found in any number of places (don’t bother with a reference telling the reader where you found the date of the Enron collapse, for example). However, where the facts are less well known and some other investigator has persuasively established some claim of fact, you should acknowledge this in your references, as well as the sources for any quantitative data you might use.

• Include a reference to any source used in a sentence at the end of that sentence. One way to find yourself sailing rather too close to the wind is to include a single reference at the end of a long passage of more than one paragraph that gives the source for the entire passage. This can give the reader the impression that the reference refers only to the last paragraph or so, rather than the whole passage. If for some reason you wish to avoid repeating references to the same source, then include a statement or footnote early on indicating that the discussion that follows is drawn from such-and-such a source. For example: ‘Except where indicated otherwise, the description of EU policy-making set out in this section is drawn from Kassim (1997:275–89).’ You should also attempt to paraphrase ideas rather than text as in the acceptable version above. You then need only provide additional references for those points in the description of EU policy-making taken from sources other than Kassim (1997). Direct quotations from Kassim (1997) should still be in quotation marks.

• Remember that a full bibliography is necessary but not sufficient. You should be at pains to include every source on which you have relied in your bibliography. However, mere inclusion in the bibliography is not enough. If you have drawn on a source in ways that are not acknowledged in the text, its inclusion only in the bibliography is insufficient (though omitting it from the bibliography altogether would generally be an even more serious offence).

Ultimately, the golden rule should be: when in doubt, give the reference. This not only protects you from unintended plagiarism, it is also good manners: credit should be given to sources where and when they are used. That is why it is not unusual to find academic articles of 10,000 words or so that have anywhere from 50 to 150 references. Students sometimes worry that giving full references throughout will make it appear as though their papers are just compilations of other people’s views. However, even if there are 100-odd references to a medium-length article or chapter, the author’s own contribution to the discussion should be clear to the reader. If it is not, then the paper is probably not a very strong one. This means that thorough referencing will provide a good check on the substance of your essays and dissertations: if the finished product looks like nothing more than a cut-and-paste job full of others’ ideas and data, it probably needs to be rewritten.

The above guidelines apply to essays, other coursework, dissertations and theses. You do not need to worry about punctilious acknowledgement of sources when writing unseen written examinations. Generally, it helps in an exam to show familiarity with the major writers in a
given field, but examiners do not expect to find references to all the items relied on. After all, exams are meant to test your understanding of the material, not your memory.

The penalties for plagiarism

Plagiarism is regarded as a serious disciplinary matter. While the penalties imposed depend on the seriousness of the offence, even the minimum penalties are serious:

- Any case of plagiarism detected will be recorded in the offending student’s file and will be reported to the Examinations Office of the College. This can have far-reaching consequences in itself: a former student needing a reference from the School will be in an unenviable position should his or her file contain a case of plagiarism.
- Work found to contain plagiarism will be failed. If it is our opinion that you are attempting to pass someone else’s work as your own, you will be awarded a mark of zero, and the case will automatically be referred to the Board of Examiners who will consult with the College Registrar over referral to the University of London as explained in section 3.5.4. The penalties include termination of your course of study. If evidence of plagiarism is produced after a mark has been awarded, the mark can be revoked and indeed an entire degree can be revoked.
- All cases of plagiarism will be penalised by failure and more serious cases will result in more serious penalties. You may, in a serious case, be failed for your degree and forbidden from re-entry. This is also the case for less serious infringements where students have failed to own up when confronted or have been found to commit plagiarism on more than one occasion. You should therefore be aware that, if a relatively mild penalty is applied to a mild first offence of plagiarism, the penalties are likely to be much more severe in the event of a second infraction.

University hearings and appeals

When we ask you to sign the coursework and dissertation coversheet you confirm that you have read and understood the advice given with regard to plagiarism in assessed work. You agree to abide by these rules and you agree that the JISC plagiarism service can be used to detect plagiarism. You also accept that you will be penalised if you fail to abide by the rules.

If a lecturer suspects plagiarism, the Department checks your work via the JISC plagiarism service. If plagiarism is confirmed, the Director of Postgraduate Education will invite you to a hearing. The module tutor / the dissertation supervisor and the Director of Postgraduate Education will then establish how to proceed.

The hearing committee may find that no offence has been committed. If it finds that an offence has been committed, it is empowered to impose a range of penalties, including the exclusion of the candidate from all future examinations for awards of the University of London —effectively barring the candidate not only from re-entering Birkbeck College but also from entering any other institution of the University to read for a degree or other award.

Candidates may appeal against a hearing committee’s decision on grounds of procedural irregularity or against the penalty imposed by the hearing committee. An appellate committee has the power to reverse or modify the penalties imposed by the hearing committee, although it may not impose any more severe penalties than those imposed by the hearing committee. However, candidates should be aware that, in the event of an unsuccessful appeal, the appellate committee can order them to pay a contribution to the costs of the appeal. This contribution shall be recoverable from the appellant candidate as a civil debt due to the University.
VIII. College Regulations (Common Awards Scheme)

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 Schools across the College which are outside of your normal programme (subject to programme regulations and timetable constraints).

2. This chapter gives a brief introduction to the Common Awards Scheme. Further details on programme regulation and areas of interest are available on the Common Awards Scheme website: http://www.bbk.ac.uk/reg

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.
6. Detailed regulations on the structure of programmes, maximum period of registration and other areas 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

7. 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 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

8. 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 9) or whether you will be able to attempt a re-assessment (see 10).

9. For any module on a postgraduate programme, if your module result is less than 40% 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.

10. If you obtain a module result of between 40% and 49% for any module on a postgraduate 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.

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

12. 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.

13. 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 14) 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.

14. 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
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.

**Break-in-Studies Policy**

16. 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.

17. 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.

18. 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.

19. 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.

20. 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.
21. 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:

- 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/reg/regs
IX. 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](mailto: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.
X. 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, of 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 with 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.

XI. 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. 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

12 with their personal tutor; or
13 with their Programme Director; or
14 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) 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 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
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

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

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 ULASO, 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
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.

Further information: http://www.gowerstreetpractice.org.uk/index.html

**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