2016/2017 Term Dates

Autumn Term

Monday 3 October 2016-Friday 16 December 2016

Reading week will take place in the week beginning 7 November 2016. There are normally no classes during reading week.

Christmas Closure: College will close at 6pm on 22 December, and normal services will resume from 9am on 3 January.

Spring Term

Monday 9 January 2017-Friday 24 March 2017

Reading week will take place in the week beginning 13 February 2017. There are normally no classes during reading week.

Easter Closure: College will close at 6pm on 12 April, and normal services will resume from 9am on 19 April.

Summer Term

Monday 24 April 2017-Friday 7 July 2017
Staff on the International Foundation Programme for Postgrad Study

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Zhu Hua</td>
<td>Head of Department of Applied Linguistics and Communication / Assistant Dean / Programme Director / Applied Linguistics Pathway Leader / Professional Communication Skills Module Convenor</td>
<td><a href="mailto:zhu.hua@bbk.ac.uk">zhu.hua@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Bojana Petric</td>
<td>Academic English Skills for Postgraduate Study Module Convenor</td>
<td><a href="mailto:b.petric@bbk.ac.uk">b.petric@bbk.ac.uk</a></td>
</tr>
<tr>
<td>TBC</td>
<td>Academic English Skills for Postgraduate Study Lecturer</td>
<td>TBC</td>
</tr>
<tr>
<td>Dr Kate Maclean</td>
<td>Development Studies Pathway Leader / Globalization in the Contemporary World Module Convenor/Lecturer.</td>
<td><a href="mailto:k.maclean@bbk.ac.uk">k.maclean@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Lisa McEntee-Atalianis</td>
<td>Approaches to Language Module Convenor / Lecturer</td>
<td><a href="mailto:l.atalianis@bbk.ac.uk">l.atalianis@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Kerry Harman</td>
<td>Approaches to Postgraduate Studies Module Convenor</td>
<td><a href="mailto:k.harman@bbk.ac.uk">k.harman@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Mark Donnarumma</td>
<td>Approaches to Postgraduate Studies Lecturer</td>
<td><a href="mailto:m.donnarumma@bbk.ac.uk">m.donnarumma@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Ian Harrison</td>
<td>Business Pathway Leader / Approaches to Business and Management Module Convenor/Lecturer</td>
<td><a href="mailto:i.harrison@bbk.ac.uk">i.harrison@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Dorigen Caldwell</td>
<td>History of Art Lecturer</td>
<td><a href="mailto:d.caldwell@bbk.ac.uk">d.caldwell@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Professor Anthony Price</td>
<td>Philosophy Pathway Leader / History of Philosophy Module Convenor / Lecturer</td>
<td><a href="mailto:a.price@bbk.ac.uk">a.price@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr David Styan</td>
<td>Politics Pathway Leader</td>
<td><a href="mailto:d.styan@bbk.ac.uk">d.styan@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Dale Mineshima-Lowe</td>
<td>The Study of Politics Module Convenor / Lecturer</td>
<td><a href="mailto:d.mineshima-lowe@bbk.ac.uk">d.mineshima-lowe@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Daniel Tomozeiu</td>
<td>Professional Communication Skills Lecturer</td>
<td><a href="mailto:d.tomozeiu@bbk.ac.uk">d.tomozeiu@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Joanne Leal</td>
<td>Representations of Love, Desire and Sexuality Module Leader / Lecturer</td>
<td><a href="mailto:j.leal@bbk.ac.uk">j.leal@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Jessica Ellisdon</td>
<td>Administrator</td>
<td><a href="mailto:j.ellisdon@bbk.ac.uk">j.ellisdon@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Kevin Smith</td>
<td>Team Leader</td>
<td><a href="mailto:kevin.smith@bbk.ac.uk">kevin.smith@bbk.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Tel: 020 7631 6317</td>
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</tr>
</tbody>
</table>

The Administration Office is normally open between 10am and 6pm, Monday to Friday and is based at:

26 Russell Square
Room G31
London WC1B 5DQ

If you are planning to visit, please call in advance to check whether the staff member you wish to see will be available to meet you. Maps can be found by visiting [www.bbk.ac.uk/maps](http://www.bbk.ac.uk/maps).
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Programme Overview

1.1 Course Aims and Objectives

The International Foundation programme for Postgraduate study is a bridging course between undergraduate and postgraduate studies. It aims to prepare you for Master's study in a UK university in the following areas:

- To develop postgraduate study skills to enable you to successfully transition to Master's study.
- To develop an appropriate level of understanding of the subject area you wish to study at postgraduate level.
- To improve language proficiency and competence through content-oriented learning and practice in real-life communication.
- To enable you to become familiar with the UK higher education system, including teaching styles, new ways of learning, the importance of research, and assessment methods.
- To gain confidence in independent study - an essential part of Master's study in the UK.
- To develop professional communication skills for working in international contexts.
- To experience British culture.

The programme aims to achieve a good balance between challenge and support. In addition to structured learning, extra-curricular activities (i.e. social and cultural activities, workplace visits, employability workshops) are planned to facilitate students' career planning, cultural learning, and intercultural friendships.

1.2 Programme Structure

You will normally complete four modules, one of which will be an option module, defined by your selected pathway.

Students must complete all modules within one year. Students are advised not to take employed work for more than 20 hours per week during term time.

Modules

Your compulsory modules will be Academic English Skills for Postgraduate Study; Approaches to Postgraduate Study; and Professional Communication Skills. You must then take an option module for the subject pathway you wish to follow as detailed below:

- **Applied Linguistics pathway**: your fourth module will be Approaches to Language.
- **Business pathway**: your fourth module will be Approaches to Business and Management.
- **Development Studies pathway**: your fourth module will be Globalisation in the Contemporary World.
- **Language and Culture pathway:** your fourth module will be *Representations of Love, Desire and Sexuality.*
- **History of Art pathway:** your fourth module will be *Art History: A Survey.*
- **Politics pathway:** your fourth module will comprise *The Study of Politics* in term 1 followed by a research project in term 2.
- **Philosophy pathway:** your fourth module will be *History of Philosophy.*

### 1.3 Progression onto your chosen MA/MSc

In order to progress onto one of the below MAs offered by Birkbeck, normally students must satisfactorily pass the programme by achieving a minimum overall grade of 50% in the core modules of the International Foundation Programme and a minimum overall grade of 60% in their pathway module. In exceptional cases, the Sub-board of Examiners have the right to exercise discretion when taking into account a candidate’s overall profile of marks. Further details can be found in section 3.12.

**Applied Linguistics Programme Progression**
- MA Applied Linguistics
- MA Intercultural Communication for Business and Professions

**Business and Management Programme Progression**
- MSc Management
- MSc International Business
- MA Sports Management

**Cultures and Languages Programme Progression**
- MA Comparative Literature
- MA Spanish, Portuguese and Latin American Cultural Studies.

**Development Studies Programme Progression**
- MSc International Development
- MSc Environment and Sustainability

**History of Art Programme Progression**
- MA Arts Policy and Management
- MA History of Art
- MA History of Art with Photography
- MA Museum Cultures.

**Philosophy Programme Progression**
- MA Philosophy

**Politics Programme Progression**
- MSc European Politics and Policy
- MSc Global Governance and Emerging Powers
- MSc Global Politics
- MSc Government, Policy and Politics
- MSc International Security and Global Governance
- MSc Public Policy and Management.
- MSc Middle East in Global Politics: Islam, Conflict and Development (if you undertake a research project in International Relations)
- MSc Nationalism and Ethnic Conflict (if you undertake a research project in International Relations)

### 1.4 Timetable

The next page details the provisional timetable for the modules running during the 2016/7 academic year. Please note that the timetable is subject to change and can be altered at short notice where unforeseen circumstances arise.

A week before you start the programme you will be able to view your individual timetable by accessing your student record. Here you will find out dates your classes are running and where they are located. You should make sure that you check your individual timetable every week via your MyBirkbeck student record to check if venues have changed or if classes are cancelled due to unforeseen circumstances.
Please note that this timetable is provisional and subject to change

Term one (based on 10 weeks of teaching)

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<tr>
<th></th>
<th>Monday</th>
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<tr>
<td><strong>Core modules</strong></td>
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<tr>
<td>Academic English Skills for PG Study</td>
<td>14:00-17:00</td>
<td>10:00-13:00</td>
<td>10:00-13:00</td>
<td></td>
<td>9 hours (7.5 hrs teaching)</td>
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<tr>
<td>Approaches to PG study</td>
<td>10:00-13:00</td>
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<td>3 hours (2.5 hrs teaching)</td>
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<tr>
<td>Professional Communication Skills</td>
<td>10:00-13:00</td>
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<td>3 hours (2.5 hrs teaching)</td>
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<tr>
<td><strong>Pathway Modules</strong></td>
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<tr>
<td>Approaches to Business and Management</td>
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<td>Tutorial: 2-3pm</td>
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<td>Lecture: 6-7.30 (this is attached to Management Studies I and II)</td>
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<tr>
<td>Approaches to Language</td>
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<td>18:00-19:30</td>
<td>1.5 hours</td>
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<tr>
<td>Art History: A Survey</td>
<td>18:00-19:30</td>
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<td>*Additionally, students will be attending 3 seminars per term on Mondays from 19:30-21:00.</td>
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<tr>
<td>Globalization in the Contemporary World</td>
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<td>18:00-21:00</td>
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<td>3 hours</td>
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<tr>
<td>History of Philosophy</td>
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<td>19:00-21:00</td>
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<td>2 hours</td>
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<tr>
<td>Representations of Love, Desire and Sexuality</td>
<td>6:00-7:30</td>
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<td>1.5 hours</td>
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<tr>
<td>The Study of Politics</td>
<td>18:00-21:00</td>
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<td>(1 term only)</td>
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## Term two (based on 10 weeks of teaching)

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<td><strong>Core modules</strong></td>
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<tr>
<td>Academic English Skills for PG Study</td>
<td>10:00-13:00</td>
<td>10:00-13:00</td>
<td>10:00-13:00</td>
<td>6 hours (5 hrs teaching)</td>
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<tr>
<td>Approaches to PG study</td>
<td>10:00-13:00</td>
<td>10:00-13:00</td>
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<td>3 hours (2.5 hrs teaching)</td>
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<tr>
<td>Professional Communication Skills</td>
<td>10:00-13:00</td>
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<td>10:00-13:00</td>
<td>3 hours (2.5 hrs teaching)</td>
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<tr>
<td><strong>Pathway modules</strong></td>
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<tr>
<td>Approaches to Business and Management</td>
<td>10:00-13:00</td>
<td>Tutorial: 2-3pm Lecture: 6-7.30 (this is attached to Management Studies I and II)</td>
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<td>3.5 hours</td>
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<tr>
<td>Approaches to Language</td>
<td>10:00-13:00</td>
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<td>18:00-19:30</td>
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</tr>
<tr>
<td>Art History: A Survey</td>
<td>18:00 – 19:30</td>
<td>*Additionally, students will be attending 3 seminars per term on Mondays from 19:30-21:00.</td>
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<td>1.5 hours</td>
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<tr>
<td>History of Philosophy</td>
<td>19:00-21:00</td>
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<tr>
<td>Politics Research Project (see below)</td>
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<tr>
<td>Representations of Love, Desire and Sexuality</td>
<td>6:00-7:30</td>
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<td>1.5 hours</td>
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</table>

**Politics Term 2** – students complete a research project in Politics; Public Policy; Global Politics; or International Relations. For this project they have 6 individual meetings with their tutor.

- Research Project in Politics SSO123S6
- Research Project in Public Policy SSO124S6
- Research Project in Global Politics SSO125S6
- Research Project in International Relations SSO126S6
Term three (1st 5 weeks) (Based on a workshop approach with one theme a week)

<table>
<thead>
<tr>
<th>Project 1: The Current political and social issues (Wk 24/4/17)</th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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<th>Total hours per week</th>
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<table>
<thead>
<tr>
<th>Project 2: Reflecting on educational experience in London (Wk 1/5/17)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<th>Project 3: Mapping out the future (Wk 8/5/17)</th>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
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<th>Total hours per week</th>
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<thead>
<tr>
<th>Employability workshops (Wk 15/5/17)</th>
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<td>4 hours</td>
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<thead>
<tr>
<th>Employability workshops (Wk 22/5/17)</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total hours per week</th>
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<thead>
<tr>
<th>Pathway Modules</th>
<th>Art History: A Survey</th>
<th>18:00 – 19:30</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>*There will be 2 exam revision session in the Summer term.</td>
</tr>
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<td></td>
<td></td>
<td>*Additionally, students will be attending 3 seminars per term on Mondays from 19:30-21:00.</td>
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</table>
1.5 Attendance

Please note that attendance is compulsory throughout the programme. You should attend at least 75% of a module in order to complete it. If you miss three consecutive lessons without having explained your absence then it will be assumed that you have withdrawn from that module.

However, it is recognised that many students have heavy work and personal commitments that may prevent them from attending class on a particular evening. The Department is committed to enabling you to engage with and complete your course.

If you expect to be absent from lessons you should inform your Administrator and your Lecturer who will discuss with you arrangements for catching up on classes you will miss. If you expect to be absent from lessons for a week or more you should also inform your Personal Tutor. Please refer to section 3.3 for information on assignment deadlines and mitigating circumstances.

If you are not attending classes and it appears that you are not actively engaged on the course then the Administrator will contact you to discuss this further. In accordance with the terms and conditions of your enrolment, if, after three attempts to make contact with you, you do not reply to the Administrator to discuss your studies then, it may be assumed, that you do not wish to continue on the programme and your registration will be withdrawn.

Registers
It is important that you attend classes and make sure that you are marked present in each class by touching your Birkbeck student ID card on the eRegister card reader, which is located in most Birkbeck teaching rooms. eRegisters are Birkbeck’s electronic class register system. You mark yourself present during each lecture by tapping your card against the electronic card reader, which will beep to confirm that your card has been read. You can do this anytime from 15 minutes before the start of class until the end of class. If a card reader is not available then a paper copy register will be passed around during class. You must ensure that this is signed otherwise you will be marked as absent.
1.6 Attendance and Change of Circumstances for Overseas Students (outside of EU)

Overseas students must notify the Administrator in advance of their intention to:

- withdraw from a programme
- return to their country of origin (either temporarily or permanently)
- take a holiday

Please note that you must obtain approval before you make any overseas travel arrangements.

Department staff will then ensure that the Registry is notified without delay. Records will be kept of all approved holidays and breaks and students must ensure that they notify department staff on their return so they can be checked back in.

Students must report any permanent withdrawal from a programme, which Birkbeck will then report to the UKVI (UK Visas and Immigration) immediately.

Any intention or approval to change programme or study period must be reported to the Administrator who will then inform the Registry immediately.

You are expected to attend all lectures for the modules you are enrolled on in order to comply with the requirements of your visa. If you are unable to attend a lecture then you must inform the Administrator immediately.

Failure to comply could lead to your visa being revoked.

1.7 Communication with Staff

Emails
Email is the best way to communicate with staff. It is reliable and fast and staff are able to check emails outside normal working hours.

It is the student’s responsibility to check their emails regularly for up-to-date information on the programme. Please ensure that you have marked our bbk.ac.uk emails as ‘safe’ to ensure that they are not directed to your spam folder. You may request your own Birkbeck email address online via your ‘MyBirkbeck Profile’. You can find this page via the student intranet: www.bbk.ac.uk/mybirkbeck

Mail and messages
Messages for staff can be given to the Administrator, who will pass this on to the lecturer concerned.

Notice of change of contact address
All students must notify the Administrator or Registry in writing immediately of any change of address, telephone number, email address or other circumstances
concerning their course. You should also update your contact information online via your ‘MyBirkbeck Profile’.

### 1.8 Withdrawal and Breaks in Studies

If you are considering withdrawing or taking a break in your studies then you should discuss the matter in the first instance with your Personal Tutor and, once you have made an informed decision, request this change via your MyBirkbeck student profile, so that this can be processed by the department. If you elect to take a break in studies you can do so at any point during the academic year, and would normally be expected to return in October or at the beginning of the agreed term. It is to be noted that if you take a break in studies at any time during the academic year, any modules you have not completed will need to be resat upon your return.

Whilst it may be the right decision, academically, to take a break, you are advised that you will join a new cohort of students the following year and that there may be fee implications arising from your break. There may also be changes in government legislation the following academic year that may affect any financial support you are receiving from Student Finance England.

Occasionally, students are registered as ‘Exam-Only’. This usually means that assignments for a module(s) have been deferred to a date within the following academic year as a result of a successful claim for mitigating circumstances. If you are registered as an exam only student this usually means that you do not have any attendance requirements, and are just registered for the year for the purposes of submitting a deferred assignment, or re-sitting an exam. You will continue to have access to College services, for example the library.
2 Modules

Students must complete four modules in order to meet the requirements of the programme. This includes three core modules and one option module determined by the pathway you have opted to follow. Further details can be found within section 1.2.

Module topics, reading lists and assessment may be subject to change.

Core Modules

2.1 Academic English Skills for Postgraduate Study

Module Convenor: Dr Bojana Petric
Lecturer: TBC

This module focuses on the academic English skills needed by speakers of English as a second/foreign language for successful participation in postgraduate study in the UK. Within an academic context, students will have the opportunity to develop speaking, listening, writing and reading skills, and to develop their knowledge of English grammar, vocabulary and discourse. Throughout the module, language work will be undertaken from an international perspective and linked to the discrete subject areas in the different pathways of the International Foundation programme.

Topics include:
- The writing process (from question or title to completion)
- Conventions of academic writing (style, referencing) and avoiding plagiarism
- Academic writing skills: building an argument, examples, definitions, cause/effect etc.
- Improving grammatical accuracy in academic writing
- Paraphrasing
- Summary writing
- Editing and proof-reading
- Listening and note-taking
- Contributing to seminar discussions
- Academic vocabulary

Recommended Reading:

Assessment:
- In-class reading, listening and note-taking tasks; presentation; essay on a topic agreed with tutor.
2.2 Approaches to Postgraduate Studies

Module Convenor: Dr Kerry Harman
Lecturers: Mark Donnarumma

The focus of this module is on the development of study and project management skills required for successful postgraduate study in the UK. With a focus on London and its diversity, the module links closely with students’ subjects of interest to encourage the development of approaches relevant to their pathway of study. Students will be introduced to, and provided with the opportunity to practise, typical assessment tasks in Master’s degree study.

Topics include:
- Academic cultures and studying in the UK
- Working effectively with lecturers, supervisors and colleagues
- Project management
- Essay writing
- Research skills
- Critical analysis
- Paraphrasing and note-taking
- Referencing and compiling a bibliography
- Presentation skills

Recommended texts:

Assessment:
- Critical reviews, essay, presentation.

2.3 Professional Communication Skills

Module Convenor: Professor Zhu Hua
Lecturer: Dr Daniel Tomozeiu

This module aims to provide an introduction to the practice of effective professional communication at work and in a higher education context and to develop a sufficient level of key skills for students to function effectively as postgraduate students in a multicultural education context and as professionals in a multicultural workplace.

Topics include:
- Understanding communication in the workplace (defining the message, structuring the message and delivering the message)
- Content building and development through critical engagement
- Communicating across, between and within cultures (values, norms and their representations, hybridity and cultural expectations)
- Perspectives on communication (barriers to communication, channels of communication, communication models and understanding professional communication)
Effective communication (clear and concise language, the technicalities, using language creatively, body language and voice projection)
Appropriate communication (relationship, power and gender differences)
Communication in practice
Emails
Social Media
Résumé and Cover letter
Interviews: questioning, listening and being persuasive
Meetings: extracting ideas through note-taking, maximising your contribution
Working in teams and groups

Recommended texts:

Assessment:
- Presentation and a portfolio of assignments.

Pathway Modules

2.4 Art History: A Survey

Module Convenors: Dr Dorigen Caldwell, Dr Suzannah Biernoff
Lecturers: This is a team-taught module

This survey module introduces students to key periods, themes and movements in western art from antiquity through to the late twentieth century. The module begins by exploring the foundations of European art, before moving on to the art and architecture of the medieval, Renaissance and Baroque periods. A session on the eighteenth century is followed by a series of lectures that follow the European avant-gardes through late-nineteenth and twentieth-century modernism, concluding with the period of intense artistic activity from Pop Art to Conceptualism. All these periods and movements are considered in their historical and theoretical contexts.

The module is organised into six blocks, with each block of three lectures and a seminar relating to a particular period. Whilst the lectures provide students with a broad overview of stylistic developments and art historical approaches, the smaller seminar groups allow for detailed discussion of individual artworks, exhibitions, buildings and texts. Self-directed gallery and site visits are an integral part of the module.
Autumn Term
Introduction: The Classical Tradition

- Block 1: Medieval Art
  Seminar: Westminster Abbey
- Block 2: Renaissance Art
  Seminar: Christian Iconography
- Block 3: Baroque Art
  Seminar: Portraiture

Spring Term
Introduction: The Academic Tradition

- Block 4: Challenges to the Academy 1863-1914
  Seminar: The Salon des Refusés, 1863
- Block 5: Art and Design between the Wars 1918-1945
  Seminar: Degenerate Art, 1937
- Block 6: Modernism and its Discontents: Art in the 60s
  Seminar: Live in Your Head, 1969

Recommended texts:
- S. Nash, Northern Renaissance Art (Oxford: Oxford University Press, 2008).
- J. T. Paoletti and G. Radke, Art in Renaissance Italy (London: Laurence King, various editions).

Assessment:
- Two essays of 1,500 words each and a Visual Research Portfolio of 2,500 words.
2.5 Approaches to Business and Management

*Module Convenor: Dr Ian Harrison*
*Lecturer: Dr Ian Harrison*

Approaches to Business and Management introduces key aspects of business and management theory and practice. It covers the fundamentals of resource management and allocation, business planning and decision making, and the important forces in the environment in which businesses operate and managers have to manage, including global issues relevant to international business.

**Topics include:**
- The business world and the role of management
- The business environment: competition and forces for change
- The practice of management: planning, organising, leading and controlling
- Strategic management
- Marketing management
- Financial management
- Human resource management, leadership and teams
- International business: identification of business opportunities and key challenges to engage in cross borders activities

**Recommended texts:**
The main textbook will be: Boddy, D., (2014), ‘Management – An Introduction’ including MyManagement Lab, 6th edition, Pearson Education Limited, Financial Times/Prentice Hall (students will be referred to online readings and activities in My Management Lab).

The following references include a number of the key readings for the course. Additional readings will be made available in Moodle.


**Assessment:**
- A 1,000 word essay (Term 1).
- A team presentation (20 minutes maximum) on a key management topic.
- A final coursework report (3,000 words maximum) based on a UK company (Term 2).
2.6 Approaches to Language

*Module Convenor:* Dr Lisa McEntee-Atalianis  
*Lecturer:* Dr Lisa McEntee-Atalianis

This module provides a broad introduction to the nature of human language and different areas of language study. It introduces students to the fundamental concepts and tools necessary to understand and describe linguistic structures, language use and the functions of language in society. Students will be introduced to key debates in the field of Applied Linguistics and will be encouraged to engage in discussion about current linguistic issues which impact on individuals and society.

*Topics include:*
- The origin of language and the human communication system
- The sound system
- The lexicon
- The grammatical system
- Child language acquisition
- Adult language planning and production
- Language and the brain / Language and thought
- Dialects and sociolects
- Language change
- Language and gender
- Multiple language acquisition from birth
- Adult foreign language acquisition and use
- Language planning
- Language use in bilingual contexts
- Intercultural communication

*Required text:*

*Supplementary recommended texts:*
- Nunan, David (2007) *What is this thing called language?* Basingstoke: Palgrave Macmillan

*Assessment:*
Two essays of 2,500 words each.
2.7 Globalization In the Contemporary World

*Module Convenor: Dr Kate Maclean*
*Lecturer: Dr Kate Maclean*

Globalisation – the integration of markets, economies, policies and cultures around the world - is the defining phenomenon of the 21st century. From the financial crisis to climate change, it is clear that local issues have global impacts, and, equally, global bodies, corporations, markets and other phenomena have power over erstwhile parochial concerns. On this module, we explore various ways in which globalisation has been conceptualised, theorised and analysed by geographers and other scholars, and apply this thinking to a range of contemporary issues. The module will look at the interplay of the global and local scales, and include work on ‘globalisation from below’ and alternative angles on mainstream debates. An indicative course outline is below:

- Globalisation: Economic, cultural, financial, political....
- Geographical perspectives on globalisation
- Critical and alternative approaches to globalisation
- The ‘global’ financial crisis
- Cultural globalisation – clothes and fashion
- Trafficking and contraband
- Immigration and globalisation ‘from below’
- The ‘global’ ‘war on terror’

*Recommended texts:*

*Popular books*

*Assessment:*
- 3000 word essay (40%)
- 4000 word essay (60%)

2.8 The Study of Politics

*Module Convenor: Dr Edwin Bacon*
*Lecturer: Dr Noman Hanif, Dr Kevin Manton, and Dr Dale Mineshima-Lowe*

What is politics? How can we best study it? Such questions define this module. The answer to the first might seem obvious, but politics can be constructed differently in different times, cultures and disciplines, and those constructions


can be contested and changed. To that extent, this module is historical and interdisciplinary. We will examine the possibility that the study of politics is a branch of the social sciences. But philosophers and historians also study politics, while feminists both study politics and seek to transform it. The resulting models of politics are not hermetically sealed from one another, but they are different (quite apart from the differences within each discipline). This introduction is framed in terms of political concepts and the skills necessary to work fruitfully with them. That means being able to negotiate between different arguments, different theories, and different bodies of evidence in making one’s own judgements. In short, it means thinking for oneself.

Recommended texts:

Assessment:

**Term 1:**
- Bibliographical exercise (20%)
- Essay plan (30%)
- Essay (1200 words) (50%)

The term 1 assessment must be passed before proceeding to the research project.

**Term 2:**
Research project 8,000-10,000 words.
The dissertation is assessed according to the following criteria, with credit given to the extent that:

- the research question is well-defined, and contextualised;
- an argument is specified, coherently presented and supported by evidence;
- alternative arguments are analysed;
- the approach is critical, not descriptive;
- a relevant methodology is employed;
- relevant sources have been consulted;
knowledge of relevant literature, issues and debates is demonstrated; and the style and presentation is clear and careful, and appropriate academic conventions have been observed.

2.9 History of Philosophy

Module Convenor: Dr Michael Garnett and Professor Anthony Price.

This module is taught over 2 terms and is in 2 parts. In the first term, you will study texts and topics in the history of ancient philosophy, such as works by Plato, Aristotle or the Hellenistic philosophers. In the second term, you will study texts and topics in the history of early modern philosophy, such as works by Descartes, Spinoza, Leibniz, Locke, Berkeley or Hume. The module focuses on intellectual engagement with the views and arguments of these thinkers through close reading of their texts.

Topics covered are drawn from:

- The philosophy of the Presocratics.
- The philosophy of Plato and Aristotle.
- Hellenistic Philosophy (Stoics, Epicureans, sceptics).
- Aspects of the philosophical work of less canonical philosophers of the seventeenth and eighteenth centuries, including Arnauld, Mersenne, Gassendi, Pascal, More, Cavendish, Conway, Shaftesbury, Clarke, Butler, Hutcheson and Reid.
- Central debates in early modern metaphysics, natural philosophy, epistemology, philosophy of mind, ethics, philosophical psychology and social philosophy.

Recommended texts for 2016/17


Assessment:
2 essays of 2500 words each (1 on ancient philosophy and 1 on early modern philosophy).
2.10 Representations of Love, Desire and Sexuality

Module Convenor: Joanne Leal
Lecturer: Joanne Leal, Nicolette David, Jean Braybrook, Luciana Martins, John Walker, Damian Catani, Akane Kawakami

This course aims to explore various ways in which love, desire and sexuality have been represented and performed at different times, in different cultural contexts and within different cultural media. It will enable students to understand the reasons for these differences in cultural production by providing them with information about the socio-historical contexts in which the texts were produced and the social and cultural norms to which they were responding and reacting. Students will also be enabled to understand some of the key concepts from psychoanalytic, gender, post-colonial and political theory which relate to these issues and they will be encouraged to make these critical perspectives productive for their own interpretive practice.

Recommended texts:
- Arthur Schnitzler, Fräulein Else
- Sigmund Freud Das Unbehagen in der Kultur / Civilization and its Discontents
- Racine, Phèdre
- Madame de Lafayette’s La Princesse de Clèves
- Xica da Silva (Carlos Diegues, 1976)
- Antônio Mário da Silva, ‘The Black Femme Fatale in Xica da Silva’
- Erica Lorraine Williams, ‘Geographies of Blackness: Tourism and the Erotics of Black Culture in Salvador’
- Clare Lewis, ‘Woman, Body, Space: Rio Carnival and the Politics of Performance’
- George Eliot, Janet’s Repentance, in Scenes from Clerical Life
- Thomas Mann, Tonio Kröger
- Charles Baudelaire, The Flowers of Evil
- Marguerite Duras, The Lover (L’amant)
- Max Frisch, Homo Faber

Assessment:
Level 6: one essay of 2500 words from a list of topics and one independently researched essay of 4500 words. Topic to be agreed with relevant tutor. Essay one should relate to material taught in the first term; essay two can relate to material taught in either term or both and should focus on two or more of the texts studied.
3 Assessment

3.1 Assessment Requirements

Coursework
Work submitted for one course must not be substantially re-used for a second.

You should upload one electronic copy of your assignment to Moodle (see section 4.6 for further details).

All assignments will be given a percentage mark. The pass mark for an undergraduate level assignment is 40%. Assignments will be assessed on the demonstration of skills, knowledge and understanding.

Assignments will be assessed using the following generic marking criteria that will be applied as appropriate, depending on the nature of the module.

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<th>Mark awarded</th>
<th>Marking criteria</th>
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<td>70% +</td>
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Excellent to Outstanding

NB: A mark above 80% indicates an exceptional piece of work that excels in respect of these criteria

Presentation
- Clearly and legibly written
- Within agreed word limit

Skills
- Well-structured, coherent argument(s)
- Very good use of relevant evidence (primary and secondary sources and materials) to support and illustrate the argument(s) made
- Where appropriate, evidence of independent research
- Comprehensive examination of the subject of the assignment
- Exclusion of irrelevant material
- Correct and comprehensive citation of all sources in a recognised format

Knowledge
- Clear and strong evidence of current knowledge and debates relevant to the assignment
- Clear and strong evidence of current knowledge of core / central concepts relevant to the assignment
- Clear and strong evidence of critical appreciation of sources used
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<th>Understanding</th>
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<td>Demonstrates ability to think independently, originally and critically</td>
<td>Clearly and legibly written</td>
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<td>Within agreed word limit</td>
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<th>Skills</th>
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<td>Well-structured, clear argument(s)</td>
<td>Clear and strong evidence of current knowledge and debates relevant to the assignment</td>
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<td>Good use of relevant material to support the argument(s) made</td>
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<td>Comprehensive examination of the subject of the assignment</td>
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<td>Correct and comprehensive citation of all sources in a recognised format</td>
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<th>Understanding</th>
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<td>Evidence of ability to reflect critically on the subject of the assignment</td>
<td>Clearly and legibly written</td>
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<th>Skills</th>
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<td>Evidence of attempt to construct argument(s), which may have gaps or lack clarity</td>
<td>Evidence of knowledge relevant to the assignment</td>
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<td>Evidence of reading and awareness of relevant issues / debates</td>
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<td>Appropriate sources adequately cited</td>
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<th>60-69%</th>
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<td>50-59%</td>
<td>Satisfactory to Good</td>
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26
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<tr>
<th>Percentage Range</th>
<th>Description</th>
<th>Understanding</th>
<th>Presentation</th>
<th>Skills</th>
<th>Knowledge</th>
<th>Understanding</th>
</tr>
</thead>
</table>
| 40-49%           | Bare Pass to Adequate | *Some evidence of engagement with, and analysis of, material covered.* | *Legibly written*  
*Within agreed word limit*  
*Generally weak and/or careless* | *Some evidence of attempt to address the question*  
*Evidence of some reading relevant to the topic*  
*Barely adequate use/referencing of sources* | *Limited knowledge of subject area*  
*Over-reliance of material covered in class* | *Limited understanding of concepts and ideas relevant to the assignment* |
| 30-39%           | FAIL        | *Poorly presented and/or illegible*  
*Beyond or substantially below agreed word limit* | *Little of no evidence of attempt to address the question*  
*Overly repetitious and/or descriptive*  
*Inclusion of irrelevant material*  
*Little or no evidence of reading relevant to the topic*  
*Sources adequately cited or not cited* |
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<td>or reading in, subject area</td>
<td>the concepts / ideas relevant to the</td>
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<th>Presentation</th>
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| 0-29%                                         | FAIL                             |
|                                               |                                 |
|                                               |                                 |
3.2 Submission of Assignments

You must provide one electronic copy of your assignment. Please keep one further copy of work submitted, for your own records. Work must not be submitted to any member of academic staff. Your electronic copy must be submitted via Moodle. Further guidance on how to submit an electronic copy will be sent to you at the beginning of the autumn term. No hard copies are required.

On the first page of your coursework, you must ensure that the following information is provided:

<table>
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<tr>
<th>Title of the question you are answering</th>
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<tr>
<td>Word count (excluding bibliography)</td>
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<td>Name and Student ID Number</td>
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When you submit your assignment electronically to Turnitin, it is important that you enter the title of the assignment question you are answering, as the title of your upload. This allows staff to allocate marking correctly.

If you can’t find the module you need to submit your assignment to, or the assignment submission link, or have some other problem completing your assignment submission, please contact the Administrator in the first instance. If this occurs close to the deadline you should email the department, attaching your file.

Further guidance on how to upload your assignments to Moodle can be found here: moodle.bbk.ac.uk/course/view.php?id=118

Students will be informed by the Administrator when their individual feedback and provisional mark is available within Moodle. The marks only become final once they have been approved by the Sub-Board of Examiners. You can expect to receive feedback within six term-time weeks of submission of your essay.

3.3 Assignment Deadlines

It is important to note that the electronic copy of your assignment must be submitted no later than 11:59pm on the day of the deadline. If you do not adhere to this then your assignment will be considered late.

You are not permitted to email your assignment directly to the Administrator.

Deadlines for submission of assessed work must be adhered to. Extensions to deadlines cannot be granted under any circumstances. Any late submission will be given a maximum mark of 40% or will be considered along with mitigating circumstances to receive a higher, actual mark. If you have mitigating circumstances, such as medical, compassionate or any other major reasons, you should submit the College mitigating circumstances form, along with supporting documentary evidence, to the Administrator, even if it not for a module managed by our department, at the earliest possible opportunity, and at the
latest 7 days after the deadline, otherwise an appeal to the board will need to be made explaining why the claim was submitted late. You should let your supervising tutor know that you have done this. This will then be taken into account when the Examination Sub-Board meet for the determination of marks. The mitigating circumstances form is available from the Administrator or on the College website. Any claim for mitigating circumstances will not be final until the College Board of Examiners meet, which normally takes place in July; however, your claim will be provisionally determined in February for autumn term assignments and in May for spring term assignments.

For those students who do not submit their assignment before the deadline, an absolute cut off deadline will be given. Any work submitted after this deadline will not be marked and will receive 0%, which will often result in failure of the module.

3.4 Assignment Format

Your assignments must be word-processed and be formatted according to the assignment brief for each module. You must ensure that you reference correctly (please see section 3.7 for guidance on referencing). Please ensure also that you include a full bibliography at the end of your essay. Footnotes should normally not be used in submitted work, either for bibliographical references or in order to make additional comments. Very occasionally a footnote may be appropriate for ‘one-off’ purposes such as providing the original version of a quotation which is presented in translation in the text. Essential supplementary material such as transcriptions and other relevant texts should be placed in an Appendix.

Please remember that your name and Student Number should be added to the first page of your essay. The title of your essay must also be included at the start of your essay.

A word-count, excluding the bibliography, should be included on the first page of your essay. You must also include page numbers.

3.5 Word Limit

You must keep to the word limits given to each assignment. You are allowed to go 10% above or under the word limit. If your assignment exceeds 10% above then the marker is entitled to stop reading any further. If your assignment is more than 10% below the word limit then it is unlikely that your essay will have sufficiently answered the assignment question and you will be marked accordingly. The word-count, excluding the bibliography and any raw data, should be included on the first page of your essay.

3.6 Marking

All assignments are first and second marked. Marks awarded for assignments will take account of the following criteria. Markers’ comments will generally address the most salient points under the following headings:
Content:
- relevance of response to question set
- understanding of the main issues in the field
- quality of arguments
- evidence of independent thought
- evidence of relevant reading
- ability to criticise the works read in a well-justified manner
- relevance of Introduction and Conclusion

Form:
- Suitable organisation into paragraphs/subsections
- Presence of Introduction and Conclusion
- Structure, including logical links between sub-sections
- Clarity of expression
- Correctness and appropriacy of English
- General presentation including cover sheet, statement of word-length and page numbering
- Use of referencing in the text and in the bibliography
- Length as specified

You can normally expect marking to be completed within 4 weeks of the deadline date, and you will be sent an email to let you know when each modules’ marks are available. Once your assignment is marked you will be able to view your individual feedback within Moodle. This will detail your provisional mark and feedback from the first marker. The second marker may comment further if deemed necessary.

Tutors cannot engage in additional discussion on assignment feedback, except in exceptional circumstances.

All marks are provisional until ratified at the Sub-Board of Examiners meeting, which normally takes place in July.

3.7 References

You will be expected to provide full bibliographic references for all material used as sources for your written work.

Bibliographic databases (such as EndNote©, Zotero and Mendeley) can help to organise notes and references. Using one of these information management tools can be very helpful when you come to write your essays if you chose an application at the outset of your reading from the start of the course. Guidance and training regarding the use of reference software and citation of references can be found on the library information module on Moodle through the library website:

Different subject specialties and allied journals use a variety of different referencing conventions (APA, Chicago, Harvard etc). You may use any of these but whichever format you chose it must be applied comprehensively.

The most simplified and common format for referencing books, chapters and journal articles is known as APA style. Some examples are given below. Please refer to guidance provided from the library for more details.

All material that is incorporated into your written work that is drawn from another source must be referenced. If you use direct quotations, the page number(s) of the quotation should be given at the end of the quotation or after the date of the reference, e.g. (Smith, 1976, p.15) if it comes after a quotation, or Smith (1976, p.15) if the reference just precedes the quotation. Your own comments on the quotation should follow.

In the body of the text references are noted by the author's surname, followed by the date of publication in brackets, e.g. Smith (1976). The 'et al.' convention can be used when the number of authors is greater than two; this is the Latin for 'and others'. Other Latin words used include ‘ibid’ (the same) and ‘op cit’ (quoted above), which save you continually repeating the name.

Books:

Chapter in edited book:

Journal articles:

Use references which are drawn from citations in secondary sources sparingly. Always attempt to read the original source referred to. If you are referring to a secondary citation it should be clear to the reader that the primary source has not been read. In this case, where the work of one author is cited in another author's work, it is necessary to refer to the secondary source and provide both authors' names. For example:

Baetens Beardsmore (cited in Dewaele, 2007, p. 65) reported...

or

(Baetens Beardsmore, cited in Dewaele, 2007, p. 65)

In this example, only Dewaele is included in the references list. The bibliographic details for Baetens Beardsmore do not need to be included in the text or in the reference list.
Internet based materials
For internet based materials, your references should state the URL and the date when you last accessed the particular site or document. For example:


The library help desk will be able to offer advice if you have any queries on the appropriate referencing protocols.

Please note that material found on the Internet should be selected with care and should be of the same standard of academic scholarship as that found in sources provided by the library; if using Wikipedia as initial overview, the references provided there should be followed up and cited.
3.8 What is Plagiarism?

You should familiarise yourself with the particular details of what constitutes plagiarism. Information is available on MyBirkbeck which provide resources on all aspects of good academic practice (http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism). You are strongly advised to refer to the ‘Academic Honesty and Plagiarism’ information and guidance pages which can be found via the Moodle page for the module ‘Approaches to Postgraduate Study’, or at https://moodle.bbk.ac.uk/mod/page/view.php?id=247745. You should ensure that you read these guidance pages before considering submitting your assignments. For further guidance on Moodle, please see section 4.6.

Plagiarism is the most common form of assessment offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an assessment offence. This section is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism is the presentation of another person’s ideas as one’s own or failing to cite the source of another’s ideas. In any form, plagiarism is unacceptable in the department, as it interferes with the proper assessment of students’ academic ability.

Plagiarism has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Linney, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

**Borrowing others’ words, ideas or data without acknowledgement.**

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. This includes 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.

This form of plagiarism may often 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 1
Original source:
To work as part of a team, to be able and prepared to continue to learn throughout one’s career, and, most important, to take on board both care for the individual and the community, are essential aspects of a doctor’s role today. Greengross, Sally (1997), “What Patients want from their Doctors”, Choosing Tomorrow’s Doctors, ed. Allen I, Brown PJ, Hughes P, Policy Studies Institute, London.

Plagiarism:
The essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community.

Acceptable:
One social writer believes that the essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community (Greengross, 1997).

Example 2
Original source:
The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. [...] Within their respective classes, universities and polytechnics were imagined to be essentially homogenous. Their actual diversity was disguised. [...] The abandonment of the binary system, whether or not it encourages future convergence, highlights the pluralism which already exists in British Higher Education. Scott, Peter (1995), The Meanings of Mass Higher Education, SRHE and Open University Press, Buckingham, p43.

Plagiarism:
Prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading.

Acceptable:
Peter Scott has argued that prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading. (Scott, 1994)

In each revision, the inclusion of the author’s name 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 a footnote or bibliography. Note that in the second example, the argument was paraphrased – but even so, this is plagiarism of the idea without acknowledgement of whose idea this really is.
In writing any work, therefore (whether for assessment or not) you should document the source of everything that you include – 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. But 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 even where they are accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. Also, you might be infringing copyright (see below).

**Re-submission of work**

Another form of plagiarism is submitting work you previously submitted 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 (as I have done from my sources), but more than this risks infringing copyright.

**References:**


You will be asked to enrol onto and undertake a short online plagiarism course through Moodle.

Please note that all assignments are checked for plagiarism through electronic detection software.
3.9 Assessment Offence

An assessment offence is defined as “any attempt whether successful or unsuccessful to achieve an unfair advantage in any element of assessment over other candidates participating in the assessment”. Assessment offences are categorised as plagiarism, collusion, examination offences and other offences.

It is accepted that not all cases of plagiarism are committed intentionally, and that it is not appropriate to invoke the formal processes within the College Policy on Assessment Offences for all cases where work submitted for assessment meets the College definition of plagiarism. Where, in the judgment of the marker, a student has committed a minor act of plagiarism for which the formal processes are not appropriate, a marker will award a mark of zero for the element of assessment in question and the student will be asked to resubmit the assignment, usually within four weeks, which will be capped at 40%.

Stage 1: School Based Investigation
More serious allegations of assessment offences will be heard under stage 1 of the College Policy on Assessment Offences. This means that the Assistant Dean of the relevant Department will nominate a Panel consisting of a minimum of two academic members of staff to consider the case. Full details regarding this policy can be found via the Registry website at www.bbk.ac.uk/reg/regs/.

Stage 2: College Level Proceedings
Where an alleged offence is considered by a Stage 1 Panel to be of such a serious nature that it would not be possible to apply an appropriate penalty under Stage 1 were the allegation to be upheld, then a written request for formal disciplinary proceedings, under the Code of Student Discipline, is made to the Academic Registrar. Stage 2 also applies where the student is on their final attempt at the module, and the result of failure in that module would be that the student’s programme of study would be terminated, the investigation shall be conducted under Stage 2. A College Disciplinary Panel will then review the case, which may result in the termination of the student’s registration. Full details regarding this policy can be found via the Registry website at www.bbk.ac.uk/reg/regs/.

3.10 Reassessment of an Assignment

If you receive a grade below 40% in an assessment you may be asked to either re-sit the whole module or resubmit the assignment for reassessment. If you are allowed to resubmit, you will be given a deadline in which to resubmit your coursework. You may answer the same question that you answered for your original assignment.

Any re-assessment will be capped at 40%, which is the pass mark for undergraduate assignments, except where mitigating circumstances have been accepted.

If an overall module mark is less than 30% then re-assessment will be considered on an individual basis.
3.11 Module Failure

If your overall mark for a module is less than 40%, once you have completed all the assessments for that module and any reassessment, then you will have failed that module and will be required to retake the same module during the subsequent academic year. This means that you will be required to attend the lectures again and submit all the assessments for that module during that year. This applies regardless of the marks achieved in any element at the previous attempt.

3.12 Your Results, Transcript and Graduation

The Undergraduate Boards of Examiners meet in mid-July each year to confirm the final marks for all pieces of coursework during that academic year. The Registry publishes the final marks on your My Birkbeck Profile in August. The Department are unable to disclose final marks until the Registry Department has released them to the students. This will not occur until all debts with the College have been cleared and all library books returned.

Any coursework marks given to you as part of the feedback process are provisional and subject to modification by the Examiners.

If you are a finalist you will be sent a transcript of all your marks and your overall grade and classification electronically. You will also be notified as to when your graduation ceremony will be.

Transcript
You will be sent a paper transcript of your marks by post (to your contact address) usually 2-3 working weeks after your final marks have been published on your MyBirkbeck profile.

Certificate
Your certificate will be posted to your home address after the graduation ceremony takes place, so please ensure your address is up to date on your MyBirkbeck student profile.

Any queries you have regarding your transcript and/or certificate should be sent to examinations@bbk.ac.uk.

Graduation
When your graduation date has been decided it will be announced on the College website:

www.bbk.ac.uk/mybirkbeck/services/graduation/date

Undergraduate graduation ceremonies will usually take place in November. An invitation detailing the specific date and time of your graduation ceremony will be emailed to you around 6 weeks before the event. If you have any enquiries regarding the graduation ceremony that cannot be answered in this handbook, please contact events@bbk.ac.uk.
4 Advice and Support Services

4.1 Primary Contact

Academic queries can be answered by the relevant Module Convenor or by the Programme Director. At the beginning of the autumn term you will be allocated a Personal Tutor who will normally act as your primary source of advice if you need to discuss personal matters affecting your academic progress.

The Administrator is familiar with sources of information and of assistance within Birkbeck that are available to students and is usually contactable during normal College working hours, which are between 10am and 6pm. If you wish to visit the Administrator in person then you must check his/her availability before you arrive.

4.2 Personal Tutors

Each student is allocated a Personal Tutor for the duration of their course. Your Personal Tutor should be contacted only if you wish to discuss personal matters that affect your academic progress. If the matter is not personal and directly relates to a particular module then you should contact the Convenor of that module. If the matter is not personal and directly relates to a particular programme then you should contact the Programme Director.

Your Personal Tutor will also offer a drop-in session during weeks 4 and 8 of the first and second terms. Further details will be sent to you via email from your Personal Tutor after the start of each term.

If you are ever unsure about who to contact, you may also contact the Administrator in the first instance, who will be able to advise you or direct you to the appropriate member of staff.

4.3 Class Representation

We aim to have a Class Representative for the International Foundation Programme. If you are interested in becoming a class representative please contact the Administrator as soon as possible.

Class Representatives have a very important role as they will represent their cohort in staff/student exchange meetings held at the end of each term. Several changes and improvements were made during the last academic year as a direct result of feedback provided by Class Representatives, including additional texts made available in the library.
4.4 Birkbeck Student Centre

The *My Birkbeck* Helpdesk is located in the foyer of the main building in Torrington Square (WC1) and staff are the first point of contact to deal with enrolments, applications, information and advice, or to refer you to more detailed specialist advice where necessary.

*My Birkbeck* Helpdesk opening hours:

- Monday to Thursday: 11.00 am to 7.00 pm
- Friday: 11.00 am to 5.00 pm
- Saturday: 12.00 noon to 5.00 pm
- Sunday: closed

Contact details:

- Web Form: [www.bbk.ac.uk/ask](http://www.bbk.ac.uk/ask)
- Tel: 020 7631 6316

The opening hours of our telephone enquiry line (020 7631 6316) are:

- Monday to Friday: 12.00 noon to 5.00 pm
- Saturday and Sunday: closed

4.5 Department Website

Important information for students can be found on our Department website, such as events, staff research interests and so on.

[www.bbk.ac.uk/linguistics](http://www.bbk.ac.uk/linguistics)

You might be particularly interested in the ‘our community’ page ([http://www.bbk.ac.uk/linguistics/about-us/community](http://www.bbk.ac.uk/linguistics/about-us/community)), where you can find out about previous and current students.

We also have a Facebook and Twitter page dedicated to events and departmental news. If you have a Facebook profile you just need to ‘like’ the Facebook page in order for any news and events to appear in your newsfeed:

[www.facebook.com/appliedlinguistics](http://www.facebook.com/appliedlinguistics)
[www.twitter.com/DeptofALCBBK](http://www.twitter.com/DeptofALCBBK)

4.6 Moodle

Moodle is a Virtual Learning Environment (VLE) that supports online learning and teaching. It can be accessed by registered users from anywhere in the world using an internet connection and compatible web browser.

Login details and further information on Moodle will be provided upon enrolment. You should have access to all of the modules that you are registered
on and will find learning materials, assignment details, handouts, lesson slides and so on within each module. You will also be expected to upload your assignments here.

Module handouts and pre-class reading will be uploaded in advance of classes.

It is very important that you check each module under Moodle on a regular basis as lecturers update their modules frequently:

http://moodle.bbk.ac.uk

4.7 Module Feedback

Towards the end of the autumn and spring terms lecturers will hand out module questionnaires for you to complete. This is a chance for you to give feedback on the specific module and communicate any suggestions that you may have. These questionnaires are anonymous and should be handed back to the lecturer at the end of class. If you do not wish to hand your questionnaire back to the lecturer then you can hand your completed questionnaire to the Administrator.

The results from the questionnaires will be evaluated and discussed at the following Department staff meetings.

4.8 Support for students with Disabilities, Dyslexia and Mental Health Needs

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

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

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

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

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

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

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

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

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

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

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

4.9 Birkbeck Students' Union

Birkbeck Students’ Union provides student support services, promotes welfare issues, represents students’ interests on College committees and provides social activities via events, Clubs and Societies. All students are automatically members of the Union (although there is an opt-out facility) which entitles them to benefit from all the facilities and services the Students' Union offers. Birkbeck Students' Union is affiliated to the National Union of Students (NUS).

The support services and provisions that Birkbeck Students' Union offers are a counselling service, an advice centre, student representation, as well as a shop in the basement and a bar on the 4th floor of the main Birkbeck building on Malet Street. For further information please consult your guidance handbook provided by the Birkbeck Student Union or email the Union at info@bcu.bbk.ac.uk or consult www.birkbeckunion.org.

4.10 The Student Community

The programme enables students to get to know each other and to share knowledge and expertise amongst themselves. You will form part of a cohort of students who join the programme at the same time and you should regard your fellow students as a significant resource. You should be able to learn from and support each other, and gain other social and academic benefits from your fellow students within a supportive, friendly and productive research environment.

You can also find out more about our student community via our department website (http://www.bbk.ac.uk/linguistics/about-us/community).

4.11 Birkbeck Talent

Birkbeck Talent is an innovative recruitment service dedicated to matching your unique skillset with exciting internships and roles with London's top employers. If you would like to hear more about this opportunity, you can sign up via your MyBirkbeck profile (http://www.bbk.ac.uk/mybirkbeck/) or contact Birkbeck Talent directly on 020 3073 8100 or email talent@bbk.ac.uk. For further information please visit the Birkbeck Talent page at http://www.bbk.ac.uk/careers/birkbeck-talent.
4.12 Other Useful Information

Programme regulations
The regulations for all programmes can be found via our Registry website at www.bbk.ac.uk/reg/regs/prog_regs.

College Facilities
Birkbeck College has traditionally specialised in providing university teaching for students who can only study on a part-time evening basis. Thus most of the College’s formal lectures take place in the evenings, but libraries and computing facilities, as well as other college facilities, are open throughout the day and evening. Due to the emphasis on evening studies, these facilities are often relatively free during the day. Full details of College facilities, which are mainly located in Birkbeck’s main building on Malet Street, are given in the College prospectus.

Library
Please see the library website at www.bbk.ac.uk/lib for details of opening hours, as well as full details of subject guides, electronic resources and access to other libraries. Alternatively you could call their Helpdesk enquiries on 020 7631 6063.

Once you have enrolled at the College you will be issued with a College identity card which should give you automatic use of the library. Birkbeck library has an excellent collection of books and journals in special areas of research in the department. Students registered at Birkbeck are entitled to use the libraries of the Universities of London.

The Library provides a wide range of resources including set-texts for each of your chosen modules. If you should ever find that any set-texts are no longer available from the Birkbeck Library, please inform the Team Leader as soon as possible. Contact details can be found at the front of this booklet.

The Counselling Service, in partnership with the Library and the Alumni Fund, has created a self-help library to further support students with emotional and psychological difficulties. If you would like to find out more about the wide range of books available, please visit:

http://www.bbk.ac.uk/mybirkbeck/services/facilities/counselling-service-1/biblio-therapy

Senate House Library
Membership to Senate House Library is dependent on your level of study. You can check if you are eligible for free access (funded via the College) via your My Birkbeck Profile, you can also enquire via the administrator. If you are not eligible for free membership at the library, but still wish to join, you should contact Senate House Library directly for fees etc.
A large-print version of this document is available and alternative formats can be provided on request.

Please contact the Disability Office for assistance.

Telephone: 020 7631 6336
Text: 07910 821 998
Email: disability@bbk.ac.uk