2019/2020 Term Dates

Autumn Term

Monday 30 September 2019-Friday 13 December 2019

Lectures begin week beginning 7 October 2019

Reading week will take place in the week beginning 4 November 2019. There are normally no classes during reading week.

Christmas Closure: College will close at 6pm on 23 December 2019, and normal services will resume from 9am on 2 January 2020.

Spring Term

Monday 13 January 2020-Friday 27 March 2020

Lectures will begin week beginning 13 January 2020

Reading week will take place in the week beginning 17 February 2020. There are normally no classes during reading week.

Easter Closure: College will close at 6pm on 8 April 2020, and normal services will resume from 9am on 15 April 2020.

Summer Term

Monday 27 April 2020-Friday 10 July 2020
# Who's Who in the Department of Applied Linguistics and Communication

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
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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. If you are contacting us by email, please include your student number where possible, and email us from your registered address. Maps can be found by visiting www.bbk.ac.uk/maps.
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1. Programme Overview

1.1 Course Aims and Objectives

**MA Applied Linguistics and Communication**

The MA in Applied Linguistics and Communication is designed for people interested in (or working in) a wide variety of academic and professional fields that deal in a significant way with language. It provides an opportunity to explore both applied and theoretical aspects of linguistics and undertake empirical and/or theoretical research into language and linguistic behaviour. If you are interested in academic research, the MA in Applied Linguistics and Communication also provides an excellent base for PhD studies.

This MA programme aims:

- to provide a learning experience which gives you an understanding of the theoretical and empirical foundations of the various disciplines of linguistics and applied linguistics;
- to enable you to develop an informed and critical awareness of issues of linguistic analysis and language use;
- to develop your awareness of the empirical relevance and applications of theoretical issues in linguistics, and, where appropriate, to actively explore these issues in the context of your own experience of language as a learner, teacher or researcher; and
- to provide an intellectually stimulating environment in which you can develop your individual intellectual interests.

**MA Intercultural Communication for Business and Professions**

The MA Intercultural Communication for Business and Professions offers the opportunity for those with a broadly relevant first degree background to update and expand their understanding of Intercultural Communication and to enhance their professional and business communication skills.

The programme values the importance of bridging the gap between theory and practice in the field of Intercultural Communication and the programme is structured to reflect the fine balance between theory and practice.

The programme offers a unique opportunity:

- to raise cross-cultural awareness
- to enhance intercultural communicative competence
- to develop skills to turn workplace diversity into advantages
- to develop professional and business communication skills necessary to proceed to careers in the international business world
- to reflect upon one’s own culture and language
The programme benefits from:

- a combination of knowledge-based and skill-oriented training
- an inter-disciplinary programme structure that bridges the gap between Applied Linguistics, Language studies, Communication studies, and Business Management studies
- world-class experts in Intercultural Communication
- close links with Intercultural Communication education, training and research associations and charities such as UK SIETAR, BAAL ICC-SIG (British Association of Applied Linguistics, Intercultural Communication special interest group) and CISV (children’s charity for intercultural communication)
- Birkbeck’s flexible and student-friendly support
- London’s unique position as an international multicultural and multilingual city.

MA TESOL/MA Language Teaching

The MA Language Teaching and MA Teaching English to Speakers of Other Languages (TESOL) are designed for people with classroom experience of teaching second or foreign languages, or those with a strong academic background in a relevant subject and who have a strong interest in the theory and practice of language teaching. The programme offers the opportunity to increase your knowledge of the theories that shape the decisions that teachers make in class and develop your understanding of classroom practice through personal reflection and discussion with other practitioners.

The programme values the importance of reflection on practical experience of language learning and teaching in providing the context for theoretical concepts. Participants are asked to draw on examples from their learning and teaching experiences and are encouraged to maintain contact with the classroom during the course as a way of bridging the gap between theory and practice.

A unique feature of the programme is that it offers the opportunity for an exchange of ideas between teachers and prospective teachers of a range of different languages. All participants take the same core module but will draw on examples from their own teaching contexts in class discussions and course assignments.

These MA programmes aim:

- to increase your understanding of key concepts in linguistics and language studies through the academic literature
- to develop a critical approach to methods and materials
- to offer the opportunity to reflect on professional practice
- to promote cross-cultural awareness at the same time as knowledge of different linguistic contexts
- to provide a range of options to allow for different professional interests
1.2 Degree Structure

You can follow one of two pathways; you can either complete five modules plus a 5-6,000 word Independent Literature Review (30 credits) or, particularly for those who wish to take a PhD in the future, you can complete four modules plus a 12-15,000 word dissertation (60 credits). If you wish to pursue an academic career/research it is advisable that you opt to complete the dissertation.

Full-time students must complete all modules plus their dissertation or Independent Literature Review within one year. Full-time students are advised not to take employed work for more than 20 hours per week during term time.

Part-time students typically take three modules in their first year and then one or two modules (depending on their chosen pathway), plus their dissertation or Independent Literature Review in their second year.

Core Course
Your two core modules will be Research Methods and Design and a second module determined by your chosen programme of study:

- MA Applied Linguistics and Communication – your second core module is Introduction to Applied Linguistics
- MA Intercultural Communication for Business and Professions – your second core module is Language, Culture and Communication
- MA TESOL/MA Language Teaching – your second core module is Language Teaching and Learning in Multilingual and Multicultural Contexts

These modules are compulsory. Both full-time and part-time students will be expected to attend lectures and complete the assessment for both modules in their first year.

Students must choose whether they will follow the Independent Literature Review pathways or Dissertation pathway.

Dissertation/Independent Literature Review
You will be expected to complete either a 5-6,000 word Independent Literature Review or a dissertation of 12-15,000 words on a topic of your choice which is approved and supervised by a member of the teaching staff. Further information on the dissertation can be found in section 3 of this handbook and information regarding the Independent Literature Review can be found in section 4.

Independent Literature Review Compulsory Workshops
If you are completing the Independent Literature Review then you must attend three workshops. Further information is provided in section 4 of this handbook.

Dissertation Compulsory Workshops
If you are completing the dissertation then both part-time and full-time students must attend weekly Empirical Research Skills Training workshops during the second term of Year 1. Further information is provided in section 3.1 of this handbook.
Optional workshops
The following workshops are not obligatory but students are strongly encouraged to attend them:

- Dissertation writing workshops (for students taking the dissertation pathway) – these workshops are designed to support the dissertation writing process. Students will be familiarised with the structure of the dissertation and will have an opportunity to plan their own chapters. The workshops are offered in term 3. Part-time students should attend the workshops in their first year.

- Independent Literature Review writing workshops (for students taking the Independent Literature Review pathway) – these workshops are designed to help students write their independent literature review. Students will be familiarised with the structure of the literature review and will have an opportunity to plan their own paper. The workshops are offered in term 3. Part-time students should attend the workshops in their first year.

Option Courses
You will be expected to take two or three option modules depending on the pathway you have chosen from the list of available modules detailed in section 2 of this handbook. When choosing your option modules, you are recommended to take no more than 3 modules per term, so please refer to the timetable in section 1.4 when making your module choices.

Indicative list of Option Modules in the Department of Applied Linguistics and Communication:

- Analysing Language Structure and Use
- Introduction To Applied Linguistics
- Language Teaching & Learning in Multilingual & Multicultural Contexts
- Language, Culture and Communication
- Bilingualism
- Corpus Linguistics
- Introduction to Intercultural Communication in Business Contexts
- Marketing Communication: A Global Perspective
- Neurolinguistics
- Second Language Acquisition
- Sociolinguistics

It is possible to take one elective module (weighted 30 credits) from certain other MA programmes within Birkbeck. This is subject to the approval of the MA Programme Director, as well as approval from the Tutor for the module you wish to enrol onto. A list of option modules offered by other departments in the School of Social Science, History and Philosophy can be found at: http://www.bbk.ac.uk/sshp/study-here/postgraduate-modules-available-in-the-school-of-social-sciences-history-and-philosophy
1.3 Transfer to Integrated PhD Programme

Completing MA students may be able to transfer to the second year (full-time) or third year (part-time) of one of our Integrated PhDs, which require a further 45,000-55,000 word dissertation. You will be considered for entry onto the research component of this programme if you have satisfactorily passed your modules and demonstrated evidence of independent research skills and sufficient specialist knowledge in an area commensurate with the research interests of staff in the department. A viva will be required in order to assess your candidacy for the PhD. Those who transfer to the PhD will still be awarded their MA. You should make an online application no later than August during the year in which you will complete your MA. You should not wait for all of your provisional marks to be returned as this will delay the process.

This transfer excludes those students who opted to take the 30 credit Independent Literature Review pathway instead of completing a 60 credit dissertation; however, they may still be considered for the transfer subject to the approval of the PhD Director.

For those who wish to pursue a conventional PhD, see our separate MPhil/PhD handbook available from the Administrator.

1.4 Timetable

The next page details the provisional timetable for the modules running during the 2019/20 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 Birkbeck Student Profile. 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 to check if venues have changed or if classes are cancelled due to unforeseen circumstances.

Please be advised that the Postgraduate Research Seminars are primarily for MPhil/PhD and Integrated PhD students to present their research; however, MA students are welcome to attend out of their own interest. Please see section 6.14 for further details. The schedule for the seminars will be sent to all students during November.
<table>
<thead>
<tr>
<th>TERM 1</th>
<th>MON</th>
<th>TUES</th>
<th>WEDS</th>
<th>THURS</th>
<th>FRI</th>
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<tbody>
<tr>
<td>6.00-7.30pm</td>
<td>Research Methods &amp; Design</td>
<td>Postgraduate Research Seminars (Alternate Weeks)*</td>
<td>Language, Culture and Communication</td>
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<td></td>
<td></td>
<td></td>
<td>MA Independent Literature Review workshops (2nd year PT students only) – (weeks 3, 5, and 10)</td>
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<tr>
<td>7.30-9.00pm</td>
<td>Analysing Language Structure and Use</td>
<td>Introduction to Applied Linguistics</td>
<td>Language Teaching and Learning in Multilingual and Multicultural Contexts</td>
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<tr>
<td>TERM 2</td>
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</tr>
<tr>
<td>6.00-7.30pm</td>
<td>Corpus Linguistics</td>
<td>Sociolinguistics</td>
<td>Empirical Skills Training Workshops for MPhil/PhD/Integrated PhD students, and MA students taking the 60 credit dissertation. Part-time students must attend these workshops in their first year.</td>
<td>Bilingualism</td>
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<td>Neurolinguistics</td>
<td>Postgraduate Research Seminars</td>
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<tr>
<td>7.30-9.00pm</td>
<td>Introduction to Intercultural Communication in Business Contexts</td>
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<td>Second Language Acquisition</td>
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<tr>
<td>TERM 3</td>
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</tr>
<tr>
<td>6.00-7.30pm</td>
<td>MA Independent Literature Review (FT students only) – (weeks 2, 4, and 10)</td>
<td>Postgraduate Research Seminars (Alternate Weeks)*</td>
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<td>7.30-9.00pm</td>
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Term 1: Your lectures will begin during the second week of term until the end of term. However, you will be required to attend an induction in the first week of term.

Term 2: Your lectures will begin during the first week of term until the end of term.

READING WEEKS: In both term 1 and 2, week 6 is designated as a reading week. This is an opportunity for students to spend intensive time reading, consolidating their learning from the first half of the term and preparing and planning for module assignments and research. No lectures are typically held during reading weeks. In 2019/2020 these will occur in the week beginning 4 November 2019 and the week beginning 17 February 2020.

Term 3: Unless informed otherwise, there will not be any lectures for any linguistics modules during the third term. However, you will be required to attend three workshops if you are a full-time student completing the Independent Literature Review. Students taking the Dissertation pathway will be required to attend supervisory meetings in term 3.

College term dates are provided at the beginning of this handbook.

1.5 Attendance

The Department is committed to enabling you to engage with and complete your course.

Attendance is compulsory throughout the programme. Students are required to register their attendance at the beginning of each module session. You are expected to attend at least 75% of a module in order to successfully complete it.

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. If you do not reply or engage with the Department after several attempts to make contact with you then it may be assumed that you no longer wish to continue on the programme and your registration will be withdrawn. If you miss three consecutive lessons without having explained your absence then it will be assumed that you have withdrawn from that module. Please refer to the College termination policy for further details (www.bbk.ac.uk/registry/policies/documents/termination-policy.pdf).

However, it is recognised that many students have heavy work and personal commitments that may prevent them from attending class on a particular evening.

If you expect to be absent from a session 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 for a week or more you should also inform your Personal Tutor. Please refer to section 5.4 for mitigating circumstances which may affect your ability to study and information on assignment deadlines.
**Registers**

Students are expected to attend all sessions. It is important that you 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 in a given room, 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. Please be advised that the Department will not register you for classes retrospectively if you forget to tap in or sign the register.

1.6 **Attendance and Change of Circumstances for Overseas Students**

The College must comply with UK Visas and Immigration requirements that apply to overseas students who hold visas.

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 may result in the College curtailing sponsorship of your visa.

Overseas students must seek approval via 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.

You are advised not to make travel arrangements until you have obtained the required approval via the Administrator.

The Administrator will then ensure that the Registry is notified without delay. Records will be kept of all approved holidays and breaks and you must ensure that you notify your Administrator on your return so you 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.

1.7 Communication between Staff and Students

Emails
Email is usually the best way to communicate with staff as it is reliable and fast.

It is important that students check their emails regularly for up-to-date information on the programme including any last minute schedule changes.

Please ensure that you have marked our bbk.ac.uk emails as ‘safe’ to ensure that they are not directed to your spam folder.

Notice of change of contact address
All students must notify the College immediately of any change of address, telephone number, and/or email address or other circumstances concerning their course. You can notify us by updating this information online via your ‘Birkbeck Student Profile’. You can find this page via the student intranet: www.bbk.ac.uk/mbphome

1.8 Withdrawal, Break in Studies, Change in Mode of Study and Exams Only Registration

Withdrawal
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 Birkbeck student profile, so that this can be processed by the department.

Break in Studies
If you elect to take a break in studies you can do so at any point during the academic year, and would typically be expected to return in October. Under the Common Awards Scheme Regulations (http://www.bbk.ac.uk/registry/policies/regulations) students are only permitted a maximum of two years break in studies throughout the course.

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 completed upon your return.

If you choose to take a break, you are advised that you will join a new cohort of students upon returning and that there may be fee implications arising from your break.
Changing your mode of study (Full-time/Part-time)
If you are considering changing your mode of study between part-time and full-time, then you should contact your Administrator in the first instance. There may also be fee implications if you change your mode of study from full-time to part-time or vice versa part way through the year.

Exam Only registration
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. This is typically granted 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, such as the library.

It is important to note that if you are an international student on a Tier 4 visa then it is not usual for your visa to be sponsored during this period as you are not required to attend the College. Your assessments would be submitted remotely from your home country.
2 Modules

In order to satisfy the requirements for the MA degree award, all students must complete **180 credits** during their programme of study on one of two pathways as follows:

**Independent Literature Review Pathway**

- Two core modules:
  - Research Methods and Design (30 credits)
  - Refer to section 1.2 of this handbook to find out what your second core module is as this is determined by your programme of study (30 credits)
- Three option modules (30 credits each)
- Independent Literature Review (30 credits)
  - This includes three compulsory workshops

**Dissertation Pathway**

- Two core modules:
  - Research Methods and Design (30 credits)
  - Refer to section 1.2 of this handbook to find out what your second core module is as this is determined by your programme of study (30 credits)
- Two option modules (30 credits each)
- Dissertation (60 credits)
  - This includes weekly Empirical Skills Training Workshops during term 2
2.1 Modules Available in 2019/20*

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

2.2 Analysing Language Structure and Use Lv7 (taught alongside Lv5 & Lv6)

Lecturer: Dr Kinga Kozminska

This module introduces students to leading ideas and theoretical proposals in linguistics, with the aims of developing a critical understanding of the central assumptions of contemporary linguistics, and the application of linguistic ideas and constructs to the analysis of language data.

Topics typically covered include:

- Linguistics as a scientific approach to understanding language
- Phonetics and Phonology
- Word structure and word formation
- Sentence structure and models of grammar
- Meaning, language and context
- The role of ‘theory’ in linguistics

Set text:


Recommended texts:


Assessment:

Two 3,500-4,000 word assignments.

Assessment deadline:

17:00 20 January 2020

Please note this module is also offered at Level 5 and 6, with different assessment requirements for those students.

2.3 Research Methods and Design

Lecturer: Professor Marjorie Lorch

This module aims to provide training in the principles and practice of research methods and design in applied linguistics and communication. It will provide guidance to assist in your development of information skills to access the research literature, critical skills to evaluate the research design and methodology employed in current research in applied linguistics and communication. You will develop the knowledge of types of research design and
methodology; appreciate the rationale for and implications of particular methodological choices. The objective is to equip you with the tools to critically address the current research literature by providing a deeper knowledge of how research is carried out and the consequences of methodological design choices on research hypotheses, predictions and interpretation of results.

This course will develop core research skills and specific research abilities:

- Library and e-library database searching, use of keywords and abstracts, bibliography construction, record keeping;
- Attribution of ideas, quoting and paraphrasing, referencing sources;
- Critical skills for reading, interpreting, analysing and evaluating research literature;
- Synthesizing ideas and integrating evidence across the research domain;
- Formulation of research questions, implication of the selection of method and design, presentation of findings and interpretation of evidence, argumentation;
- The inter-relationship between theory, method and research design, knowledge of the subject base and methodological foundations.

Topics covered include:

- Aims and objectives of research
- Critical thinking and argumentation
- Research tools for information retrieval
- Research method and design techniques
- Qualitative and quantitative techniques for analysing evidence

Readings: Please note that advice about reading for this course will be given in the first session. Additional reading recommendations will be provided throughout the module.

Recommended Texts:


Further Reading:


Assessment:
This module is assessed by a structured essay of 3,500-4,000 words. You are required to carry out independent reading throughout the term, to prepare and contribute to classroom exercises and discussions.
2.4 Introduction to Applied Linguistics

Module Convenor: Dr Lisa McEntee-Atalianis

This module introduces some of the major areas of research in Applied Linguistics and will help you choose your options and make an informed choice for your research project. The course aims to develop your understanding of the theoretical, methodological and epistemological diversity in the field, as well as the key issues in current Applied Linguistics research. It is team-taught, drawing on the expertise of staff in different fields of study.

This module is a core module for the MA Applied Linguistics and Communication programme; however, if you are on a different programme you are able to take this as an option module.

Topics may include (this may be subject to change):
- Introduction to Applied Linguistics
- First Language Acquisition
- Second & Additional Language Acquisition
- Language Planning and Policy
- Linguistic Landscape
- Language, Identity & Power
- Language in Interaction
- Language Impairment and Loss

Required Text:

Recommended texts:

Assessment:
One essay of 3,500-4,000 words.

Assessment deadline:
17:00 20 January 2020
2.5 Introduction to Intercultural Communication in Business Contexts

Lecturer: Barry Tomalin

The module will provide an overview of key theories in cross-cultural management and intercultural communication and will look at how these theories manifest themselves in the 'real world' of international business. After presenting several frameworks critically describing cultural factors in business and considering how cultural differences can shape our behaviour and influence interaction between members of different cultures, practical ways of managing diversity will be identified and practised. The course will be taught through a combination of tutor input, discussion of major issues, student presentations and group work.

Topics covered include:

- The impact of globalisation and international culture on business
- Taxonomies of cultural values and attitudes
- Critical evaluation of different theoretical approaches to culture
- Communication and the use of language in the multicultural workplace
- Presentations, meetings, negotiation, building trust and resolving conflict across cultures
- Organisational culture – time, teams and routines – and how it affects international business
- Working in international (and virtual) teams
- Leadership and culture in international business
- Managing diversity across cultures
- Mobility, transfer of skills and dealing with culture shock

Set texts:


Recommended texts (full list available at the beginning of the course):

2.6 Language, Culture and Communication

Lecturers: Professor Zhu Hua and Dr Victoria Odeniyi

This module aims to provide you with an introduction to key issues, concepts and multidisciplinary methods employed in the study of language and (intercultural) communication. Its focus is on the role of language in intercultural encounters in different contexts such as classroom, workplace, diasporic communities, travel and study abroad.

Topics covered include:
- Language, Culture & Communication: An introduction
- Culture-specific ways of communication
- Multicultural classroom
- Living with differences
- The workplace
- Business
- Travel and study abroad
- Developing Intercultural Communication Competence and symbolic competence
- Language, identity and interculturality

Core text:

Assessment:
One essay of 3,500-4,000 words

Assessment deadline:
17:00 20 January 2020

2.7 Bilingualism

Lecturer: Professor Jean-Marc Dewaele

This module introduces research on bilingual and multilingual individuals, from childhood to adulthood, dealing with linguistic, social, cultural and psychological issues.

Topics may include (this may be subject to change):
- Code-switching,
- Acculturation and hybridity,
• Bilingual and Trilingual First Language Acquisition
• Communication of emotion
• Intercultural communication in couples
• Identity

Recommended texts:

Assessment:
One essay of 3,500-4,000 words.

Assessment deadline:
17:00 04 May 2020

2.8 Language Teaching & Learning in Multilingual & Multicultural Contexts

Module Convenor: Dr Bojana Petric
Lecturer: Dr Damian Fitzpatrick

The module aims to provide you with an overview of current issues in second/foreign language teaching, particularly with reference to the teaching of English to speakers of other languages (TESOL). The module will enable you to develop a critical understanding of key theoretical, methodological and practical issues in language teaching, and to assess their relevance for language pedagogy in their own contexts.

This module is a core module for the MA TESOL and MA Language Teaching programmes; however, if you are on a different programme you are able to take this as an option module if you have professional experience in language teaching.

Topics covered include:
• Contexts of language teaching
• Approaches and methods in language teaching / The post-method era
• Trends in current language teaching methodology: Task-based and content based language teaching
• The teaching of English as an international language / English as a Lingua Franca
• The language teaching curriculum (language systems and skills)
• Language teaching resources and materials
• Teaching language for specific purposes
• Assessment and testing in language teaching
• Language programme evaluation
Set text:

Recommended texts:

Apart from these texts, specific readings, including articles from journals in the eLibrary, will be set for each session.

Assessment:
An essay (3,500-4,000 words)

Assessment deadline:
17:00 20 January 2020

2.9 Corpus Linguistics

Lecturer: Dr Rachelle Vessey

This module will familiarise you with the field of corpus linguistics and introduce you to key corpus linguistics concepts and literature. The module will cover methodological approaches, topics and concepts relevant to students in all Applied Linguistics and Communication MA programmes. The module is designed to prepare you for conducting a research project in applied linguistics; therefore, you will take part in practical training sessions to apply corpus tools in a range of areas within applied linguistics. Previous knowledge of corpus tools is not necessary; sessions will be held in a computer lab to allow for ample opportunities for practice. You will be introduced to the AntConc freeware corpus analysis programme in the module and will be able to practice on personal computers.

Topics covered include:
- Introduction to the module, history of the field
- Core concepts: Frequency, collocation, concordances
- Statistics & keywords
- Corpus linguistics theory
- Corpus building; Spoken and written corpora
- Corpus linguistics and language variation
- Corpus linguistics and discourse analysis
- Corpus linguistics and SLA
- Corpus linguistics and language teaching & learning
- Corpus linguistics, professions, and organisations

**Recommended texts:**

**Assessment:**
A small-scale research project (3,500-4,000 words). Specific details will be provided in class.

**Assessment deadline:**
17:00 04 May 2020

**2.10 Marketing Communications: A Global Perspective**

**Lecturer: Isabel Da Silva**

Integrated marketing communications make a major contribution to national, international and global economies.

This module will challenge students to think critically about current academic integrated marketing communications theory and contemporary practices in a global and digital context. It will give students the ability to use each of the marketing communications instruments more strategically and more effectively.

Critical examination of business models such as Amazon, eBay and Burberry will provide real life insights into marketing in the 21st century.

**Topics covered include:**
- The key challenges of international marketing communications
- Advertising, Media Characteristics, Media planning
- Publicity and public relations
- Events and sponsorship
- Promotional tools including direct marketing, personal selling and sales promotion
- Using Internet technology: scope, applications and websites
- Digital, experiential and interactive marketing
2.11 Second Language Acquisition

Lecturer: Dr Mohammed Ateek

The study of second language acquisition (SLA) is concerned with how child and adult second language learners develop phonological, lexical, and grammatical aspects of language in naturalistic and classroom settings. In this module, we will consider a number of theoretical debates and up-to-date research findings on the processes, developmental patterns and factors underlying SLA. The ultimate goal of this module is to prepare the students to develop, evaluate and refine their own research programmes in light of this understanding.

Topics covered include:

- Theories of SLA (e.g., Linguistics, Sociocultural, and Psychology approaches)
- Individual differences in SLA (Which variables, such as learner age, aptitude, and motivation predict successful learning outcomes?)
- Ultimate attainment in SLA (How well can humans master a second language?)
- Instructed SLA (ways to teach second language in classroom settings)
- Learner and teacher emotions

Recommended texts:


Assessment:
One essay of 3,500-4,000 words

Assessment deadline:
17:00 04 May 2020

2.12 Sociolinguistics

Lecturer: Dr Jackie Lou

This module provides an advanced introduction to sociolinguistics, the study of how language interacts with social categories and how language is used in and shapes social contexts. You will learn about classic studies in language variation and change, language contact, ethnography of communication, pragmatics and conversation analysis. We will discuss the different methodologies used in the field, as well as current research, debates and ideas from different traditions within Sociolinguistics. You will also be supported in thinking about how sociolinguistics research can be applied to address real-world issues, with an empirical focus on the languages of London.

Topics covered include:
- Language and society: an overview
- Linguistic variation and change: classic studies
- The speech community, social network, and community of practice
- Ethnography of communication
- Pragmatics and conversation analysis
- Narrative and performance
- Multilingualism and globalisation
- Language and power
- Language and migration

Core text
- Wardhaugh, R. & Fuller, J.M. (2014). An Introduction to Sociolinguistics (7th edition). Oxford: Blackwell. (Make sure to get the latest (7th) edition, which is linked to a companion website)

Recommended readings
Assessment:
One essay of 3,500-4,000 words.

Assessment deadline:
17:00 04 May 2020

2.13 Neurolinguistics

Module Convenor: Professor Marjorie Lorch

This module aims to provide theories and evidence regarding how language is represented in the individual mind. We aim to help you understand how we learn about how language is processed in the brain by considering developmental and acquired disorders of language comprehension and production. We will consider research on children and adults and from the special case of bilingualism to understand how the language faculty develops and is organized. This will be considered by drawing on a range of empirical evidence and current theories of neurolinguistics. It will provide an appreciation of the types of research used to investigate various neurological foundations of language.

The topics may include:
- The anatomy of language
- Neural foundations of articulation, phonological processes and formation of utterances
- Neural foundations of auditory perception, processes, parsing and comprehension
- Neurolinguistic perspectives on reading and writing
- The neural representation of multiple languages
- The neurolinguistics implications of Deaf Sign languages
- The relations between language and other cognitive faculties

(N.B. This programme is indicative only and may be subject to change to accommodate developing student interests)

Recommended reading:
(Other material will be recommended throughout the term.)

Assessment:
One essay of 3,500-4,000 words

Assessment deadline:
17:00 04 May 2020
3 Dissertation

3.1 Empirical Research Skills Training Workshops

Workshop Convenor: Professor Zhu Hua

It is compulsory for both full-time and part-time students to attend these workshops in year 1.

The workshops aim to develop students’ empirical research skills in the area of applied linguistics and communication. It complements the core module Research Methods and Designs taught in Term 1 by focussing on how to design a research project and to choose a methodology suitable for one’s research questions.

Topics covered include:
• General introduction to doing a research project
• Questionnaire and survey
• Quantitative analysis & statistics
• Interview
• Investigating interaction
• Ethnographic and observational research
• Discourse analysis
• Experimental design
• Preparing proposals
• Planning dissertation

Recommended texts:
Additional readings will be provided in lectures.

Assessment:
Please note that while attendance is compulsory the workshop is not directly assessed.

After completing the empirical workshops in term 2 students should prepare their proposal for the research they plan to pursue for their dissertation. Students are expected to submit a research topic form with details of their proposed choice of topic for their dissertation by the start of the Summer term. Full-time students will be sent a research topic form in April (part-time students will be required to submit this form towards the start of their second year).

For Intercultural Communication for Business and Professions students, who are facing particularly extenuating circumstances affecting their ability to attend these workshops, they may be considered to instead attend the one-day workshop provided for PG Dip/Cert Intercultural Communication for Business and Professions students.
3.2 Guidelines for Dissertation

A dissertation is the outcome of an extended piece of research on a specific topic within Applied Linguistics and Communication and should be 12-15,000 words long. It should be clearly framed within the areas of specialism of the members of staff of the Department of Applied Linguistics and Communication. An overview of staff research interests can be found on our Departmental website.

When you embark on a dissertation you will need to focus on your choice of topic, read and collect evidence, frame your research question and analysis. Here are some suggestions for how to organise your research process:

References
Keep a full record of every reference that you read or consult. This record should contain all the information needed to cite correctly the paper or book.

Quotations
Keep the full reference of any quotation you write down, including the page number on which it occurs. It is also wise to check the wording and punctuation and, for books, the inside page showing the author, date, edition, full title, place of publication and publisher. This will ensure that you do not accidentally plagiarise.

Write as you go along
Try to write summaries of what you are reading and what you think of it at the time. Keep detailed notes of what you chose to do, how, and why, at every stage in the development of your project.

Make copies
It is important to keep backup copies of all your material, data and writing to guard against IT failure.

Data
Please ensure that any empirical evidence that you collect is saved and backed up. Do not delete it after carrying out your analysis. Raw data should be retained until after your dissertation and degree programme is successfully completed.

Requirement for Approval of Research Ethics
Research involving human participants is subject to ethical constraints. Any project which involves human participants must get ethics approval. This must be granted before any data collection starts. This includes pilots. Students must consult their supervisor before filling in their ethics application for their research project. Further guidance on the procedure, related policies and an ethics proposal form are available on the School Ethics Website http://www.bbk.ac.uk/sshp/research/sshp-ethics-committee-and-procedures
The MA Dissertation is assessed according to the criteria found in section 5.7 with the addition of criteria for the assessment of research questions/hypotheses & methodology (where appropriate). Therefore, the following are taken into account:

- the research question(s)/hypothesis(es) is/are 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.

3.3 Role of the Supervisor

The MA dissertation is expected to be an independent piece of student research. The role of the supervisor is to assist you by providing advice and guidance on how to prepare, produce and improve your dissertation. It may include giving advice on choosing a suitable topic; drawing up a suitable preliminary bibliography; planning the primary and secondary research you will need to do for the dissertation; using suitable research methods; the presentation of the dissertation; sources of information, advice and guidance in undertaking the dissertation and other general academic advice. The supervisor should be available to advise you on approach, coverage, questions to be asked and the outline structure and research design.

More specifically, the supervisor will:

- assist you in the definition and organisation of the project in the early stages of preparation;
- advise you on the feasibility of what you plan to do;
- approve the dissertation proposal.

The supervisor is under no obligation to:

- find you a suitable topic for the dissertation;
- read preliminary drafts of your work;
- offer you guidance or assistance after the end of the summer term;
- proof read the final draft.

It is not the role of the supervisor to direct the research or ensure that a dissertation is of sufficient quality to pass; this is the responsibility of the student. Any opinion expressed by the supervisor relating to the quality of work has no bearing on the outcome of the assessment process and should not be taken to represent the judgement of the relevant Sub-Board of Examiners.
3.4 Responsibilities of the Student

You will have three one-to-one sessions with the supervisor during the writing of the dissertation.

It is the responsibility of the student to initiate contact with their dissertation supervisor once the supervisor has been allocated. Students should contact their supervisors within 10 working days of the supervisor being nominated, to agree a date for an initial meeting or other working methods.

The student and supervisor should agree a timetable at the outset for completion, which should normally include provision for at least two meetings in advance of submission.

Students are expected to come to meetings prepared to discuss in detail work completed to date.

It is important to establish a good working relationship with your supervisor. You should:

- keep your supervisor informed about the progress of your dissertation;
- advise your supervisor in good time if you are unable to attend an agreed meeting and make alternative arrangements to meet at a later date;
- inform your supervisor at the earliest possible time of any difficulties you may be encountering.

Once you have been allocated a supervisor, you should not consult any other members of staff regarding your dissertation, unless explicitly encouraged to do so by your supervisor.

Students may only request a change of supervisor by writing to their Programme Director or Assistant Dean of the Department. Any change will be at the discretion of the Assistant Dean.

3.5 Presenting Student Research at a Conference

We encourage our postgraduate and research students to disseminate their research through conference presentations and publications. Before you submit an abstract or write a paper based on your work at Birkbeck; however, you are expected to consult your supervisor. They will advise you with regard to standards of scholarship, suitability of audience and determination of the authorship. Your supervisors have rich experience in disseminating research and would be happy to provide you with guidance.
3.6 Dissertation Timetable

**Part-time students**
You should have a clear idea of a research topic and potential methodology by the end of the summer of your first year. You should have a well formulated and specific research proposal by the beginning of October of the second year. This will be used to allocate you a supervisor. The Administrator will contact you before the start of the autumn term during your second year and ask you to complete a dissertation proposal form.

- For 1st year part-time students, the dissertation is due by 5pm, 24 May 2021.
- For 2nd year part-time students, the dissertation is due by 5pm, 26 May 2020.

**Full-time students**
By the end of the spring term you should have a well formulated and specific research question, so that you can be allocated a supervisor. The Administrator will contact you before the start of summer term and ask you to complete a dissertation proposal form

- For full-time students, the dissertation is due by 5pm, 07 September 2020.

You should not change your research topic once you have agreed it with your supervisor unless there are extenuating circumstances. Any change in topic should be discussed with your supervisor immediately.

3.7 Ethical Review

If you intend to collect data from human participants as part of your research then you must complete an Ethical Review Proposal Form. This form, along with further guidance, is available from our School website ([http://www.bbk.ac.uk/sshp/research](http://www.bbk.ac.uk/sshp/research)) and will need to be authorised by your supervisor and the Departmental Research Ethics Officer or School Ethics Committee before you start collecting any data. Please note that research involving vulnerable participants, sensitive material or raises complex ethical issues is not typically approved for Master’s level student research projects.

3.8 Instructions on Final Presentation and Submission

Every candidate submitting a dissertation must do so in accordance with the following instructions:

Submission
You must submit your dissertation in the same manner that you do for assignments through Moodle. No paper copies are required.
**Number of copies**
You should submit one electronic copy of your dissertation. Please refer to section 5.3 of this handbook for advice on how to submit your dissertation.

**Presentation**
Your dissertation must be word-processed and double spaced.

**Pagination**
All pages must be numbered in one continuous sequence, i.e. from the title page of the first volume to the last page of type, from 1 onwards. This sequence must include everything, including maps, diagrams, blank pages, etc.

**Line numbering**
Each line should also be numbered to facilitate marking. To add line numbers to a whole document follow the guidelines below:

**Step 1:** On the file menu, click Page Setup, and then click the Layout tab.
**Step 2:** In the Apply box, click Whole document.
**Step 3:** Click Line Numbers. Select the Add Line Numbering check box, and then select the options you want.

**Title Page**
The title page must bear the title of the dissertation, the candidate's name and Student ID, the month and year of submission, the degree award for which the dissertation is submitted, acknowledgements of any help received, followed by the name of the college: Birkbeck, University of London.

**Abstract**
The title-page should be followed by an abstract consisting of no more than 350 words providing a summary of the research as a whole. This should be accurate, locate the research in the wider academic literature and summarise methods and findings.

**Table of Contents**
The abstract page should be followed by a full table of contents and a list of tables, photographs and any other materials. This should include page numbers.

**Word-count**
Your dissertation should be 12-15,000 words. You must ensure that your word-count is added at the start of your dissertation before the abstract. Your bibliography and appendices are excluded from the word-count.
4 Independent Literature Review

4.1 What is an Independent Literature Review?

An Independent Literature Review is an independent piece of student research which is the outcome of an extensive review of a research literature. It should be clearly framed within the areas of specialism detailed in the MA modules and representing an area of research interest of the Staff of the Department of Applied Linguistics and Communication. The review should address a specific theme or research question within Applied Linguistics and Communication and should be 5,000-6,000 words long.

The critical review of research literature should include an introduction to the chosen topic detailing the motivation and aims of the review; a clear summary of the theoretical, empirical and/or methodological issues and questions under consideration; a critical assessment of the different positions, approaches and/or findings researchers have taken; the implications and consequences of these for future research directions. The review should provide a critical evaluation of the design, analytical tools, findings and interpretations found in the studies under review. Alternative interpretations and explanations of your own should be offered where appropriate. The discussion and conclusion should include reflection on implications of this research for theory, policy or practice. The Independent Literature Review should demonstrate the ability to identify relevant sources from the research literature, to demonstrate understanding of key theoretical and empirical research issues, and formulate coherent arguments. Please note that for the Independent Literature Review students should not attempt to collect their own empirical data from participants but rather critically review existing research.

4.2 Independent Literature Review Workshops

You will attend three class workshops which will provide guidance, training and support for when you embark on the Independent Literature Review. You will be expected to work on your Independent Literature Review independently. There will be no individual supervision provided.

Attending these workshops is compulsory and the times and locations will be detailed in your timetable within your student profile if you are taking the Independent Literature Review this year.

4.3 Guidelines for Independent Literature Review

As the Independent Literature Review will necessarily require you to locate a large number of publications on a chosen topic it is important that good information management skills are adopted. A few suggested points are given below:
References
Keep a full record of every reference that you read or consult. This record should contain all the information needed to cite correctly the paper or book.

Quotations
Keep the full reference of any quotation you write down, including the page number on which it occurs. It is also wise to check the wording and punctuation and, for books, the inside page showing the author, date, edition, full title, place of publication and publisher. This will ensure that you do not accidentally plagiarise.

Write as you go along
Try to write summaries of what you are reading and what you think of it at the time. Keep detailed notes of what you chose to read and why, throughout the development of your project.

Make copies
It is important to keep backup copies of all your material, data and writing to guard against IT failure.

Please refer to section 5.3 of this handbook for advice on how to submit your Independent Literature Review.

Deadline Dates:

- For full-time students, the Independent Literature Review is due by 5pm, 07 September 2020.
- For 1st year part-time students, the Independent Literature Review is due by 5pm, 24 May 2021.
- For 2nd year part-time students, the Independent Literature Review is due by 5pm, 26 May 2020.
5 Assessment

5.1 Assessment Requirements

Coursework
Work submitted for one module must not be re-used for a second. Students may make reference to a previous essay through the use of proper referencing conventions. Please see guidance on Self-plagiarism under section 5.9

You should upload one electronic copy of your assignment to Moodle (see section 6.7 for further details).

Independent Literature Review Pathway
Students are required to produce a 5-6,000 word Independent Literature Review. The Independent Literature Review should comprise a selective critical review of the literature on a specific topic, a clear summary of the theoretical issues under discussion, the different positions researchers have taken on the theoretical issues and how they arrived at their positions (e.g. what research methods they used and data gathered and analysed), a critical evaluation of the design, findings and explanations of the studies reviewed, alternative explanations of your own where appropriate, and implications of this research for theory, policy or practice. The review should demonstrate the ability to critically evaluate sources, identify research issues, and formulate coherent arguments.

You must submit your Independent Literature Review in the same manner that you do for assignments. Further information can be found in section 4.

Dissertation Pathway
Students are required to produce a 12-15,000 word dissertation. The dissertation is an original piece of research, conducted under supervision, and should comprise a selective critical review of the literature relevant to the chosen topic, an explanation of and motivation for the study, an argument and evidence for the thesis and conclusions arising from the study. The project should demonstrate the ability to critically review sources, identify research issues, and formulate a coherent argument.

You must submit your dissertation in the same manner that you do for assignments through Moodle. Further information concerning format and instructions for the dissertation can be found in section 3.
5.2 Assessment Criteria

DISTINCTION: The work must meet most if not all of the following criteria:

70-100%

▪ the work shows good evidence of original treatment of a given topic: e.g. exercises independent intellectual judgment and original insight(s); approaches question or topic critically; displays a willingness to return to sources, wide reading and research
▪ the work is extremely well planned, written, argued, structured, showing excellent knowledge and analytical/critical ability
▪ the work demonstrates a high level of awareness, and mature and confident handling, of appropriate critical theories, models or approaches
▪ the work is based on a high level of bibliographical research and on excellent handling of primary sources; references are used appropriately
▪ the work must completely meet the criteria for word-length and presentation
▪ the work must be impeccably presented, including appropriate chapter structure, references, appendices, pagination, etc.

MERIT: The work must meet most if not all of the following criteria:

60-69%

▪ the work shows some evidence of original treatment of a given topic (as defined above)
▪ the work is generally well-planned, well-written, well-argued, well-structured, showing reasonable knowledge and analytical/critical ability
▪ the work demonstrates some awareness of appropriate critical theories, models or approaches
▪ the work is based on an appropriate level of bibliographical research and on fair handling of primary sources; footnotes or other references are used appropriately
▪ the work must normally conform to the recommendations concerning word-length
▪ the essay must be appropriately presented including appropriate chapter structure, references, appendices, pagination, etc.

PASS: The work must meet most if not all of the following criteria:

50-59%

▪ the work may be largely derivative or uncritical in its approach, but shows some evidence of independent thinking
▪ a fair piece of work, but poorly written, uneven in argument, structure, expression, in knowledge shown or analytical/critical ability, or coverage
▪ the work may demonstrate little awareness of appropriate critical theories, models or approaches
▪ the work is based on a fair level of bibliographical research but handling of primary sources may be defective; footnotes or other references may be deficient
▪ the work may be too long or too short or inappropriately presented in terms of structure, references, pagination, etc.

FAIL: The work fails to meet most or all of the criteria set out for a Pass:

Below 50% ▪ the work may show no evidence of independent thinking
▪ the work may be very poorly argued, written, expressed and structured, may tend to be descriptive, or show little or no relevant knowledge or analytical/critical ability
▪ critical apparatus and references may be deficient or absent
▪ handling of references and other sources may be defective
▪ the work may be too long or too short or very poorly presented in terms of structure, references, pagination, etc.

5.3 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 available on Moodle.

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

<table>
<thead>
<tr>
<th>Title of the question you are answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word count (excluding bibliography)</td>
</tr>
<tr>
<td>Name and Student ID Number</td>
</tr>
</tbody>
</table>

You must submit your assignments electronically to Turnitin via Moodle (no hard copy is required). 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 cannot 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 (linguistics@bbk.ac.uk), attaching your assignment to your email to show that you have completed the assignment prior to the deadline.

Further guidance on how to upload your assignments is available within Moodle.

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

5.4 Assignment Deadlines / Mitigating Circumstances

- Term 1 Assignments: 5pm, 20 January 2020
- Term 2 Assignments: 5pm, 4 May 2020
- Dissertation/ Independent Literature Review (full-time students): 5pm, 7 September 2020
- Dissertation/ Independent Literature Review (1st year part-time students): 5pm, 24 May 2021
- Dissertation/ Independent Literature Review (2nd year part-time students): 5pm, 26 May 2020

It is important to note that your assignment must be submitted no later than 5pm on the day of the deadline. If you do not adhere to this then your assignment will be considered late.

You are not usually permitted to email your assignment directly to the Administrator as a normal mode of submission.

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 50% 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 compelling reasons, you should submit the College mitigating circumstances form, along with supporting documentary evidence, to the Administrator, even if it is not for a module managed by our department, at the earliest possible opportunity, and no later than 14 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 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 via the College website (www.bbk.ac.uk/registry/policies/documents/MitCircs.pdf). 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 cut off deadline will not be marked and will receive 0%, which will result in failure of the module.

Cut off deadlines 2019/20:

- Term 1 Assignments: 5pm, 17 February 2020
- Term 2 Assignments: 5pm, 1 June 2020
- Dissertation/Independent Literature Review (part-time students): 5pm, 22 June 2020
- Dissertation/Independent Literature Review (full-time students): 5pm, 5 October 2020

Early assessment opportunity
You will have an opportunity to receive feedback on a piece of writing early in the Autumn term in order to gain a better understanding of the expectations of scholarly writing at the postgraduate level and benefit from suggestions for improvement well in advance of writing coursework for assessment. Students wishing to take this optional, non-assessed opportunity will submit a 800-1000 word essay summarising and commenting on a research article of their choice by **21 October 2019, 5pm**. You will receive written feedback aimed at supporting your academic literacy development and will be directed to further support if needed. Further information will be provided in the Research Methods and Design module.

5.5 Assignment Format

Your assignments must be word-processed and double-spaced. You must ensure that you reference correctly (please see section 3.8 for guidance on referencing). Please ensure also that you include a full reference list 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 reference list, should be included on the first page of your essay. You must also include page numbers.

Please see section 3.8 for additional guidance on submitting your dissertation.
5.6 Word Limit

You must keep to the word limits given to each assignment. You are allowed to go 10% above or below 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 appendices, should be included on the first page of your essay.

5.7 Marking

All assignments are first and second marked and marking is overseen by an external examiner. Essays are assessed using the following criteria (not in order of importance and these do not correlate with a % of the overall mark):

**Answering the question:** the extent to which the work has dealt directly and clearly with the assigned task and provided a focused answer to the particular intellectual problem posed.

**Structure:** the extent to which the work demonstrates coherent organization of the material and an overall argument that proceeds logically from introduction to conclusion.

**Conceptual clarity:** the extent to which the work has understood key terms and concepts, defined ambiguous terms, and employed them correctly.

**Critical Content:** the extent to which the work provides a lucid critical analysis of the problem that evaluates competing arguments and interpretations rather than a purely descriptive or narrative discussion.

**Literature:** the extent to which the work demonstrates familiarity with, and command of, the relevant scholarly writings on the subject (primary and secondary sources) using these in the service of an independent argument.

**Evidence and Examples:** the extent to which the work deploys apposite examples/quotations and evidence to support its claims, thereby turning unsupported assertions into critical arguments.

**Style and Presentation:** the extent to which the work makes effective and correct use of the English language and is written in a clear and scholarly style (including correct use of referencing, quotations etc. according to departmental criteria).

You can normally expect marking to be completed after 4 weeks of the deadline date (although dissertations will take longer), 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 November.

Further information about marking your work can be found on the following website:
http://www.bbk.ac.uk/student-services/exams/markin

Anonymous Marking Policy

It is recognised that whilst the principle of anonymity in marking serves to ensure against bias in examiners, the blanket application of full anonymity in marking is not always appropriate, advantageous, practicable or administratively viable. This may be in cases such as oral examination, presentation or performance, laboratory or field work, research dissertations or theses or in a small cohort, or there is a clear academic benefit that outweighs that of full anonymity, such as providing personalised feedback to students. When full anonymity in marking is not possible, the department ensures that marks are awarded in a fair and equitable manner through the use of specific moderation and marking techniques, or by a partial level of anonymity combined with specific moderation techniques. The Department has confirmed with External Examiners the appropriateness of departing from anonymous marking practices due primarily to small cohorts and in order to provide more personalised feedback. Our overall marking, moderation and feedback practices have been highly commended by a series of External Examiners over the years.

5.8 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: http://moodle.bbk.ac.uk/mod/book/view.php?id=103070

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 choose must be applied comprehensively.

The most simplified and common format for referencing books, chapters and journal articles is known as author, date in Endnote. 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:

Aldersson, R.R and McEntee-Atalianis, L.J. (2007) A Lexical Comparison of Icelandic Sign Language and Danish Sign Language (online). In Birkbeck Studies
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.

5.9 What Is Plagiarism?

Students should familiarise themselves with the particular details of what constitutes plagiarism. Materials are available on Your Birkbeck Student Profile which provide resources on all aspects of good academic practice. You should ensure that you read this section before considering submitting your assignments.

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, plagiarism 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 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” (Lindey, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise. Plagiarism is the presentation of another person’s ideas as one’s own or failing to cite the source of another’s ideas. Plagiarism in any form is unacceptable. From the tutor’s point of view, as well as that of the institution, plagiarism interferes with the proper assessment of students’ academic ability and progress. From the point of view of the student, plagiarism is antithetical to the learning process, which requires careful reading, questioning and building a personal understanding of material.

The notes below explain the nature of plagiarism, and will help you to determine what constitutes unacceptable use of others’ ideas in your own work.

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. **Ensure that you acknowledge the source.**

The following two examples illustrate firstly how material from sources may be used in ways that are plagiaristic, and secondly how the same ideas may be appropriately used.

**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 are 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 are heading. (Scott, 1994)

In each acceptable 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 plagiarised example, the argument has been paraphrased – but even so, this is plagiarism of the idea as it lacks any indication or 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. This applies even where the borrowed material consists of accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. This form of plagiarism also courts a risk of infringing copyright (see below).

Self-Plagiarism and Re-submission of work
Another form of plagiarism is submitting work you have 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 hence in essence another form of cheating. If you want to refer to, expand on or re-work an essay submitted for another module, ask your module leader whether this is acceptable. When including this earlier work, clearly acknowledge the source, by providing a reference to your other essay and explain how this material is to be used in the present assignment.

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 we have done in the examples), but more than this risks infringing copyright.

**References:**


**5.10 Referencing and Plagiarism: Compulsory online tutorial**

Independent completion of the online tutorial ‘Academic Honesty and Plagiarism’ is a compulsory part of this programme. The link to this tutorial can be found within your Research Methods and Design module on Moodle. This tutorial takes 10-20 minutes to complete and must be done before submitting your first piece of coursework for assessment on this programme. It outlines the accepted academic practice of crediting the sources of others’ ideas and work.

We would also strongly advise that you complete the online tutorials on plagiarism as well as citation found at [http://www.bbk.ac.uk/student-services/learning-development](http://www.bbk.ac.uk/student-services/learning-development).

Plagiarism is a serious assessment offence. All assessed work is expected to be original work written by the student gaining the credit for the module. All work that refers to the work of others, or work done previously by that student for another module is not original and therefore must be clearly attributed to the source. If a student attempts to include text material without attributing the source this will lead to serious consequences regarding the marking and credit award of the submission and may even lead to termination of registration. This includes any attempt to submit the same written work for more than one module or to include work written by the same or another student which earned credit at another institution.

Birkbeck has a robust system in place to detect plagiarism. The web-based software Turnitin is used to check all documents submitted by students for assessment to detect and identify unoriginal content. Turnitin automatically scans every submission uploaded to the Birkbeck Moodle virtual learning environment and can detect material that matches published books, journal articles, unpublished materials on websites on the internet, and additionally, all student coursework essays and dissertations that have ever been submitted to Turnitin within the University of London and all participating Higher Education Institutions throughout the world. This means that any attempt to include in a piece of assessed work any text material without appropriate attribution of its source through the clear inclusion of reference citations will be identified.

At the same time it is recognized that the Turnitin originality reports simply show the amount of matched text that the program has found. It is well known that the Turnitin originality check will sometime highlight matches for passages that
do in fact contain correct citations and referencing. In addition, passages that contain very common phrases, which may be the typical form of expression for a particular generic idea or an accepted technical term, will also be detected as matches. This may lead to a submission getting a high % on the originality report even though no plagiarism is involved and the sources have been correctly attributed. Matches of the kind described above will be dismissed and not considered to be cases of plagiarism.

Please be reassured that originality reports are inspected for every submission by academic staff who have an understanding of the basis and limitations of this process.

5.11 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 either reduce the mark or award a mark of zero for the element of assessment in question. The student will be asked to resubmit the assignment, usually within six weeks, which will be capped at 50%.

The College has an Assessment Offences Policy that explains what will happen if we suspect you have committed an assessment offence. These fall into three categories:

**Examination offences**: these occur during exams and include taking in notes, using your mobile phone or speaking to another candidate during the exam.

**Plagiarism**: this is presenting someone else’s work or thoughts as your own, or presenting another person’s work without the appropriate referencing. It also refers to submitting the same piece of work twice for two separate assessments or if substantial amount of material is the same in two assignments (self-plagiarism).

**Collusion**: this is getting the assistance of someone else in producing work that should have been produced by you alone (eg getting a friend to write substantive parts of your essay, or buying an essay off the Internet).

The College investigates suspected assessment offences and, if we find enough evidence that you have committed the offence, you will be penalised. Penalties range from a formal warning to deduction of marks or, in the most serious cases, termination of your registration as a student.
5.12 Reassessment of an Assignment

If you receive a grade below 50% (i.e. a failing mark) in an assessment you will be asked to resubmit the assignment for reassessment. You will be given a deadline by email by which to resubmit your coursework. Unless directed otherwise you may answer the same question that you answered for your original assignment and develop your existing assignment.

The mark for your reassessed piece of work will be capped at 50%, except where mitigating circumstances have been accepted. This is the pass mark for postgraduate assignments assessed at level 7.

If you receive a failing mark for an option module then you are able to decline the reassessment opportunity and take an alternative module the following academic year. If you do this, then the alternative module will count as a second attempt. Please note that this usually has an implication on your tuition fees.

5.13 Module Failure

You are offered two attempts at passing any element of a module.

If your overall mark for a core module is less than 50%, once you have completed all the assessments for that module and any reassessments, then you will have failed that module and will normally be excluded from the programme.

If your overall mark for an option module is between 40% and 49% once you have completed all the assessments for that module and any reassessments, you may be awarded a compensated fail. An MA student is only able to accumulate 30 credits as compensated fails by the end of their programme.

5.14 Calculation of your award

Your final degree classification will be worked out by adding the marks for all of your modules together and dividing them by 6. If you take a dissertation, the mark for this will be doubled and then added to the rest before being divided by 6.

As a guide, results are usually in line with the following:

- **Distinction:** 70% or above
- **Merit:** 60% to 69%
- **Pass:** 50% to 59%
**Discretion**

Where a finalist student’s results fall within two marks of a classification boundary, then the sub-board of examiners will consider whether there is a rationale for raising the student’s classification. The sub-board will consider taking this action where:

- the candidate has a preponderance of credit in a higher class i.e. 50% or greater of the overall credit in the award than that determined by the aggregate result
- the candidate has documented mitigating circumstances that have not already been taken into account

Where a sub-board considers that there is not adequate justification for raising a classification then it will not do so.

**5.15 Your Results, Transcript and Graduation**

The Postgraduate Boards of Examiners typically meet in November of each year to confirm the final marks for all pieces of coursework during that academic year. The Registry publishes the final marks on your Birkbeck Student Profile in December/January. The Department are unable to disclose final marks until the Registry has released them to the students in December/January. 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.

**Transcript**

You will be sent a paper transcript of your marks by post to your home address as listed on your Birkbeck Student profile after your final marks have been published.

**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 Birkbeck 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:

[http://www.bbk.ac.uk/student-services/bbk-graduation/](http://www.bbk.ac.uk/student-services/bbk-graduation/)

Postgraduate graduation ceremonies will usually take place in April. 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 by the above web page, please contact events@bbk.ac.uk.
6 Advice and Support Services

6.1 Primary Contact

Queries of an academic or personal nature can be answered by your Personal Tutor.

The Administrator is familiar with sources of information and of assistance within Birkbeck that are available to students and is 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 their availability before you arrive.

6.2 Personal Tutors

At the beginning of the autumn term you will be allocated a Personal Tutor. This information will be visible on your Birkbeck Student Profile.

Your Personal Tutor will support you if you have queries of an academic or personal nature or they will be able to point you in the right direction for other sources of support available within the College.

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.

6.3 Programme and School Representation

School Representatives

The College have supported the Union through funding five School Reps, one in each School, to act as the link between Student Representatives, the Students’ Union and the College. School Representative support student representation within the School. The School Reps also work with the Students’ Union’s Activities Coordinator to run events, activities and to support academic societies to help to enrich the student experience in each school at Birkbeck. School Reps will be recruited in October 2019 and promoted to students.

Programme Representatives

We aim to have a Programme Representative for each of our programmes. If you are interested in becoming a programme representative, please contact the Administrator as soon as possible.

Programme 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 Programme Representatives, including additional texts made available in the library.
6.4 Student Advice Centre

The Student Advice Centre 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. For further information please visit the Student Advice Centre page at http://www.bbk.ac.uk/student-services/student-advice-service

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<td><strong>Term time:</strong></td>
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<td>• Monday: 11 am to 6.30 pm</td>
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The opening hours of our telephone enquiry line (020 3907 0700) are:

• Monday to Thursday: 12:00 noon to 6:00 pm
• Friday: 12:00 noon to 5:00 pm
• Saturday and Sunday: closed

6.5 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

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 www.twitter.com/DeptofALCBBK
6.6 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 on Moodle on a regular basis as lecturers update their modules frequently: http://moodle.bbk.ac.uk

6.7 Module Evaluation

At the end of each module, you will receive an email to ask you to complete a short questionnaire regarding the module. The Module Evaluation Questionnaire is the primary way that we can be sure to receive feedback from all students about your experiences on your module.

The system that we use to capture module evaluation is Blue. Wherever possible we will ask you to complete the survey in class on your own device.

How we will respond to your feedback:

- After the survey closes, you will receive a report with the survey results that students have given. Your module convenor will be encouraged to provide comments on the student feedback. Your feedback will be discussed by the departmental staff to identify how best to address any issues raised.
- Your feedback will be discussed at the student-staff liaison groups. We encourage you to attend these, and to read the action points that will be circulated following the meetings
- Your feedback from the survey will help shape the module for the next cohort of students who study it.

Things to consider when giving module feedback:

- Responses are on a 5-point scale – Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. We encourage you to consider each question and to decide whether you Agree or Disagree, rather than given the neutral option, as then we will have a stronger idea of where action should be targeted.
- Do not confuse popularity with good teaching. When giving feedback, think about whether the lecturers have conveyed the information clearly, the support you have received and the feedback you have received so far
(you will likely not have submitted your final assignment at the time of the survey).

- When asked about what you liked about the module, think about an example the lecturer has done which has supported your learning, and that you would like to see in other modules. We will share these examples in the department, so the good practices can spread to other modules.
- We will consider your suggestions, but we will not always choose or be able to enact them. Where we do not propose to make changes due to the methods having a sound underpinning, we will inform you.

**About student feedback:**
We want to hear your honest feedback, both positive and negative, so that it can inform our practice and ensure you have the best possible experience.

Not all student feedback can be actioned. There are sound pedagogical reasons for our approaches to delivering lectures and assignments. Other things we would like to do but are constrained. Where we choose not to, or cannot act on feedback, we will explain the reasons why, and are happy to discuss these with you.

While providing, and responding to, feedback in class takes some time from lectures, we believe that listening and responding to students is important, and help ensure effective dialogue between us and our students.

### 6.8 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 Services Information Desk is located in the Student Advice Centre.

All enquiries should come to the Wellbeing Services (tel. 020 3907 0700), 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, 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 3907 0700 or email disability@bbk.ac.uk.

6.9 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 and student representation. There are other student facilities available in the main Birkbeck building on Malet Street; a shop in the basement and a bar on the 4th floor. Students are eligible to purchase an NUS Extra Card [https://www.nus.org.uk/en/nus-extra/] that can be used for student discounts like 10% off Co-op food shopping. Students are also encouraged to get a Student Central Membership Card from Student Central (formerly ULU) to receive 10% off food and drink and other essential services offered there. For further information please consult your guidance handbook provided by the Birkbeck Student Union or email the Union at info@bcsu.bbk.ac.uk or consult www.birkbeckunion.org.

6.10 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.

6.11 Student Societies

The Birkbeck College Applied Linguistics Society (BCALS) is a student-run society created to enhance the study experience both academically and socially. It is highly encouraged that every student taking a programme within the Department of Applied Linguistics and Communication joins this society, to build an academic support network, receive extra notices of various programme
related events (in and out of Birkbeck) and make friends with other students from the Department. Volunteering in a BCALS leadership role is also an excellent way to gain valuable professional experience.

Among its activities, BCALS meets regularly, arranges trips, publishes a newsletter, promotes various seminars, conferences and job openings over the e-list, and holds a student conference at the end of the school year. For more information, please visit the BCALS website or contact su-bcals@bbk.ac.uk

http://www.bbk.ac.uk/linguistics/about-us/applied-linguistics-society/membership

There are also thriving student societies in the Department Cultures and Languages. Please contact the Departmental Administrators for further details.

6.12 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 Birkbeck Student Profile (http://www.bbk.ac.uk/mbphome) 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.

6.13 Careers Service

Our Careers and Employability Service is free and available to all Birkbeck students and recent graduates, to enhance your career development and employability. For further information please visit the Careers Service page at http://www.bbk.ac.uk/student-services/careers-service/

6.14 Childcare Service

We understand that studying while caring for a child or children can be especially challenging and so we offer an affordable, professional evening nursery service for children aged from two to six years. For further information please visit the Childcare Service page at http://www.bbk.ac.uk/student-services/childcare-services

6.15 Study Skills

The College offers online and face-to-face advice, guidance and support to help you develop the study skills you need for academic success at university. This includes workshops, online resources and access to learning development tutors. Please do use these opportunities to develop any skills you feel you need help with. For further information and the list of workshops please visit the Study Skills page at http://www.bbk.ac.uk/student-services/learning-development
6.16 Library

Please see the library website at [www.bbk.ac.uk/lib](http://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 Administrator 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/student-services/counselling-service/resources](http://www.bbk.ac.uk/student-services/counselling-service/resources)

*Senate House Library*
Membership to Senate House Library is dependent on your level of study, most undergraduate students are not eligible for free access; however, you may access the library at your own additional cost. You can check if you are eligible for free access (funded via the College) via your Birkbeck Student 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.

6.17 Student Policies and Regulations

Birkbeck have a range of policies and regulations that set out the terms and conditions of study. The policies and regulations help to ensure that we are clear in what we ask of students, and of the services that we provide to students. Students should be familiar with all College regulations and policies, which are available at [www.bbk.ac.uk/registry/policies](http://www.bbk.ac.uk/registry/policies).

In particular, please ensure that you are familiar with the following documents:

*Summary factsheet:*
We have summarised a number of significant clauses in College academic regulations, policies and terms and conditions of study. Please read the summary at [http://www.bbk.ac.uk/registry/policies/documents/summary.pdf](http://www.bbk.ac.uk/registry/policies/documents/summary.pdf)
Common Awards Scheme Regulations
All programmes at Birkbeck adhere to Common Awards Scheme (CAS). CAS sets out important regulations, such as how programmes are structured, marking and assessment criteria, and deferral or withdrawal conditions. All students should make note of the CAS Regulations.
http://www.bbk.ac.uk/registry/policies/regulations

Fees Policy:
Our policy on payment of tuition fees, including annual increases, payment methods, withdrawal, debts to the College, and financial support.

Mitigating Circumstances:
The policy outlines College procedures relating to applications for consideration of mitigating circumstances.
http://www.bbk.ac.uk/registry/policies/documents/MitCircs.pdf

Marking and Moderation:
The policy defined the College policy on the marking and moderation of all work that is formally assessed as part of a College aware. It incorporates College policy on feedback on assessment, moderation, second marking and anonymous marking.