Department of Psychosocial Studies
School of Social Science, History and Philosophy
Birkbeck, University of London

BA Psychosocial Studies

Programme Director: Dr. Amber Jacobs
Email: a.jacobs@bbk.ac.uk

Teaching Assistant: Sharon Tugwell
Email: S.Tugwell@bbk.ac.uk

Programme Handbook 2015/16
1 Introduction

1.1 Welcome

The staff of the Department of Psychosocial Studies would like to warmly welcome you to the BA in Psychosocial Studies. We hope that you will find this innovative course exciting and that it offers you a challenging and enriching learning experience. We all very much look forward to working with you.

Studying the BA will help you to develop the skills needed to unravel the interconnected psychic and social forces that produce us as people, and determine our complex relations to one another. This means that as psychosocial studies students, you will investigate the relation between individuals and the social sphere – how people are made up of the relationships they have with one another, and with the world around them. It enables development of a deepened understanding of the emotional, imaginary, structural and symbolic aspects of living together.

The aim of the course is to enable you to study a range of topics that require a combination of theories drawn from across the humanities and social sciences for their understanding. These topics include love, intimacy and hate; violence, power, homophobia, misogyny and racism; identity, sexuality and care; resistance and social change. Through the ‘fieldwork’ modules that run alongside the theoretical components throughout the programme, you will develop a mobile set of skills that will help you grapple with the ‘now’, and the ability to critically assess and put to work trans-disciplinary ideas to analyse psychosocial issues and topics.

You will be members of a department renowned for its leadership in this new and exciting field of study, and we hope that you will find your time here stimulating and rewarding.

This handbook contains all the information you need to know about the BA. It would be helpful if you could ensure you have access to it when you attend your teaching sessions (either electronically on your smart phone, tablet or other device; or if you prefer, print and keep a hard copy of it). In addition to this handbook, you will find information for each individual module on Moodle, which contains details of the specific content, week by week reading list and assessment details for that module.
1.2 Core Staff Group

Academic Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Programme/Module</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Amber Jacobs</td>
<td>Programme Director and Module tutor – Hate &amp; Introduction to Psychoanalysis</td>
<td>020 3073 8015 <a href="mailto:a.jacobs@bbk.ac.uk">a.jacobs@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Stephen Frosh</td>
<td>Module tutor - Love</td>
<td>020 7631 6213 <a href="mailto:s.frosh@bbk.ac.uk">s.frosh@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Lynne Segal</td>
<td>Module tutor - Love</td>
<td>020 7631 6069 <a href="mailto:l.segal@bbk.ac.uk">l.segal@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Gail Lewis</td>
<td>Module tutor - Hate</td>
<td>020 7631 6251 <a href="mailto:g.lewis@bbk.ac.uk">g.lewis@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Margarita Palacios</td>
<td>Module tutor - Power</td>
<td>020 3073 8016 <a href="mailto:m.palacios@bbk.ac.uk">m.palacios@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Bruna Seu</td>
<td>Module tutor - Power</td>
<td>020 7631 6539 <a href="mailto:b.seu@bbk.ac.uk">b.seu@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Yasmeen Narayan</td>
<td>Module tutor - Bodies</td>
<td>020 3073 8017 <a href="mailto:y.narayan@bbk.ac.uk">y.narayan@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Silvia Posocco</td>
<td>Module tutor - Bodies</td>
<td>020 3073 8066 <a href="mailto:s.posocco@bbk.ac.uk">s.posocco@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Lisa Baraitser</td>
<td>Module tutor – Creative Archives</td>
<td>020 7079 0897 <a href="mailto:l.baraitser@bbk.ac.uk">l.baraitser@bbk.ac.uk</a></td>
</tr>
<tr>
<td>TBC</td>
<td>Module tutor – Observation and the Everyday</td>
<td></td>
</tr>
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Administrative and other staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBC</td>
<td>Course Administrator</td>
<td>020 7631 6281 <a href="mailto:p.fortune@bbk.ac.uk">p.fortune@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Mrs Paula Fortune</td>
<td>Team Leader</td>
<td>020 7631 6367 <a href="mailto:p.fortune@bbk.ac.uk">p.fortune@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Ms Wendy Lynwood</td>
<td>Subject Librarian</td>
<td>020 7631 6062 <a href="mailto:w.lynwood@bbk.ac.uk">w.lynwood@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Learning Technology Team</td>
<td>Learning Technology Support Staff</td>
<td>020 7631 6878 020 7631 6221 <a href="mailto:Moodle@bbk.ac.uk">Moodle@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>

1.3 Duration and Workload

The BA Psychosocial Studies may be studied full-time, over three years or part-time, over four years. Those following the full-time mode of study are required to attend three evenings a week. Those following the part-time mode attend two evenings per week. Each term there will be a series of learning support sessions. For relevant information go to the link below [http://www.bbk.ac.uk/mybirkbeck/global/workshop_timetable?orgunit=GLOBAL](http://www.bbk.ac.uk/mybirkbeck/global/workshop_timetable?orgunit=GLOBAL)

Teaching sessions take place between 6.00 – 8.30pm. Teaching methods include lectures in which module tutors will provide the main input, and seminars in which you, the students, will take the lead in providing the main input to the class.
In addition to attendance for lectures and seminars, you will need to spend a considerable number of additional hours of study each week for each module, so it is really important that you organise your time to enable you to achieve this.

More detailed information about the content of the modules is provided below (see section 5).

<table>
<thead>
<tr>
<th>1 Autumn Term:</th>
<th>Monday 28 September to Friday 11 December 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Spring Term:</td>
<td>Monday 4 January to Friday 18 March 2016</td>
</tr>
<tr>
<td>3. Summer Term:</td>
<td>Monday 18 April to Friday 1 July 2016</td>
</tr>
</tbody>
</table>

1.4 Student Support

Personal Tutors

Each student will be assigned a personal tutor at the beginning of the academic year. Students usually meet with their tutors once a term in order to discuss any issues that arise in relation to the experience of the programme. These might include particular aspects of the programme curriculum that you want to discuss, or more general issues related to your experience of teaching and learning. These meetings are voluntary and it is the responsibility of students to contact their tutor in order to arrange an appointment. Your personal tutor, where possible, will remain the same throughout the duration of your study. We highly recommend that you arrange to meet your assigned personal tutor so that he/she can keep a record of how the course is going for you and help you with any difficulties or queries you may have about the course and about studying in general. Your personal tutor is available to offer advice and support on matters related to your programme of study and will refer you to other lines of support, should you need them.

Study Skills Sessions:

Two compulsory study skills sessions in the Autumn and Spring terms are scheduled for all year groups. These sessions will be run by our Teaching Assistant, Sharon Tugwell and are tailored to the specific needs of students studying our BA course. Whilst it is crucial to attend the school level study skills that are on offer, Sharon’s sessions are specifically designed for the needs of Psychosocial Studies students. Attending these alongside the School level study skills session should give you substantial support with your study.

Details will be uploaded to your Moodle (virtual Learning environment) pages regarding the content of these sessions. The sessions will focus on essay writing skills and research skills and Sharon will link the content of the sessions to your particular assignments.

Year Two Study Skills sessions will be run as essay writing surgeries.
Study skills sessions for Year One Students will take place on:

**Term 1:**
Friday 16 October 2015, 6-8pm (43 Gordon Sq, Room GOR G04)
Thursday 26th November 2015, 6-8pm (43 Gordon Sq, Room GOR G04)

Study Skills for Year Two Year 2 students will take place on:

Friday 13th November 2015 6-8pm (43 Gordon Sq, Room GOR G04)
Friday 4th December 2015 6-8pm (43 Gordon Sq, Room GOR G04)

Study Skills Workshops Provided by the School

The school also offers a series of study skill workshops aimed at undergraduates that run on Saturday mornings throughout the academic year. These are voluntary and you will need to register in order to obtain a place. The workshops are aimed at addressing the study skill needs of first year undergraduates but are also welcome to other year groups too. We highly recommend that students attend these workshops in addition to the compulsory sessions offered by our teaching assistant.

Details and booking for the School Saturday Study Skills Workshops can be found on the website via the following link below:
http://www.bbk.ac.uk/mybirkbeck/services/facilities/support

There are many other forms of support for students that are detailed in your Student Handbook and on the My Birkbeck website (http://www.bbk.ac.uk/mybirkbeck/services), including disability support, extra learning support, the University Counselling Service, the Student’s Union and the Careers Service. The My Birkbeck Student Centre phone number is: 020 7631 6316. Please speak with your tutor if you have difficulty accessing any of these services, or if you require other forms of support that are not detailed in this handbook.

1.5 Moodle

In keeping with many higher educational settings, we are using a Virtual Learning Environment called Moodle (http://moodle.bbk.ac.uk) to support the learning and teaching of this programme. You will be introduced to Moodle during your induction day. You can use Moodle to communicate with staff and fellow students, to access some of the set reading, to submit assignments and receive feedback, and many more things besides. Alongside specific Moodle pages for your separate modules, there is a separate Moodle page for the BA Programme. The Department also has a general Moodle page where you can find a wealth of information. Please make sure you familiarize yourself with Moodle near the beginning of the programme. If you experience any difficulties with Moodle please let a member of staff know.
1.6 Student-Staff Exchange Committee

The programme committee meets once a term to ensure its smooth running, to discuss any issues arising from the programme, to implement changes, etc. An extremely important function is considering the views of students and resolving problems as they arise, as far as is possible.

At the start of each term, two students (one full-time and one part-time) are elected by the student group as their programme representatives. These representatives meet once a term with the Programme Director, Dr Amber Jacobs, for a Student-Staff Exchange Committee. Prior to the Student-Staff Exchange Committee, the representatives are sent an email asking them to meet with the rest of their cohort to discuss any matters pertaining to the programme they would like raise with the Programme Director and other staff. This can be done in the form of a meeting when students are attending the programme and tutors will be willing to give over time for this, or via email. Once any issues have been identified, the representatives should email the Programme Administrator with items for the agenda. Matters can be raised anonymously if appropriate. Minutes of this meeting are circulated to all the students. For guidance, course representatives should encourage their co-students to identify strengths of the modules as well as any areas of concern. The following webpage gives information about Student-Staff Exchange Committees: [http://www.bbk.ac.uk/su/classrep/](http://www.bbk.ac.uk/su/classrep/). In addition, a Programme Representative Handbook is available from the Birkbeck Student’s Union.

Matters discussed at the Student-Staff Exchange Committee are brought to the programme committee which is attended by all the staff involved in the programme.

The meeting dates for the academic year 2015/16 are:

Term 1: 5th November 2015 at 5pm in Room 503B; 30 Russell Square
Term 2: TBC
Term 3: TBC

All meetings will take place at 5.00 pm, before the teaching sessions, unless otherwise specified, so it will be important to confirm the time of each meeting.

2 The BA Programme

In order to complete the BA in Psychosocial Studies, students are required to take 360 credits in total comprising credits gained at levels 4, 5 and 6. This is a requirement of the Birkbeck Common Awards Scheme and applies to all undergraduate degrees.

[http://www.bbk.ac.uk/mybirkbeck/services/rules/CAS%20Regs%201516.pdf](http://www.bbk.ac.uk/mybirkbeck/services/rules/CAS%20Regs%201516.pdf)
For the full-time mode of study you will normally take 120 credits (4 modules) per year over 3 years. For the part-time mode of study you will normally take 90 credits (3 modules) per year. Level 4 (foundation) modules will normally be taken in years 1 or 2. Level 5 (intermediate) modules are normally taken in years 2 or 3, and Level 6 (advanced) modules are normally taken in years 3 and 4. In the BA there may be some slight variation in this, with full-time students taking one level 6 module (Introduction to Psychoanalysis) in year 2.

You must take NO MORE than 120 CATS at level 4 and NO LESS than 120 CATS at level 6.

### 2.1 Curriculum:

#### Full-time

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>SSPA071S4</td>
<td>Love (20 weeks)</td>
<td>30</td>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SSPA070S4</td>
<td>Hate (20 weeks)</td>
<td>30</td>
<td>CORE</td>
<td></td>
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<tr>
<td>4</td>
<td>SSPA073S4</td>
<td>Power (20 weeks)</td>
<td>30</td>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SSPA074S4</td>
<td>Observation and the everyday (Fieldwork) (10 weeks, 2xweekly, summer term)</td>
<td>30</td>
<td>CORE</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
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</tr>
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<tbody>
<tr>
<td>5</td>
<td>SSPA072S4</td>
<td>Bodies (20 weeks)</td>
<td>30</td>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SSPA057S6</td>
<td>Introduction to Psychoanalysis (10 weeks)</td>
<td>30</td>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Option Module</td>
<td></td>
<td>30</td>
<td>Compulsory</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SSPA075S5</td>
<td>Creative Archives (Fieldwork)(10 weeks, 2xweekly, summer term)</td>
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<td>CORE</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 3</th>
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<th>Module Title</th>
<th>Credits</th>
<th>Status</th>
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<tr>
<td>5</td>
<td>SSPA076S5</td>
<td>Inscriptional Practices (Fieldwork)(10 weeks, 2xweekly, autumn term)</td>
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<td>CORE</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SSPA058S6</td>
<td>Social Theory and Sociology (10 weeks)</td>
<td>30</td>
<td>CORE</td>
<td></td>
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<tr>
<td>6</td>
<td>SSPA079S6</td>
<td>Dissertation</td>
<td>30</td>
<td>CORE</td>
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<tr>
<td>6</td>
<td>Option Module</td>
<td></td>
<td>30</td>
<td>Compulsory</td>
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# Part-time

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>SSPA071S4</td>
<td>Love (20 weeks)</td>
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<td>CORE</td>
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<tr>
<td></td>
<td>4</td>
<td>SSPA070S4</td>
<td>Hate (20 weeks)</td>
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<tr>
<td>4</td>
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<td>SSPA074S4</td>
<td>Observation and the everyday (Fieldwork) (10 weeks, 2x weekly, summer term)</td>
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<table>
<thead>
<tr>
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<th>Module Title</th>
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<tr>
<td>4</td>
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<td>SSPA073S4</td>
<td>Power (20 weeks)</td>
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<td>Bodies (20 weeks)</td>
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<td>Core</td>
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<tr>
<td></td>
<td>5</td>
<td>SSPA075S5</td>
<td>Creative Archives (Fieldwork) (10 weeks, 2x weekly, summer term)</td>
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<th>Module Code</th>
<th>Module Title</th>
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<tr>
<td>6</td>
<td>6</td>
<td>SSPA057S6</td>
<td>Introduction to Psychoanalysis (10 weeks)</td>
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<td>Social Theory and Sociology</td>
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<tr>
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<td>5</td>
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<td>6</td>
<td>SSPA079S6</td>
<td>Dissertation</td>
<td>30</td>
<td>CORE</td>
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</tbody>
</table>

### 2.2 Option Modules

Options can be drawn from relevant programmes in the departments of the School of Social Sciences, History and Philosophy. Relevant programmes include the BSc Social Sciences and the BSc Geography, and options from other relevant programmes may be available, so long as they are the appropriate level. Details of available options will be available on Moodle later in the year.
2.3 Preliminary Reading

- **Elizabeth Hoult** (2011) *Adult Learning and la Recherche Feminine: Reading Resilience and Helene Cixous* (Palgrave Macmillan).
- **Stephen Frosh** (2012) *Brief Introduction to Psychoanalytic Theory* (Palgrave Macmillan)
- **Stephen Frosh** (2010) *Psychoanalysis Outside the Clinic* (Palgrave Macmillan)
- **Gail Lewis** (2009) 'Birthting Racial Difference: Conversations with my Mother and Others', in *Studies in the Maternal*, vol 1:1 (This is an open access journal available via the Birkbeck website). You may also find it helpful, interesting to look at other articles in *Studies in the Maternal*.
- **Sasha Roseneil and Stephen Frosh**, eds. (2012) *Social Research After the Cultural Turn*, especially the introduction by Roseneil and Frosh and the chapter by Yasmeen Narayan, 'The Cultural Turn, Racialization and Postcoloniality'.

2.4 Aims of the BA

The BA Psychosocial Studies aims to introduce students to the interdisciplinary field of Psychosocial Studies - the study of the formation, maintenance and visibility of social practices, and their relation to psychic life. This means studying social, psychological and cultural theories that refuse a separation of psychic and social domains, and propose instead a variety of ways that subject formation and identity are constituted in and through temporary and precarious social situations, as well as tracking the ‘psychic life’ of the forces and institutions that may structure and maintain the possibilities for such social bonds. The BA Psychosocial Studies therefore aims to help students think through the problematic of our increasingly interconnected collective fates, and the affective, imaginary, structural and symbolic dimensions of living with one another. It is an interdisciplinary degree that draws in equal measure on knowledge and skills sets from across the Humanities and Social Sciences. Students are introduced from the start to the ways some concepts and research practices (including the psychosocial itself), move across disciplines. Through ‘fieldwork’ modules that run alongside the theoretical components throughout the programme, students will develop a mobile set of skills that enable them to grapple with the ‘now’, and the ability to critically assess and put to work trans-disciplinary theoretical concepts in their analysis of psychosocial phenomena.
Summary of Key Aims:

The specific aims are:

- To introduce students to psychosocial theory and psychosocial investigative, procedural, and creative practices

- To enable students to use these theories and practices to understand the relation between subjectivity and identity, and historical, social and political formations

- To utilise the notion of ‘situated knowledges’ to encourage students to investigate experience-near psychosocial phenomena, starting with the everyday, before linking these to understandings of broader social and political forces and formations.

- To develop a capacity for reflexivity about their own and others’ place in the social and cultural world around them and to see this as a key resource for critical enquiry.

2.5 Distinctive Features

- Full-time or part-time, evening, face-to-face study

- Taught by academics with international reputations for their specialist interdisciplinary knowledge in psychosocial studies

- Unique blend of theoretical and ‘fieldwork’ modules

2.6 Learning Outcomes

Upon successful completion of the course, students will be able to:

- Demonstrate an understanding of key psychosocial theory including the complex and shifting relation between the personal/subjectivity and identity, and publics; and social and cultural contexts, including institutional ones.

- Demonstrate a capacity to engage in psychosocial investigative research practices

- Be able to work effectively in groups, including navigating peer-led projects and peer-assessment

- Develop skills of reflexivity as a means of self-evaluation of learning and development; and as a specific psychosocial mode of critical enquiry

- Develop transferable skills of critical analysis and review; varieties of reading practice, writing and presentation methods; time-management, and task achievement.
3 Administration

The Programme is administered from the Department of Psychosocial Studies. The Programme Administrator is TBC

3.1 Induction

There will be an induction day on **Monday 21st September 2015, between 14.00 – 17.00pm.** At this induction day you will have the opportunity to find out more about your programme of study, get to know the campus and its facilities and meet your fellow classmates. You will also have the opportunity to get to know the department and its staff. You will receive a lot of important information during Induction Day which will help you settle into academic life at Birkbeck.


<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:00 – 15:00</td>
<td><strong>Programme Introduction</strong></td>
<td>Malet St, MAL 251</td>
</tr>
<tr>
<td></td>
<td>Welcome talk from Dr Amber Jacobs, the Program Director of the BA Psychosocial Studies</td>
<td></td>
</tr>
<tr>
<td>15:00 – 15:30</td>
<td><strong>Break</strong></td>
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</tr>
<tr>
<td></td>
<td>Take this time to explore the library or try one of our onsite cafes.</td>
<td></td>
</tr>
<tr>
<td>15:30 – 17:00</td>
<td><strong>Introduction to Department of Psychosocial Studies</strong></td>
<td>Malet St, MAL 421</td>
</tr>
<tr>
<td></td>
<td>• Meet our Head of Department – Dr Gail Lewis</td>
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<tr>
<td></td>
<td>• Student Services – Geoff Morrison</td>
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<td></td>
<td>• Wellbeing Services: Disability &amp; Dyslexia; Counselling; Mental Health – Mark Pimm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Library - Wendy Lynnwood</td>
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<tr>
<td></td>
<td>• Study Skills – Jennifer Fraser</td>
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<tr>
<td></td>
<td>• How to use ‘Moodle’, your virtual learning environment – Leo Havemann</td>
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</tbody>
</table>
4 Programme Design

- Teaching Schedule – Year 1 Core Modules

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Students</td>
<td>Power - Mondays</td>
<td>Power- Mondays</td>
<td>Observation and the</td>
</tr>
<tr>
<td>Year 1</td>
<td>Love- Tuesdays</td>
<td>Love- Tuesdays</td>
<td>Everyday</td>
</tr>
<tr>
<td></td>
<td>Hate- Wednesdays</td>
<td>Hate - Wednesdays</td>
<td>Tuesdays &amp; Thursdays</td>
</tr>
<tr>
<td>Part-time Students</td>
<td>Love- Tuesdays</td>
<td>Love- Tuesdays</td>
<td>Observation and the</td>
</tr>
<tr>
<td>Year 1</td>
<td>Hate - Wednesdays</td>
<td>Hate - Wednesdays</td>
<td>Everyday</td>
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<td>Tuesdays &amp; Thursdays</td>
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- Teaching Schedule – Year 2 Core Modules

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Students</td>
<td>Bodies – Tuesdays</td>
<td>Bodies - Tuesdays</td>
<td>Creative Archives -</td>
</tr>
<tr>
<td>Year 2</td>
<td>Introduction to</td>
<td></td>
<td>Tuesdays &amp; Thursdays</td>
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<tr>
<td></td>
<td>Psychoanalysis -</td>
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<tr>
<td></td>
<td>Wednesdays</td>
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</tr>
<tr>
<td>Part-time Students</td>
<td>Power - Mondays</td>
<td>Power - Mondays</td>
<td>Creative Archives -</td>
</tr>
<tr>
<td>Year 2</td>
<td>Bodies - Tuesdays</td>
<td>Bodies- Tuesdays</td>
<td>Tuesdays &amp; Thursdays</td>
</tr>
</tbody>
</table>

5 Module Descriptions

Year 1

- **5.1 Core Module 1: Love**

**Module Co-ordinator:** Prof Stephen Frosh and Prof Lynne Segal  
**Term, day and time:** Autumn and Spring, Tuesday, 6.00 – 8.30pm  
**Venue:** TBC - It will be on the student mybirkbeck profile (Timetable)  
**Assessment:** Assessment for this module is by two 2000 word essays for the whole module (i.e. one essay per term ) from a list of questions together the two essays comprise 100% of the final mark). The first essay, based on work for the autumn term, is due on 4th January 2016 and the second, based on work in the spring term, is due on 18th April 2016. Essay titles for the first essay will be set by the end of November.
Although the essays account for 100% of the total mark for the module, to pass the module you are also required to do a series of short pieces of writing as part of electronic discussion board contributions about key readings. You will then collect four of these pieces of writing (two from each term) into a portfolio at the end of the module, supplemented with a reflective statement about your learning. The submission date for the portfolio is the same as for the second essay, i.e. 18\textsuperscript{th} April 2016. \textbf{For further details:} \url{http://www.bbk.ac.uk/study/modules/sspa/SSPA071S4}

- **5.2 Core Module 2: Hate**

\textbf{Module Co-ordinator:} Dr Gail Lewis and Dr Amber Jacobs  
\textbf{Term, day and time:} Autumn and Spring, Wednesday, 6.00 – 8.30pm  
\textbf{Venue:} TBC - It will be on the student mybirkbeck profile (Timetable)  
\textbf{Assessment:} Assessment for this module is the same as for Love: 2 essays (2,000 words each, due on the 4\textsuperscript{th} January 2016 and the 18\textsuperscript{th} April 2016) and a portfolio (4 postings and a personal statement, due on the 18\textsuperscript{th} April 2016)  
\textbf{For further details:} \url{http://www.bbk.ac.uk/study/modules/sspa/SSPA070S4}

- **5.3 Core Module 3: Power**

\textbf{Module Co-ordinator:} Dr. Margarita Palacios and Dr. Bruna Seu  
\textbf{Term, day and time:} Autumn and Spring, Monday, 6.00 – 8.30pm  
\textbf{Venue:} TBC - It will be on the student mybirkbeck profile (Timetable)  
\textbf{Assessment:} Assessment for this module is the same as for Love and Hate: 2 essays (2,000 words each, due on the 4\textsuperscript{th} January and 18\textsuperscript{th} April 2016) together with a portfolio (4 postings and a personal statement, due on the 18\textsuperscript{th} April 2016). )  
\textbf{For further details:} \url{http://www.bbk.ac.uk/study/modules/sspa/SSPA073S4}

- **5.4 Core Module 4: Observation and the Everyday**

\textbf{Module Co-ordinator:} TBC  
\textbf{Term, day and time:} Summer, Tuesday, 6.00 – 7.00pm and Thursday 6.00 – 8.00pm  
\textbf{Venue:} TBC-- It will be on the student mybirkbeck profile (Timetable)  
\textbf{Assessment:} This module description is in the process of being updated.  
\textbf{For further details:} \url{http://www.bbk.ac.uk/study/modules/sspa/SSPA074S4}
Year 2

5.5 Core Module 5: Bodies

Module Co-ordinator: Dr. Yasmeen Narayan and Dr. Silvia Posocco
Term, day and time: Autumn and Spring, Tuesday, 6.00 – 8.30pm
Venue: TBC -- It will be on the student mybirkbeck profile (Timetable)

Module description

Bodies: Part 1

The multidisciplinary Psychosocial Studies module Bodies stretches across the social sciences and arts and humanities. It is framed by contemporary discussions on empire and the formation of modern Britain; austerity and criminalisation, gentrification and displacement and migration and the resurgence of nationalist movements across Europe. The module explores debates on psychosocial studies and postcoloniality; ‘modern bodies’ and the ‘human sciences’ during ‘the Age of Enlightenment’; colonial cultures, class, nationalism and ‘respectability’; histories of the concept of ‘identity’; postcolonial belonging, urban cultures and diaspora and global multiculture and ‘beauty’. It then turns to debates on the criminalisation of minoritised ‘communities’, ‘the war on drugs’ and ‘the war on terror’ and religious revivalisms and postcoloniality. The module then discusses postcolonial, psychosocial approaches to racialisation before turning to work on ‘whiteness’ and returning to debates on the ethics, traditional boundaries, silences and potential political contradictions of psychosocial studies.

Assessment: 2 essays (one based on each terms’ work) and which, together will comprise 100% of the final mark. Submission dates are 4th January and 18th April 2016. You will also need to make a presentation in class and do a piece of reflexive writing of no more than 500 words. The presentation and reflexive writing must be undertaken to pass the module.
For further details

5.6 Core Module 6: Introduction to Psychoanalysis

Module Co-ordinator: Dr. Amber Jacobs
Term, day and time: Autumn, Wednesday, 6.00 – 8.30pm
Venue: TBC--- It will be on the student mybirkbeck profile (Timetable)
Assessment: The assessment for this module takes the form of a 2,000 word essay on an aspect of psychosocial theory. Your tutors will provide the essay questions during the course.
For further details:  http://www.bbk.ac.uk/study/modules/sspa/SSPA057S6
5.7 Core Module 7: Creative Archives

**Module Co-ordinator:** Dr. Lisa Baraitser  
**Term, day and time:** Summer, Tuesday and Thursday, 6.00 – 8.30pm  
**Venue:** TBC  
**Assessment:** This module description is in the process of being updated  
**For further details:** TBC

In addition to the Core modules, full-time, year 2 students will take one Level 5 option.

5.8 Additional Academic Events

There is a range of additional, optional academic events that are held throughout the year at Birkbeck. Please visit the Birkbeck website regularly for updated information about these events, particularly those put on by the Birkbeck Institute for Social Research (http://www.bbk.ac.uk/bisr) and the Birkbeck Institute for the Humanities (http://www.bbk.ac.uk/bih). The Department of Psychosocial Studies also has a Summer Programme of events that we encourage you to attend. You will be notified about these events later in the academic year.

6 Assessment Guidelines and Deadlines

6.1 Assessments

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment</th>
<th>Submission Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love – term 1</td>
<td><strong>2000 word essay</strong> on a topic from Term 1 Short pieces of writing - ‘posts’ (up to 300 words) as part of electronic discussion board contributions about key readings from Term 1, collected into a portfolio and due at the end of the module (Term 2).</td>
<td>4th January 2016</td>
</tr>
</tbody>
</table>
| Love – term 2| **2000 word essay** on a topic from Term 2.  
Short pieces of writing - ‘posts’ (up to 300 words) as part of electronic discussion board contributions about key readings from Term 1, collected into a portfolio.  
The portfolio needs to contain: 4 posts (from across the two terms) and a reflexive statement (500 words +/-10%).  
The two essays form 100% of your total mark for the Module. However you must also submit your portfolio and reflexive statement. | 18th April 2016    |
| Hate – term 1| **2000 word essay** on a topic from Term 1  
Short pieces of writing - ‘posts’ (up to 300 words) as part of electronic discussion board contributions about key readings from Term 1, collected into a portfolio and due at the end of the module (Term 2). | 4th January 2016   |
<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment Details</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hate – term 2</td>
<td><strong>2000 word essay</strong> on a topic from Term 2. Short pieces of writing - ‘posts’ (up to 300 words) as part of electronic discussion board contributions about key readings from Term 2, collected into a portfolio.</td>
<td>18&lt;sup&gt;th&lt;/sup&gt; April 2016</td>
</tr>
<tr>
<td></td>
<td><strong>The portfolio needs to contain: 4 posts (from across the two terms) and a reflexive statement (500 words +/-10%).</strong></td>
<td></td>
</tr>
<tr>
<td>Power – term 1</td>
<td><strong>2000 word essay</strong> on a topic from Term 1. Short pieces of writing - ‘posts’ (up to 300 words) as part of electronic discussion board contributions about key readings from Term 1, collected into a portfolio and due at the end of the module (Term 2).</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; January 2016</td>
</tr>
<tr>
<td>Power – term 2</td>
<td><strong>2000 word essay</strong> on a topic from Term 2. Short pieces of writing - ‘posts’ (up to 300 words) as part of electronic discussion board contributions about key readings from Term 2, collected into a portfolio. <strong>The portfolio needs to contain: 4 posts (from across the two terms) and a reflexive statement (500 words +/-10%).</strong></td>
<td>18&lt;sup&gt;th&lt;/sup&gt; April 2016</td>
</tr>
<tr>
<td>Observation – Term 3</td>
<td>Portfolio of fieldwork notes</td>
<td>TBC</td>
</tr>
<tr>
<td>Observation – Term 3</td>
<td>Textual or Visual re-presentation of observations</td>
<td>TBC</td>
</tr>
<tr>
<td>Bodies Term 1</td>
<td><strong>2,500 word essay</strong> on a topic from Term 1. Presentation in class</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; January 2016</td>
</tr>
<tr>
<td>Bodies Term 2</td>
<td><strong>2,500 word essay</strong> on a topic from Term 2. <strong>Reflexive statement (500 words +/-10%)</strong></td>
<td>18&lt;sup&gt;th&lt;/sup&gt; April 2016</td>
</tr>
<tr>
<td>Introduction to Psychoanalysis Term 1 only</td>
<td><strong>3,000 word essay</strong> on an aspect of psychosocial theory. Your tutors will provide the essay questions during the course.</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; January 2016</td>
</tr>
<tr>
<td>Creative Archives Term 3 only</td>
<td>TBC</td>
<td>TBC</td>
</tr>
</tbody>
</table>
6.2 Submission Guidelines

All course work needs to be submitted electronically on Moodle via Turnitin, where it will be checked for plagiarism and word count. In submitting any work, whether on paper or electronically, you agree to abide by the College's regulations on plagiarism. You also undertake that the work is all your own, that you have properly acknowledged and cited all materials used from the published or unpublished works of others, and that the work has not previously been submitted for any other of your modules. You also agree, in submitting the work, that the College may take steps to authenticate the material submitted, including (but not limited to) submitting the work to a plagiarism checking service and copying the work to another member or members of staff.

Essays must be word-processed using double line spacing throughout on A4 sized paper. Pages should be numbered consecutively.

The title page should state the following information:

<table>
<thead>
<tr>
<th>BA Psychosocial Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
</tr>
<tr>
<td>Module Co-ordinator</td>
</tr>
<tr>
<td>Student Number</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Word count</td>
</tr>
<tr>
<td>Submission Date</td>
</tr>
</tbody>
</table>

NB. With the exception of the dissertation, never put your name on any coursework.

6.3 Word count

All text in the main body of the essay including long quotations, abbreviated references (author, year, page number), footnotes, endnotes, captions, etc, are included in the word count but the bibliography, figures, tables or appendices are not. (NB. Footnotes and endnotes are explanatory notes to the main body of text. Bibliography is the full list of references at the end of your essay).

Meeting the word count is considered an important part of academic practice and will be a factor in assessment. It requires planning ahead, designing a structure, prioritising between arguments and evidence, and being concise. Standard word processing software offers tools for doing word-counts (in MS Word under Tools; in Word 7, and higher, the word count is visible in the bottom right-hand corner of the document). You should aim to stay within the word limit by 10 percent above or below. Exceeding the maximum word count by more than 10 percent may lead to the deduction of marks. If the word count for your assignment is more than 10 percent below the target, the mark for the essay is likely to be negatively affected because of a lack of substance.
6.4 Deferral of Assessed Work

Permission to defer any part of the submission of assessed work may be granted for reasons judged adequate in the particular case by the Examination Board and the College. Subject to such exemption being granted, candidates will be informed of the marks they obtained in those elements in which they have been examined and the assessed may determine the exemptions which will be allowed on re-entry.

Successful completion of the course involves attaining a pass in all elements of the course. Normally, candidates who have been granted a deferment of entry to one or more elements of the assessment will be expected to complete the course in the next academic year.

In order to obtain permission for a deferral, you must make an application to the Programme Director. A copy of this application should go to the Course Administrator. Where appropriate, you should supply documentary evidence supporting your application for deferral. Candidates who do not submit written work without being granted permission to defer or withdraw their assessment entry shall be deemed to have failed the module on that occasion.

6.5 Late Submission of Work for Assessment and Resubmission of Failed Work

Work to be considered for formal assessment that is submitted late is given two marks: a penalty mark of 40%, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late.

Students may request mitigating circumstances by providing written evidence, medical or otherwise, as to why their work was submitted late. This should be made on the standard pro forma (available on Moodle) and submitted to the Course Director and the Course Administrator. The case will then be considered by the appropriate sub-board or delegated panel. If no such documentation is received prior to the meeting of the Exam Board, the ‘real’ mark will not be considered and the penalty mark will stand. If the case is made and accepted then the examination board may allow the ‘real” mark to stand.

If you have failed a piece of work you will be given one opportunity to resubmit your work in order to try to pass the module. You will be given detailed written feedback from the module coordinator indicating what you need to do in order to pass the assignment. Students who fail a piece of assessed work will have the opportunity to resubmit the essay. In such cases, students would liaise with the module coordinator to agree a date for the resubmission. All resubmitted essays should be delivered via Turnitin on the module Moodle site.

If the re-submitted work is awarded a mark lower than 40% students must re-take the module.
6.6 Capping of Re-Assessment

It has been agreed that a regulation be added from 2015/16 that imposes a cap at the pass mark for any student reassessment, except where mitigating circumstance have been accepted on the failed assessment, and students will be permitted to re-submit without penalty.

Information is also provided on the Regulations webpage of the My Birkbeck website here: http://www.bbk.ac.uk/mybirkbeck/services/rules

Please note:

· Students who fail an assessment in 2015/16 and awarded a reassessment opportunity will have their reassessment subject to a cap.

· Any student awarded a reassessment opportunity in 2014/15 or before will not be subject to a cap for a reassessment taken in 2015/16.

· The cap does not apply to a retake of a module

If you have any queries regarding the regulations please contact asq@bbk.ac.uk.

6.7 Mitigating Circumstances

The College Policy on Mitigating Circumstances determines how boards of examiners will treat assessment that has been affected by adverse circumstances. Mitigating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt your performance in assessment. This should not be confused with long term issues such as medical conditions, for which the College can make adjustments before assessment (for guidance on how arrangements can be made in these cases please see the College’s Procedures for Dealing with Special Examination Arrangements).

The College policy on mitigating circumstances can be found at: BART PLEASE ADD THE LINK

A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:

a) the late or non-submission of assessment;

b) non-attendance at examination(s);

c) poor performance in assessment.

For a claim to be accepted you must produce independent documentary evidence to show that the circumstances:

• have detrimentally affected your performance or will do so, with respect to a, b and c above;

• were unforeseen;

• were out of your control and could not have been prevented;

• relate directly to the timing of the assessment affected.
Documentation should be presented, wherever possible, on the official headed paper of the issuing body, and should normally include the dates of the period in which the circumstances applied. These dates should include the date(s) on which assessed work is to be submitted. Copies of documentary evidence will not normally be accepted. If you need an original document for another purpose, you should bring the original into the Department Office so that a copy can be made by a member of College staff. (Where a photocopy is made by a member of staff they should indicate on the copy that they have seen the original). Discussing your claim with a member of staff does not constitute a submission of a claim of mitigating circumstances.

You are encouraged to submit your claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is normally 1 week after the final examination unless otherwise stated by your School. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your School office) which should be submitted in accordance with the procedure for submission published by your School. Claims should always be supported by appropriate documentary evidence.

You should be aware that individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test your achievement rather than your potential; it is not normally possible to gauge what you would have achieved had mitigating circumstances not arisen. Where mitigating circumstances are accepted, and it is judged by an assessment board that these circumstances were sufficiently severe to have affected your performance in assessment the usual response will be to offer you another opportunity for assessment without penalty, at the next available opportunity.

Guidance on what may constitute acceptable mitigating circumstances is available as an appendix to the policy, available from http://www.bbk.ac.uk/reg/regs or your Department office; you should note that this is not an exhaustive list, and that each case will be treated on its merits by the relevant sub-board or delegated body.

6.8 Break in Studies

Students may apply for a break in studies for a maximum of two years in total during their programme of study and this will normally be for a period of one academic year. Requests for breaks in study must be made in writing to the Programme Director. More information can be found on the following webpage: http://www.bbk.ac.uk/mybirkbeck/services/administration/break-in-

6.9 General Marking Criteria

The minimum pass mark for undergraduate work is 40%. Essays will be marked in accordance with content, structure, clarity and quality of analysis. Source of quotations should be indicated. A list of all references should be included at the end of the essay. The number of words in the essay should be stated. Essays significantly over length will incur a penalty.
There are four grades for assessed work: Distinction (70-100%, divided into ‘High Distinction’ [80%+] and ‘Distinction’), Merit (60-69%), Pass (50-59%) and Fail (0-49%). The following gives an indication of what is expected for each range of marks.

80-100%: High Distinction
Marks in this range indicate an exceptionally high level of scholarship and outstanding performance in terms of all of the dimensions outlined. While work at this level exhibits scrupulous completion of the requirements of the assignment, it will also exhibit a high degree of initiative, high quality of analysis, academic sophistication, comprehension and critical assessment, making a novel contribution to psychosocial studies. 70%-79%:

Distinction
Marks in this range indicate high levels of scholarship, and high performance in terms of all of the dimensions outlined. Comprehensively argued writing of interest and originality which is also well organized and presented exhibiting a sound, critical and analytical grasp of the relevant literature(s) and drawing on an extensive range of relevant academic sources. The work will display an excellent understanding of underlying theory as well as employing appropriate analytical techniques, resulting in an argument of interest and significance.

60%-69%: Merit
Work that demonstrates a good command of the subject and relevant literature(s) as well as a sound grasp of critical issues, with evidence of independent thought and a high standard of argument as well as good presentation. Work towards the bottom of this range may have occasional weaknesses and flaws but will nevertheless show a generally high level of competence. Work towards the top of this range will be highly competent on all dimensions.

50%-59%: Pass
Marks in this range indicate general capability, but with moderate levels of weaknesses on one or more dimensions indicated above. Work in this range may contain inaccuracies, the arguments may lack clarity or rigour, or there may be a lack of critical understanding. It will however be coherently structured and presented, showing a sound command of the subject, some awareness of critical debate, and the ability to construct a generally coherent argument.

40%-49%: Fail
Marks in this range do not quite meet the minimum standards for a pass, with considerable levels of weaknesses on one or more dimensions. Work in this range may suffer from flawed arguments, weak structure and presentation, an inadequate command of course materials, or a serious failure to reflect on those materials. It will however demonstrate a basic understanding of psychosocial studies and show evidence of reasonable attention to the course materials.

30%-39%: Low Fail
Marks in this range display major levels of weaknesses on two or more dimensions. The work may be reliant on a minimal range of reading and reflection with poor attention to detail. Work in this range may be characterized by assertions lacking supporting evidence or argument, or by seriously flawed understanding of key concepts.
0%–29%: Very Low Fail
Marks in this range indicate general incompetence, with highly serious levels of weaknesses on two or more dimensions. Work in this range will either fail to present any real argument or opinion, or fail to engage at all with the topic in question. Work may quote heavily from a small number of sources, but fail to integrate them and provide little or no narrative to explain their relevance.

Information on Criteria for undergraduate assessment could also be found on the link below http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/award-criteria/ug-criteria

6.10 Plagiarism

Plagiarism is the most common form of examination offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an examination offence.

This section of the Handbook is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism is the publication of borrowed thoughts as original, or in other words, passing off someone else’s work as your own. In any form, plagiarism is unacceptable in the Department, as it interferes with the proper assessment of students’ academic ability. Plagiarism has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Lindey, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

Borrowing others’ words, ideas or data without acknowledgement
It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both ‘hard-copy’ material and electronic material, such as Internet documents. Examples include copying someone else’s form of words, or paraphrasing another’s argument, presenting someone else’s data or line of thinking. This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.
**Example 1**

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

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

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

**Example 2**

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

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

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

In each revision, the inclusion of the author’s name acknowledges whose ideas these originally were (not the student’s) and the reference refers the reader to the full location of the work when combined with a footnote or bibliography. Note that in the second example, the argument was paraphrased – but even so, this is plagiarism of the idea without
acknowledgement of whose idea this really is. In writing any work, therefore (whether for assessment or not) you should document everything that you borrow – not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge. 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.

For further information particularly with regard to Birkbeck procedures when plagiarism is suspected, please make sure you look at the relevant Birkbeck Registry web page: http://www.bbk.ac.uk/reg/regs/assmtoff.

When submitting coursework you will need to sign an Academic Declaration form, stating that you have read the sections on plagiarism in this Handbook and confirming that the work is your own, with the work of others fully acknowledged.

Copying material verbatim
Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement even where they are accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. Also, you might be infringing copyright (see below).

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

6.11 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.

6.12 Copyright infringement

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

Referencing is a core academic skill which you need to develop as part of your studies. There are a referencing formats but the one most frequently used in the social sciences is called the Harvard system.

It is important to include the following details in your list of references, and it may save time if you get into the habit of recording all these details as you do your reading rather than have to hunt them out at the end.

References in the Body of the Essay/Dissertation

References in the body of the essay or dissertation (as distinct from the Reference section) can occur in different contexts. Fundamentally, whenever reference is made to a published article or other source (e.g. the Internet) details should be given in the text in the form of the name(s) of authors and the date of publication. For example: ‘recent writing on hysteria (e.g. Mitchell, 2000) discusses…’. Or: ‘Mitchell (2000) claims that…’. If a quotation is given, it should conclude with the name of author, date of publication, and exact page number. For example:

By recognising our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside. (Kristeva, 1988, p.192)

Note here that a quotation is often presented indented in the text. Alternatively, when the quotation is of one sentence or less it is acceptable to simply put quotation marks around it. For instance, there has been much discussion of the experience of otherness in psychoanalysis: as Kristeva (1988, p.192) comments, ‘By recognizing our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside’.

If a text has two authors, both should be given (e.g. Elliott and Frosh, 1995); if more than two authors use the convention et al after the first author’s name: e.g. Pattman et al, 1998. All the authors should be listed in the references at the end of the essay/dissertation.

References at the End of the Essay/Dissertation

At the end of the text, all references should be gathered together in a standard format, in alphabetical order. There are basically three relevant ways of presenting a reference, depending on whether it is to a book, a chapter in a book, or a journal article.

Books

**Authored:**
Name, initial. (date) *Title*. Place of publication: Publisher

**Multi-authored:**
Name1, initial., Name2, initial. and Name3, initial. (date) *Title*. Place of publication: Publisher
**Edited**
As with books, but with (eds) added after the authors.

**Chapter from a Book**
Name of author(s) of the chapter, Initial. (date) Title of chapter. In Initial. Name of editor(s), *Title of Book*. Place of publication: Publisher

**Journal articles**
Name of author(s) of the article, Initial. (date) Title of article. *Journal title in full, volume*: start page number – end page number
All authors should be listed for jointly written books, chapters and articles.

**Referencing from Secondary Texts**
If your only source for a reference is from another text, this should be acknowledged in the references as: Full reference of original, quoted in, full reference of secondary source.

**Internet Resources**
As with books or journals, but with the internet address and date of access appended.

Remember: a reference list should be a complete list of all sources actually referred to in your essay/dissertation. It is different from a bibliography, which lists sources drawn on but not necessarily explicitly referred to.

**Useful text**


**6.14 Complaints**

Where a student considers that their supervision is not adequate then they may request a change of supervisor by writing to their Programme Director or Assistant Dean of the relevant Department. Any change will be at the discretion of the relevant Assistant Dean. Formal complaints about supervision should be submitted in accordance with the College’s Student Complaints Policy.
7 Additional useful Information

7.1 Career Development – Information, Advice, Workshops & Insight Courses

Getting Graduates into Careers
Most students are interested in developing their careers, either within their current field of work or in a completely new direction. The Careers Group offers expertise and experience in working with students and graduates of all ages and at all stages of career development.
http://www.graduatesintocareers.co.uk
For further details please contact

The Careers Group
University of London
Stewart House
32 Russell Square London WC1B 5DN
+44 (0)20 7863 6030 sics@careers.lon.ac.uk
http://www.careers.lon.ac.uk/sics

7.2 Birkbeck Library

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

Opening hours during term time:
Monday – Sunday 8.30am – 11.45pm
For service hours and vacation opening hours, see
http://www.bbk.ac.uk/lib/about/hours

7.3 IT Services

Access to College IT facilities and services is controlled by using a username and password. IT Services (ITS) usernames and passwords are allocated to registered students of Birkbeck College. Once you are accepted on your course, you will receive your log-in details from ITS for the purpose of online enrolment. Following completion of enrolment, registered students will be able to access the full range of IT services. Returning students should continue to use the same account they were previously allocated.

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

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

The ITS Helpdesk is located on the Ground Floor of the Malet Street main building, in the My Birkbeck Student Centre. The opening hours are:
Monday to Friday 9.00am – 8.00pm (Term time)
10.00am – 6.00pm (Vacations)
The Team can also be contacted on +44 (0)20 7631 6543 or at its-helpdesk@bbk.ac.uk

7.4 Further Help

Further help is available from several other sources such as:

Disability Office +44 (0)20 7631 6336
disability@bbk.ac.uk

IT Services +44 (0)20 7631 6543
its-helpdesk@bbk.ac.uk

The Library +44 (0)20 7631 6063
library-help@bbk.ac.uk

The Students’ Union +44 (0)20 7631 6335
info@bcsu.bbk.ac.uk

7.5 Disability & Dyslexia Service

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions. Many of them have benefited from the advice and support provided by the College’s Disability & Dyslexia Service.

The Disability & Dyslexia Service and Mental Health Service

The Disability & Dyslexia Service is located in the Wellbeing Centre G26, on the ground floor of the Malet Street building.

All enquiries should come to the Wellbeing Centre, who will determine the appropriate referral to specialist staff. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc. If you have a disability or dyslexia, we recommend you call us on 0207 631 6316 to book an appointment.

The Disability & Dyslexia Service can help you to complete your Study Support Plan, confirming your support requirements with your School and relevant Departments at the College so they are informed of your needs.
Access at Birkbeck

Birkbeck’s main buildings have wheelchair access, accessible lifts and toilets, our reception desks 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 and dyslexia 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. note takers, BSL interpreters, specialist tutors for students with dyslexia and mental health mentors 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 Disability & Dyslexia Service can provide further information on the DSA and can assist you in applying to Student Finance England for this support.

Support in your Department

Your Department will receive a copy of your Study Support Plan from the Disability and Dyslexia Service. This will make specific recommendations about the support you should receive from the Department.

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 and dyslexia students can receive support in examination, including additional time, use of a computer, etc. They are often also eligible for extensions of up to two weeks on coursework, which should be requested in writing.

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 this cost, either from their employer or from Birkbeck.

Further information

For further information or to make an appointment to see the Disability & Dyslexia Service, please call the Wellbeing Administrators on 020 7631 6316 or email disability@bbk.ac.uk.

We hope you enjoy your time at Birkbeck and your study of the BA Psychosocial Studies. Please feel free to let us know if there are any ways in which the Programme can be improved for the benefit of future students. Good luck with your studies.