School of Social Sciences, History and Philosophy
Department of Psychosocial Studies

MSc EDUCATION, POWER AND
SOCIAL CHANGE
2014-15

Programme Guide
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On this Master’s degree we explore the links between education and social and political movements, and develop understandings of how 'education' as a contested field should be viewed within a globalised and post-colonial context. By ‘education’, we mean all forms of informal and formal learning, across all the age ranges, including adult, higher and professional education. We ask the key question: is education a force for reproduction or transformation in the world? In other words, does education change the world or maintain the current system? For example, can it alleviate the effects of poverty or does it increase existing inequalities? Key debates on what is the role of education and how people learn are developed from a range of viewpoints, including critical theory. We take an inter-disciplinary approach to thinking about education, drawing on the arts and humanities as well as well as the more conventional representations of education in social science. The programme offers those with an interest in, or concern about, education the opportunity to explore relevant theories, to develop research skills in social science and to apply these to education practices.

The degree will appeal to those interested in developing and extending their knowledge and understanding of education and social change. In addition to the core modules, you can choose from a range of option modules in order to tailor a programme to suit your developing interests. You will also take a course on research methodology, which will provide you with the tools to undertake an original piece of research into an aspect of education that fascinates you.

The programme will deepen your awareness of how education shapes, and is shaped by, our understanding of the world and may contribute to your professional development. In previous years students have used the qualification to take their careers in new directions and others have used the programme to deepen their thinking about their current practice. It is flexibly designed with a range of option modules, and a Postgraduate Diploma and Postgraduate Certificate are also available.

**Education, Power and Social Change**

**Course Team**

**Programme Director:**
Dr Elizabeth Chapman Hoult
e.hoult@bbk.ac.uk
Induction
There will be an induction to the MA on the 23rd of September 2014, during the day. This will offer an opportunity to meet students on this MA and others in the Department and to hear more about the programme itself, as well as to be introduced to the Library and other resources.

There are general College inductions for postgraduate students on Wednesday 17 and Thursday 18 September 2014.
For more information, go to http://www.bbk.ac.uk/mybirkbeck/services/orientation/.

Information and guidelines
Welcome to the Education, Power and Social Change programme. These Guidelines, which should be used alongside the Module Guides, are designed to help you understand the course requirements. For any additional information that you might need, please do contact a member of the course team.

You may also find the following helpful:
- Student handbook
- Guide to Central Computing Services
- Disability Handbook
In addition to library and computing facilities (see below), Birkbeck students have access to a number of facilities, including:

- Birkbeck Students’ Union and ULU
- London University Careers Advice Service
- Counselling and study skills support
- Financial support
- Disability support
- Health care and counselling

Full details of these services can be found on the Birkbeck webpages – www.bbk.ac.uk.

Other useful Birkbeck websites include:
- Student Union: http://www.bbk.ac.uk/su/
- Library: http://www.bbk.ac.uk/lib/
- Computer services: www.bbk.ac.uk/ccb
- Learning support: http://intra.bbk.ac.uk/learningsupport.shtml
- Disability office: http://www.bbk.ac.uk/disability
- Personal support: http://intra.bbk.ac.uk/personalsupport.shtml
- Events including public lectures: www.bbk.ac.uk/news/listing.html
- Birkbeck Institute for Lifelong Learning: www.bbk.ac.uk/bill

Disability:
The Disability Co-ordinator, Mark Pimm, can provide a wide range of information and advice on the support available for disabled students. The College’s current provision for disabled students is outlined in the Information for Students (Disability Statement) handbook, available on request from the Disability Co-ordinator (disability@bbk.ac.uk tel: 020 7631 6336 minicom: 020 7631 6630). Please also see Appendix 1 of this Guide.

Change of details:
It is very important that the address, telephone number and email address that we have for you in our records are up-to-date so that we can get in touch with you quickly should a class be cancelled or some other arrangement changed. Failure to notify us of changes of address or work telephone numbers can result in you having a wasted journey and in staff wasting time trying to contact you. Please inform us of any changes.

Electronic communication and Central Computing Services:
All students are given a computer user ID and password upon enrolment and this enables you to use the Birkbeck Central Computing Services, which will provide you with general computing support. You do not need any previous computing experience to use the CCS facilities – there are leaflets, short courses and a Helpdesk available for you. We assume you will take advantage of this and we expect to have an email address for every student: this can be their College, work or home email address. Email will be our normal means of communicating with you. To contact Central Computing Services tel: 020 7631 6543 or email: its-helpdesk@bbk.ac.uk.

College Library:
You should familiarise yourself with the College Library as soon as possible after
starting the course. The Library has long and student-friendly opening hours, an e-mail enquiry, reservation and renewal service, an on-line catalogue and bibliographical service. To contact library-help@bbk.ac.uk, or tel: 020 7631 6063. For a direct subject guide link to lifelong learning, see http://www.bbk.ac.uk/lib/subguides/socialscience/education

You also have full borrowing rights to the University of London Senate House Library: you need to take your College ID card to the library for access. As a postgraduate student you should also expect to use other specialist libraries during your course, including the Institute of Education – please ask the library for information or see http://www.bbk.ac.uk/lib/otherlibs

**Term dates 2013/2014:**

Autumn term - Monday 29 September to Friday 12 December 2014  
Spring term - Monday 5 January to Friday 20 March 2015  
Summer term - Monday 20 April to Friday 3 July 2015

For module session dates, see individual module guides.

**General course information**

**Course aims:**

The Certificate, Diploma and MSc in Education, Power and Social Change aim to;

- enable students to develop well-grounded theoretical and methodological approaches to the study of education, power and social change
- provide students with the opportunity for a comprehensive and critical analysis of literature on education, lifelong learning and globalisation
- enables students develop critical and analytical skills and to engage in critical debate with theoretical perspectives in the interdisciplinary field of education
- offer an interdisciplinary learning environment, appropriate to the field, in which students are able to engage with tutors and material from the disciplines of education, psychosocial studies, sociology and social policy
- create a learning environment in which students are encouraged to make meaningful connections between wider theories and debates in the literature, and contexts and questions in which they are particularly interested
- equip students to develop critical and well-informed analyses of a range of intersections between education, globalisation and social change

In addition the Diploma and MSc aim to:
- provide a core research training to enable students to develop research skills and skills of independent study

In addition the MSc aims to:
- to enable students to engage in a research project which stimulates their interest and advances their knowledge and critical understanding of education, power and social change.

**Learning outcomes:**
By the end of the course, you will be able to:-

**Subject specific**
- Assess the value of historical perspectives in explaining contemporary educational conditions
- Critique the extent to which globalisation as an economic concept affects educational development
- Outline the key arguments supporting education for skills and education for social purposes in selected national contexts
- Distinguish between different social and political perspectives on the role of education
- Discuss and evaluate discourses on ‘universal rights to education’
- Critique how the power of dominant ideologies shape educational policies and practices, drawing on a range of global examples
- Analyse the concept of social exclusion and discuss possible origins using a number of examples
- Analyse the resistances arising from the educational development of socially excluded groups
- Undertake independent research in a field of education
- Demonstrate the relevance of the academic work within a field of education

**Intellectual**
- Undertake independent research, distinguishing between qualitative and quantitative research methodologies and selecting appropriate research methods.
- Apply theoretical insights to develop independent research
• Explain competing theoretical perspectives and ethical issues
• Apply theoretical perspectives to analyse a range of educational developments

Practical

• Critically read and analyse key texts, make notes and structure written work appropriately.
• Develop skills in summarising and distilling arguments, orally and in writing
• Design and develop a research proposal
• Develop strategies to plan and organise effectively
• Use information retrieval and ICT skills to support research
• Compare and contrast different approaches to research

Personal and social

• Explore and hold refreshed personal political beliefs in relation to the connections between education, globalisation and social and political change
• Distinguish between academic and political positionings in educational development and reflect on their personal values and beliefs.
• Recognise the skills and abilities to become an independent researcher
• Develop confidence in presenting information
• Recognise the benefits of working with peers

Programme of study:

The Postgraduate Certificate in Education, Power and Social Change
is for those who wish to develop their understandings of current issues and debates in education, and to critically inform their practice.
It awards 60 CATS points and consists of two modules of 30 CATS points each:
Module 1: Education, Globalisation and Change
Module 2: Education, Power and Resistances

The Postgraduate Diploma in Education, Power and Social Change
is for those who want to develop their understandings of education with regard to their own professional practice.
It awards 120 CATS points and consists of four modules of 30 CATS points each:
Module 1: Education, Globalisation and Change
Module 2: Education, Power and Resistances
Modules 3 and 4: option modules

The MSc in Education, Power and Social Change
is for those who want to further develop their theoretical and/or professional interests through a dissertation.
It awards 180 CATS points including a double module of research methods and a dissertation module worth 60 CATS points:
Module 1: Education, Globalisation and Change
Module 2: Education, Power and Resistances
Modules 3 and 4: option modules
Module 5: Researching Education

Period of study:
- MSc: two years part-time or one calendar year full-time.
- PgDip: 4 modules, normally four terms part-time or two terms full-time.
- PgCert: 2 modules, normally two terms part-time or one term full-time.

Learning and teaching:
A range of learning and teaching methods will be used, including lectures, seminars, workshops, presentations and case studies.

A distinctive feature of the programme will be the integration of study and research skills throughout the core modules (including the dissertation module) with Saturday workshops will specifically focus on skills development.

Assessment will be developmental and will include case studies as well as essays. Although there will not be examinations in the core modules, students will be asked to write-up case studies and give in-class assessed presentations. Student presentations in the dissertation/action research module will enable the tutor to assess work in progress.

Progression:
Certificate students may progress onto the Diploma on successful completion of their course, and Diploma students may progress onto the MSc on successful completion of their course. MSc students may progress onto an MPhil or PhD. Students interested in undertaking a degree by research should discuss their proposals with the Course Director.

Fees:
Full or part payment is due on acceptance to the course. Students who have not made full or part payment at the start of the course will not be allowed to begin or continue with their studies.

Accredited prior learning:
Students with appropriate previous knowledge, experience and understanding of specific modules may apply for exemption from one or more modules. Contact the Programme Director for more information.

Reading:
You will need to set aside time for reading. A general reading list is provided in this Guide: required and recommended reading for each module is provided in the Module Guides. You will also find relevant materials on the internet.

Attendance:
You are expected to attend regularly, and a poor level of attendance may seriously
Module descriptions

Module 1: Education, Globalisation and Change (core)

The module critically examines education and learning as a contested field within changing global economies and contexts. Students will be enabled to distinguish between different social and political perspectives on the role of education for change within contrasting national milieux, over time. The notions of resilience in individuals and communities who have been excluded from educational opportunities in different contexts will also be examined. The idea of transformational learning as a force for personal and social change will be explored. The intention is to enable the student to be capable of demonstrating a breadth of interpretative skills applicable to varying social settings at differing times.
Module 2: Education, Power and Resistances (core)

The module critically examines tensions and power relations in educational change and strategies for resistances within a global context. It enables students to develop a critical understanding of the roles played by educational policies and practises in supporting and in challenging dominant ideologies. It will explore the identities of excluded groups and how resistance may lead to movements for social and educational change. The module will challenge students to re-examine their personal values and ideologies and to explore political and academic positionings around education, power and social change.

Modules 3 and 4: Option modules

Options will be chosen from a list of relevant modules.

Module 5: Researching Education (core)

This module aims to introduce students to critical debates and issues in research methodologies, including theoretical perspectives and ethical issues; and to a range of research methods in the social sciences, including both qualitative and quantitative research strategies. It aims to enable students to develop some independent work on an issue relevant to the themes and perspectives of the course and to their interests, as well as one which is appropriate and feasible.

Assessment

Module 1: Education, Globalisation and Change

‘From reflection to analysis’ (analytical piece of writing of 1,000 words) 20%
Seminar presentation (1,000 words or equivalent) 20%
Essay (3,000 words) 60%

Module 2: Education, Power and Resistances

Essay (80%) 4,000 words
Critical review of two case studies (20%) 1,000 words

Module 5: Researching Education

Ethics form and outline proposal (20%)
Submission of ethics form and outline research proposal 2,000 words or equivalent
Dissertation (80%) 10,000 word dissertation

The modules attract the following CATS points at level M:

Module 1: Education, Globalisation and Change 30 credits
Module 2: Education, Power and Resistances 30 credits
Module 5: Researching Education 60 credits

Marks and grades: these are given on all assignments and follow College criteria (see below). All assignments are double marked. Assignments will usually be returned to you within four weeks. A sample of work is sent to an External Examiner each year.

Calculation of final classification for Certificate/Diploma/MSc Education, Power and Social Change

Postgraduate awards may be made with Pass, Merit or Distinction. Distinctions are normally awarded to students who achieve an average result of 70% or more, including a mark of 70% or over in their dissertation, for all level 7 modules on their programme. A Merit is normally awarded to students who achieve an average result of 60% or more for all level 7 modules. A Pass is normally awarded to students who achieve an average result of 50% or more for all level 7 modules. Level 6 modules included as part of the programme are not included in the calculation for degree classification for postgraduate programmes.

Failure and Re-assessment of a Module

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

- For any module on a postgraduate programme, if your module result is less than 40% any subsequent attempt to pass the module will normally be a “re-take”—a re-take requires attendance at the module’s lectures and seminars as well as another attempt at the assessment.

- If you obtain a module result of between 40% and 49% for any module on a postgraduate programme then the Board of Examiners may offer “re-assessment” as an alternative to a “re-take”. Re-assessment is where a student will re-attempt a failed element of a failed module; it does not require attendance at lectures and seminars. You will not normally be reassessed in elements that you have already passed.
• A Board of Examiners may offer an alternative form of assessment for failed elements as part of a re-assessment regime.

• The timing of any re-assessment will be at the discretion of the Board of Examiners; this will normally be either at the next normal assessment opportunity or in some instances before the beginning of the next academic year.

• You will normally be offered two attempts at passing a module (the original attempt plus one further attempt which will either be a re-assessment or a re-take). After this, if the module has not been passed it will be classed either as a “compensated fail” or a fail. In some cases this will mean that it will not be possible for you to gain the award that you have registered for; in such cases, your registration will normally be terminated.

• If your module result is between 40 and 49% your Board of Examiners may award a “compensated fail”. This will mean that you retain the module result, but are awarded credit for that module. An MA or MSc may be awarded to a student carrying no more than 30 credits as compensated fail. A core module may not be treated as a compensated fail; core modules must be passed in order to gain the award. The awards of MRes, Postgraduate Diploma or Postgraduate Certificate do not normally permit the inclusion of compensated fail results in the calculation of classification.

Common Award Scheme Policies

• As part of the introduction of the Common Awards Scheme, the College has implemented a number of College-wide policies. The full policies can be seen at http://www.bbk.ac.uk/reg/regs

Late Submission of work for assessment

• College policy which dictates how Schools will treat work that is due for assessment but is submitted after the published deadline. Any work that is submitted for formal assessment after the published deadline is given two marks: a penalty mark of 50% for postgraduate students, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late. Both marks are given to the student on a cover sheet. If the work is not of a pass standard a single mark is given.

• If you submit late work that is to be considered for assessment then you should provide written documentation, medical or otherwise, to explain why the work was submitted late. You will need to complete a standard pro-forma and submit it, with documentary evidence as appropriate, to your Tutor or Programme Director. The case will then be considered by the appropriate sub-board or delegated panel.
- If no case is made then the penalty mark will stand. If the case is made and accepted then the examination board may allow the ‘real’ mark to stand.

**Assessment Offences**

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

- The policy describes three stages in the process for dealing with assessment offences (which include plagiarism, collusion, examination offences and other offences). The first stage allows for a very rapid and local determination for first or minor and uncontested offences. Stage 2 allows for a formal school investigation, where a student wishes to contest the allegation or penalty, where there is an allegation of a repeat offence or for more serious cases. Stage 3 involves a centrally convened panel for third and serious offences, dealt with under the Code of Student Discipline.

- The College treats all assessment offences seriously. It makes strenuous efforts to detect plagiarism, including using web-based software that can provide clear evidence. If you are in any doubt as to what constitutes acceptable conduct you should consult your personal tutor or another member of academic staff. The College has a wide range of sanctions that it may apply in cases of plagiarism, including the termination of a student’s registration in the most serious cases.

**Mitigating Circumstances**

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

- A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:
  
  a) the late or non-submission of assessment;
  b) non-attendance at examination(s);
  c) poor performance in assessment.

- For a claim to be accepted you must produce independent documentary evidence to show that the circumstances:
a) have detrimentally affected your performance or will do so, with respect to the above;
b) were unforeseen;
c) were out of your control and could not have been prevented;
d) relate directly to the timing of the assessment affected.

- Documentation should be presented, wherever possible, on the official headed paper of the issuing body, and should normally include the dates of the period in which the circumstances applied. Copies of documentary evidence will not normally be accepted. If you need an original document for another purpose, you should bring the original into the School Office so that a copy can be made by a member of College staff. (Where a photocopy is made by a member of staff they should indicate on the copy that they have seen the original).

- 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 examination board that these circumstances were sufficiently severe to have affected your performance in assessment the usual response will be to offer you another opportunity for assessment without penalty, at the next available opportunity.

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

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**Plagiarism:**
Using the work of others without acknowledging it is known as plagiarism. In an assignment any reference to information from a book, journal or other source, whether it is a literal quotation or a paraphrase of the theory or idea, must be attributed to the original author. This includes work from all sources, including internet sources. This is important as if the person marking your work detects sections from a book or other work such as the internet which are not attributed to their source, it may result not only
in the loss of marks but the assignment could be disregarded. Please remember plagiarism is treated very seriously by us as it is with all academic institutions. Please note that before submitting your written work, you need to sign a cover sheet certifying that the work you are submitting is your own. Unless you have signed the assignment cover sheet your work will not be marked. Signing the declaration falsely is treated as a very serious offence.

If you would like to read more about plagiarism, try the following internet sites:

http://online.northumbria.ac.uk/faculties/art/information-studies.bmri/Jiscpas/site/pubs_student_avoiding.asp
http://owl.english.purdue.edu/handouts/research/r_plagiar.html

If you are in any doubt about what counts as plagiarism, ask your tutor.

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How to write your assignments

First thoughts:

- why has the question been set?
- what specific areas of the module or course does it relate to?
- what do you think the question is about?
- what are you being asked to demonstrate:
  - specific subject knowledge?
  - personal experience?
  - understanding of theory and practice?
  - communication skills?
  - ....?
- have you checked the hand-in date and planned your timetable?

Time management and your assignment - suggested timetable:

- work backwards from the deadline and plan your timetable
<table>
<thead>
<tr>
<th>During module</th>
<th>Stage one</th>
<th>Stage two</th>
<th>Stage three</th>
<th>On return of assignment</th>
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<tbody>
<tr>
<td>Note comments from previous assignment where applicable</td>
<td>Decide your focus and collect materials/information/evidence</td>
<td>First draft share with peers</td>
<td>Final draft</td>
<td>Receive marked and graded work</td>
</tr>
<tr>
<td>log ideas and reflect on relevance for you</td>
<td>Plan – share with peers</td>
<td>Second draft</td>
<td>Edit</td>
<td>Check and reflect on comments – similarities and differences with your self assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check references and bibliography if used</td>
<td>Submit with cover sheet together with any requests for specific feedback</td>
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Questions to consider when planning:
- what are the main issues/ideas/debates?
- how will you cover the ideas? Consider the relationship between secondary sources, writers, practice, or personal experience?
- what will the main points be?
- what sources and evidence will you draw on? How much are you required to use your own experience – what other sources will be helpful?
- what examples, references, quotes will be useful?
- what conclusions will you reach?
- are there any theoretical/practical implications in your conclusions?

Getting started:
- Make a list of issues / write down ideas and words on separate pieces of paper or on one piece of paper / draw a mind map.
- Discuss your thoughts with other class participants.

**First draft** - establish arguments and key sequences as follows:
- make a claim
- define terms: put them in context
- introduce complicating factors: examples in context
- suggests possible outcomes to questions posed
- use specific information from other sources to support conclusions
- conclusion: take a position

Support your argument by:
- using logical reasoning
- citing authorities
- drawing on findings of research/empirical evidence
- drawing reflectively on personal life experience
- being constructively critical of own and others work and ideas
- questioning ideas, information or research findings; reflect on underlying attitudes, approaches and assumptions, including your own and discuss them in your assignment.
Ask yourself:
- what are my own views?
- what would the opposite views be?
- whose side (if any) am I on?
- are any values or political issues involved?
- what assumptions underpin the argument in what I am hearing/reading?

Acknowledging sources and referencing:
- find out which system is preferred (see p15 below)
- use quotations (cite publication date and page number)
- summarise/explain ideas (cite surname of author and year of publication in brackets)
- refer to specific idea or information (cite page number)
- mention writer in text
- use someone’s idea mentioned by someone else in text (cite in brackets)

Editing
Introduction
- tell the reader what you are going to do and how you will approach the assignment task; explain what format you have used and why.

Main body of assignment
- includes argument, evidence and analysis, ideas in a logical sequence
- evaluate your argument - have you signposted your argument in the main body using paragraphing to help you move through your argument logically
- distinguish between your own and others evidence
- made sure that the information is relevant
- indicated what the implications of the argument are

Conclusion
- sum up ideas and highlight key points
- state conclusions relating them to the assignment task; made sure your conclusion is relevant, summarises your argument and follows logically
- implications for further explorations
- references

Proofing
- check spelling, grammar (beware, spellcheckers can you let down)
- punctuation
- presentation

Re-reading your assignment
- read it aloud - does it make sense?
- ask someone to read it - does it make sense to them?
- have you said all you wanted to - check back with notes etc
- are your ideas in logical order? edit, link etc
• is evidence correct - check details you are unsure of

Using feedback
• check you understand points being made; if not, ASK
• discuss areas to concentrate on in your next assignment
• categorise comments made
• compare feedback with your own assessment of your assignment
• re-read feedback, before completing next assignment

Interrogating the Assignment
This is a checklist of common approach or process words used in assignment, especially essay titles. These words indicate the approach or style expected:

ACCOUNT FOR: give reasons for, explain why xxx happens
ANALYSE: look in detail at; (also see 'criticise')
COMMENT ON: write about the issues involved & give your own opinion or conclusion
COMPARE: show how two (or more) things are similar and/or different
CONTRAST: show how two (or more) things are different
CRITICISE: write about the positive and negative aspects of; give your judgement; back up your assessment or opinion with a discussion of the evidence
DEFINE: give the exact meaning of
DESCRIBE: say what something is like; say what happened
DISCUSS: write about the most important aspects of (and probably include criticism); give reasons for and against; consider the implications
DISTINGUISH: show the differences (see 'contrast')
EVALUATE: assess the worth, importance or usefulness, using evidence
EXPLAIN: say why something happens, or why something is the way it is
ILLUSTRATE: make clear and explicit; give examples of, or evidence
INTERPRET: give your opinions about something in your own words
JUSTIFY: give evidence which supports an argument or idea; show why a decision or conclusion was made, considering objections that others might make
NARRATE: concentrate on saying WHAT happened, like telling a story
OUTLINE: give only the main points about, showing the main structure
RELATE: show similarities and connections between two or more things
STATE: write in very plain English, like a list written in full sentences and paragraphs
STATE THE IMPORTANCE OF: show why something is important; show the effect of ...

How to write references and bibliographies
References include sources referred to in your text. Insert just author and date of publication in the text. Bibliographies include all sources used even if not sited in text.

Examples of preferred format:

Books
Rogers, A (1986), Teaching Adults, Open University Press: Milton Keynes

Chapters

Pamphlet

Journal articles

Websites (always add date the site was accessed) – e.g.:
www.lifelonglearning.co.uk, accessed on 1/10/03
www.life-learning.net ....
www.learningbenefits.net ....

Criteria for marking/grading course work
All course work should cite references and/or bibliography as appropriate.

70% and above DISTINCTION: A very good or outstanding answer. Demonstrates knowledge and understanding of concepts, debates and ability to think critically. Makes theoretically informed and well structured arguments, with very good use of relevant evidence. There will be clear evidence of awareness of current debates. Offers a wide range of references, bibliography, other sources.

60-69% MERIT: A good answer. Approach and content give clear evidence of substantial reading and awareness of current debates. Interesting to read with clear understanding of theoretical issues. Analysis based on systematic evaluation of links between concepts presented. Well organised and presented. Good use of sources with evidence correctly cited.

50-59% PASS A satisfactory answer. Approach and content gives some evidence of reading and awareness of debate but may be too descriptive or generalised and needs a clearer focus. May have some gaps in argument, planning and use of

40-49% FAIL: Inadequate work. Some evidence of reading and attempt to address question or topic. May be rather descriptive with uncritical coverage of debates and issues of experience. Needs to develop understanding of concepts. Skills of planning, structuring and presentation relatively weak. Limited understanding of theoretical perspectives and barely adequate use of reading and sources which may be inadequately cited. May be poorly structured.

30-39% FAIL: Poor work. Relies on minimal range of reading and poor attention to detail. May be repetitious consisting of a string of weak assertions/opinions which may not relate to each other. Full of assertions, without supporting evidence. Minimal reflection. Poor planning and presentation. Little or erratic awareness of theoretical perspectives. Sources poorly/inadequately cited.

0-29% FAIL: Very poor work. Little or no understanding of subject. Poorly organised and confused argument. Little or no evidence of analysis, planning or presentation skills. Question not addressed and little or no knowledge of the topic.

**Marking and grading scheme**

29% and below: Fail: Very poor work
30% to 39% Fail: Poor work
40% to 49% Fail: Inadequate work
50% to 59% Pass: Satisfactory work
60% to 69% Pass with Merit: Good work
70% plus Pass with Distinction: Very good or outstanding work

**BACKGROUND READING (for additional reading, see module guides)**

London: Routledge
Byrne A and Lentin R (2000) (Re)searching women Dublin: Institute of Public Administration
Coare, P and Johnston, R (Eds) (2003) Adult learning, citizenship and community voices, Leicester: NIACE
Field J (2000), Lifelong learning and the new educational order, Staffs: Trentham Books
Field J (Ed) (2001) Promoting European dimensions in lifelong learning, Leicester: NIACE
Gorard, Stephen (2001) Quantitative methods in education research: the role of numbers made easy; London: Continuum
Hite S (2001) Reviewing quantitative research to inform educational policy processes, Paris: UNESCO
McGivney V (1999) Informal learning in the community, Leicester: NIACE
Neighbourhood Renewal Unit, Neighbourhood Renewal Skills and Knowledge Programme, Dec. 2001 (www.neighbourhood.odpm.gov.uk/skills/0.1htm*
Pantazis C and Gordon D (eds) (2000) Tackling inequalities: where are we now and
what can be done? Bristol: Policy Press
Thompson, J (2001) Re-rooting lifelong learning: resourcing neighbourhood renewal, Leicester: NIACE
Together We Can Plan http://civilrenewal.communities.gov.uk/civil/together-we-can/
Walzer, M (1983) Spheres of Justice: a defence of pluralism and equality, Oxford: Martin Robertson
Appendix 1

Disability Statement

At Birkbeck there are students with a wide range of disabilities including dyslexia, visual or hearing impairments, mobility difficulties, mental health needs, HIV, M.E., respiratory conditions etc. Many of them have benefited from the advice and support provided by the College’s disability service.

The Disability Office

The College has a Disability Office located on the main corridor of the Malet Street building. We have a Disability Service Manager, Mark Pimm, and a Disability Advisor, Steve Short.

Mark is your first point of referral for disability enquiries at the College whilst Steve is for dyslexia. They can provide advice and support on travel and parking, physical access, the Disabled Students Allowance, special equipment, personal support, examination arrangements etc. If you have a disability or dyslexia, we recommend you make an appointment to see them as soon as possible after commencing your
course. Appointments lasting one hour are available from 12 noon to 5 pm Monday to Friday and are booked by Steve (details below).

At your first appointment at the Disability Office they will ask you to complete a Confidentiality Consent Form. This allows you to state who in the College can be informed of your disability. Remember, if you wish, we do not need to inform people of the exact nature of your disability, just your disability related needs.

They will also complete an Individual Student Support Agreement form, confirming your support requirements and send this to your School and relevant Departments at the College so they are informed of your needs.

Access at Birkbeck

Birkbeck's main buildings have wheelchair access, accessible lifts and toilets, our reception desks have induction loops for people with hearing impairments and we have large print and tactile signage. Disabled parking, lockers, specialist seating in lectures and seminars and portable induction loops etc can all be arranged by the Disability Office.

The Disabled Students Allowance

Students with disabilities or dyslexia on undergraduate or most postgraduate courses who meet the eligibility criteria regarding residency are eligible to apply for the Disabled Students Allowance (DSA). This can meet the cost of special equipment e.g. computers, cassette recorders, etc, non-medical personal help e.g. note-takers, interpreters, readers, etc, book and photocopying allowances and additional travel costs. The Disability Service Manager can assist you in applying to your Local Education Authority (LEA) for this.

The Personal Assistance Scheme

Some students need a personal assistant to provide support on their course, for example a note-taker, sign language interpreter, reader, personal assistant, disability mentor or dyslexia support tutor. Birkbeck uses 2 specialist agencies to recruit Personal Assistants and they can assist you with recruiting, training and paying your personal assistant. Please contact Steve for information on this scheme.

Support in your School

The provision which can be made for students with disabilities by Schools is set out in the Procedures for Schools for Compliance with the Disability Discrimination Act. This is available from the Disability Office and the Disability website (see below).

As mentioned above your School will receive a copy of your Individual Student Support Agreement from the Disability Office. This will make specific recommendations about the support you should receive from the School.
Whilst we anticipate that this support will be provided by the Programme Director, tutors and Administrator the School of Social Science, History and Philosophy also has a Disability Liaison Officer. If you experience any difficulties or require additional support from the School then they may also be able to assist you.

**Support in Central Computing Services and Library Services**

There is a comprehensive range of specialist equipment for students with disabilities in Central Computing Services. This includes software packages for dyslexic students (TextHELP Read and Write and Inspiration), screen reading and character enhancing software for students with visual impairments, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs etc. For advice and assistance please contact the Disability IT Officer. There is also a range of specialist equipment in the Library including a CCTV reading machine for visually impaired students as well as specialist orthopaedic chairs and writing slopes. The Disability Office refers all students with disabilities to the Library Access Support service who provides a comprehensive range of services for students with disabilities.

**Specific Learning Difficulties (Dyslexia)**

Mature students who experienced problems at school are often unaware that these problems may result from their being dyslexic. Whilst dyslexia cannot be cured, you can learn strategies, which make studying significantly easier. If you think you may be dyslexic you should contact Steve, he can screen you and where appropriate refer you to an Educational Psychologist for a dyslexia assessment. These assessments cost £215. Some students can receive assistance in meeting this cost from their employer. In exceptional cases students may receive assistance from the Access Fund.

**Examinations**

Students with disabilities and dyslexia may be eligible for special arrangements for examinations e.g. extra time, use of a word processor, amanuensis, enlarged examination papers etc. In order to receive special arrangements you must provide Medical Evidence of their disability (or an Educational Psychologists Report if you are dyslexic). For School examinations you should contact your Programme Director to request special arrangements at least 2 weeks before the examination. For main College summer examinations you are given the opportunity to declare that you require special provision on your assessment entry form which is circulated by the School in December. Students who require provision should then attend an appointment with the Disability Office to discuss and formalise the appropriate arrangements. The closing date for making special examination arrangements in College examinations is the 15th March and beyond this date consideration will only be given to emergency cases.

**The Disability Handbook**
The Disability Handbook provides detailed information on the support available from the College. Copies are available from all main reception areas, the Disability Office and from the College disability web site at: http://www.bbk.ac.uk/disability/policies

For further information or to make an appointment to see Mark or Steve, please call Steve Short (Disability Advisor) on 020 7631 6336 or email disability@bbk.ac.uk.