



Established 1951

British
Association of
Psychotherapists



Department of Psychosocial Studies

Master of Science
in
The Psychodynamics of
Human Development

Course Handbook Year 2
Year 2011 – 12

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Introduction

The MSc is taught jointly by the British Association of Psychotherapists and the Department of Psychosocial Studies at Birkbeck, University of London. This Course Handbook contains all the information currently available to guide you through Year 2 of the course. We hope that you find the Handbook helpful; please let us know about anything which you think should be added.

The British Association of Psychotherapists

The aim of the Association is to promote the knowledge and application of psychotherapy and the training and competence of psychotherapists. The Association is unique in offering four distinct and well established professional training programmes through the Psychoanalytic, Jungian Analytic and Child Sections as well as external courses, services and consultancies, and ample opportunities for continued professional development after qualification.

From its inception in 1951, the Association has sought to bring together psychotherapists with various theoretical viewpoints who share a psychodynamic orientation to psychotherapy. In 1963 two separate parallel training programmes following a Freudian and Jungian theoretical basis were established. The Association became a limited company in 1977 and charitable status was achieved two years later.

The Association has since grown in size and complexity. A training in Child Psychotherapy began in 1982. It was granted full accreditation by the Association of Child Psychotherapists in 1986 and is recognised for work in the NHS. In September 2008 the training became a Doctorate in Child and Adolescent Psychotherapy (D. Psychotherapy) run in collaboration by Birkbeck (University of London) and the BAP.

In 1982 the Jungian Analytic section was approved for full membership by the International Association for Analytical Psychology.

A modified training in Adult Psychoanalytic Psychotherapy for Child Psychotherapists was introduced in 1989, to meet the need of child psychotherapists for an additional qualification for work with adults. External courses were begun in 1989 for the benefit of interested members of the helping professions and further courses have since been added.

The Association is a member of the British Psychoanalytic Council. The professional training programmes are recognised by the British Psychological Society as suitable post-qualification training courses in psychotherapy for chartered clinical psychologists.

The Course Directors of the MSc Psychodynamics of Human Development course are Jane Johnson (Jungian analytic) and Joseph Watmore (psychoanalytic).

Contact person for information and application forms is Sandra Pereira, MSc Secretary, in the BAP office.

Telephone: 020 8452 9823

Fax: 020 8452 0310

Email: external@bap-psychotherapy.org

Website: www.bap-psychotherapy.org

If you are considering further training, either with the BAP or with other organisations, please consult your tutor for guidance. Completion of this MSc will not lead to an automatic offer of a place on a clinical training at the BAP. There is a selection process for the clinical trainings at the BAP and if you should decide to apply for one of these whilst on the MSc, you are asked to inform your Course Director about your application.

The Department of Psychosocial Studies at Birkbeck

Birkbeck was founded in 1823 as the London Mechanics' Institution and incorporated into the University of London by Royal Charter in 1920. The College is ranked among the leading UK university institutions for its levels of national and international excellence in research in the Humanities, Social Sciences and Natural Sciences. From this base of research excellence Birkbeck provides a unique range of degree and other courses designed specially to meet the needs of mature students.

Postgraduate taught courses can be taken over two or three years part-time. The normal entrance requirement fixed by the University of London is a second class honours degree in an appropriate subject from a UK university. Many overseas degrees are accepted as equivalent to this standard. Work and later training experience and skills may also be taken into consideration.

The **Department of Psychosocial Studies** is located in 30 Russell Square. The Department was formed in 2008 out of the Centre for Psychosocial Studies. At the time of its formation, the Centre gathered together the research interests of a number of academic staff working within the Department of Psychology who had developed a distinctive approach to social and psychological research, characterised by a focus on the interweaving of psychological and social concerns and linking especially strongly with psychoanalytic theory, social theory and critical qualitative methodologies. Since then, the Centre has successfully bid to establish itself as a new Department in the College, situated in the School of Social Science, History and Philosophy (SSHP), allowing a vital opportunity to broaden and extend its academic remit, with the aim of being at the forefront of developments in the exciting new interdisciplinary field of Psychosocial Studies.

The academic focus of the Department of Psychosocial Studies is on furthering understanding of the intertwining of the psychological and the social in the constitution of the human subject and the wider social formation. In practice, this means research and programmes of study that embrace discursive and critical psychology; psychoanalytic theory; psychodynamic and systemic psychotherapy; social theory; sociology; feminist theory and philosophy; gender, sexuality and queer studies and postcolonial theory. Methodologically, the commitment is to empirical work in the qualitative traditions that have emerged in the wake of poststructuralism, and to the major importance of innovative theoretical work. Members of the Department are highly research active, making particular contributions in the following areas:

- Social and Personal Identities and Relationships
- Gender and Sexuality
- Feminist and Queer theory
- Psychoanalytic and Social Theory
- Psychotherapeutic Studies

- Psychological and Political Engagements
- Applied Social Psychology
- Qualitative Research

The Department of Psychosocial Studies has developed a new Masters in Psychosocial Studies, with its first intake in 2009. DPS currently specializes in the provision of applied postgraduate programmes in the field of the psychotherapies, taught both 'in house' (two programmes in Psychodynamic Counselling) and in collaboration with a number of psychotherapy training institutions. The result of this is that the Department has a large portfolio of programmes run in collaboration with the Institute of Family Therapy, the British Association of Psychotherapists and the Institute of Group Analysis, several of which bestow clinical qualifications on graduates. There are a substantial number of PhD students attached to the Department and all members of staff contribute to their supervision. Current academic staff members of DPS are Professor Stephen Frosh, Professor Sasha Roseneil, Professor Lynne Segal, Dr. Lisa Baraitser (Head of Department), Dr Frances Flanagan, Dr. Viviane Green, Dr. Derek Hook, Dr. Amber Jacobs, Dr. Yasmeen Narayan, Dr. Margarita Palacios, Dr. Silvia Posocco, Dr. Bruna Seu and Dr. Laurence Spurling. DPS participates in the Birkbeck Institute for Social Research and has links with the Birkbeck Institute for the Humanities.

Dr. Bruna Seu is the Programme Director for the PG Diploma/ MSc Psychodynamics of Human Development course.

The contact person for information and application forms is Ms Fatima Hanif, Administrator (tel: 020 7079 0609; email: f.hanif@bbk.ac.uk).

The College's website can be found on www.bbk.ac.uk and the Department's on www.bbk.ac.uk/sps. The College's website contains information on course regulations and on College policy concerning issues such as race equality, harassment, student complaints and examination procedures.

Course Management Structure

The MSc is run by a Course Committee which meets several times a term to discuss arrangements for the course. The Course Committee is answerable to a Course Management Committee which meets twice a year, drawing together representatives of both course streams. An annual meeting of the Joint Steering Committee, chaired by the Head of the Birkbeck Department of Psychosocial Studies, reviews all aspects of the course.

The Course Committee

Joint Chair (BAP): Ms Jane Johnson and Mr Joseph Watmore, Course Directors

Secretary: Mrs Sandra Pereira

Birkbeck Staff: Dr Bruna Seu, Chair of the Selection Board & Chair of the Exam Board

Course Teams

Position	Psychoanalytic Course	Jungian Analytic Course
Course Director	Mr Joseph Watmore	Ms Jane Johnson
Infant Observation Coordinator	Ms Judith Thorp	Ms Judith Thorp
MSc Tutors	Mr Martin Daltrop Mrs Hannah Kanter Ms Sheila Levi Mrs Eileen Orford Mrs Gail Phillips Ms Gill Rusbridger Ms Marjolein Stufkens Ms Judith Thorp Ms. Ju Tomas Merrills Ms Nicole Wyvill	Mr Oliver Foster Ms Sarah Jackson
Additional Teaching Staff	Mrs Helen Dalton Mrs Judith Hopkins Anneke McCabe Ms Valerie Mortin Dr. Karen Nash Mrs Viveka Nyberg Dr. Inge Pretorius Mrs Elizabeth Smith Mr Peter Wilson Mrs Jan Harvie Clark Ms Jessica Sacret Ms Ann Scott	Ms Ann Addison Ms Wendy Bratherton Prof. Luke Hockley Dr Jean Knox Ms Diana Grace-Jones Ms Sarah Jackson Miss Ann Kutek Ms Amelie Noack Ms Mary-Jane Rust Ms Jacqueline van Roosmalen Ms Julia Ryde Mr Roger Wesby

Visiting (External) Examiners

Psychoanalytic Course: Dr. Cathy Urwin, Tavistock Clinic

Jungian Analytic Course: Dr. Judith Woodhead, Society of Analytical
Psychology

The Libraries

The BAP Library

The BAP Library was established at Mapesbury Road in 1991 with the help of a generous grant from the Nationwide Anglia Building Society. It contains over 3,000 books and subscribes to 9 current journals with back runs of these and other journals. It also holds some audio-visual material. The main focus of the collection is Psychoanalytic, Jungian Analytic and Child Psychotherapy with some material from related areas. The Library supports the MSc by holding copies of all first year course reading material and helping with the provision of copyright cleared study packs for year 1.

Students are provided with a library induction at the beginning of the academic year in order to introduce them to available resources. This includes instruction on accessing online resources such as the [library catalogue](#), various journals, and other electronic sources that are available via Birkbeck library, including [PepWeb](#) (Psychoanalytic Electronic Publishing).

The librarian at the BAP is Shirley Hart. She can be contacted at library@bap-psychotherapy.org

The Birkbeck Library

The subject librarian for Psychosocial Studies is Ms Wendy Lynwood (<http://www.bbk.ac.uk/lib/contact/wendy>). She supports the MSc by providing electronic copies of all year 2 course reading material that can be accessed via Blackboard in the Bloomsbury Learning Environment (<https://www.ble.ac.uk>).

Students are entitled to use of the library at Birkbeck. The online library induction, LIFE, will also help students make the most of the library resources available (www.bbk.ac.uk/lib/life).

The Library entrance is located on the ground floor of the Malet Street adjacent to the Torrington Square entrance. The Birkbeck student ID card allows students to come into the Library and borrow books. Any queries about membership may be dealt with in person at the Enquiry Desk (next to the Costa Coffee café) or via e-mail library-help@bbk.ac.uk/lib/.

The Birkbeck e-library (www.bbk.ac.uk/lib/) can be accessed via the workstations in the library, Birkbeck ITS workstation rooms or from students' home or office computers.

Students also have access to other University libraries (www.bbk.ac.uk/lib/other.html) including ones close to where they live or work via the UK Libraries Plus scheme. Birkbeck students also have access to the University of London's Senate House Library, which has an excellent social sciences collection, on production of their BBK student ID card.

Birkbeck Library aims to be accessible and convenient for all; please go to www.bbk.ac.uk/lib/disability.html or contact Louise Hughes, Reader Services Librarian (l.hughes@bbk.ac.uk, 020-7631 6062) for issues related to accessibility of the library.

Term Dates and Times of Seminars

Term Dates 2011 -12

Autumn Term (Term 1)	28 th September – 7th December 2011 Half Term: 26 th October 2011
Spring Term (Term 2)	11 th January 2012 – 21st March 2012 Half Term: 15 th February 2012
Summer term (Term 3)	2 nd May 2012 – 11 th July 2012 Half Term: 6 th June 2012

Times

The course is taught on Wednesdays.

Jungian Analytic and Psychoanalytic Courses

5.00 – 6.15 pm	Work Study Seminars
6.45 – 8.00 pm	Infant Observation Seminars
8.00 – 8.30 pm	Meetings, tutorials and library time
8.30 – 10.00 pm	Theory Seminars

Study Days

There are three Study Days during the year, in which students on both course streams combine together. Study Days are on the following dates:

Term	Date	Times	Topic	Venue
Autumn (Term 4)	2 nd November 2011	1.30 – 8 pm	Methodology and Epistemologies	Birkbeck
Spring (Term 5)	29 th February 2012	1.30 – 8 pm	Dissertation Symposium	Birkbeck
Summer (Term 6)	13 th June 2012	1.30 – 8 pm	Infant Observation Symposium	BAP

Structure of the Course

The course is taught on Wednesdays at Birkbeck (except for Study Day 6 which is held at the BAP house). The infant observation and research work for the dissertation takes place outside formal teaching time.

The Course consists of five components, three in the first year and two in the second. The second year components are described in detail below.

Attendance Requirement:

Students are expected to attend all the teaching on the course. An attendance rate of at least 80% is a *course requirement*.

GENERAL AIMS AND OBJECTIVES

AIMS

The course aims to:

- Provide students with a forum for thinking about their own work and practice in psychoanalytic or Jungian analytic terms, to enhance understanding and practice.
- Provide a setting in which students may develop a critical understanding of psychoanalytic or Jungian analytic approaches.
- Provide an opportunity for students to develop skills in observation and self reflection.
- Facilitate group learning and co-operation.
- Provide a view of the human life cycle through developmental and psychoanalytic or Jungian analytic theories and a forum for discussion and debate focusing on these different perspectives.
- Begin to formulate an understanding of psychoanalytic or Jungian analytic theories and locate this within contemporary epistemological questionings.
- Provide an opportunity to develop epistemological, methodological, observational and research skills in relation to psychoanalytic or Jungian analytic theory, infant observation, child development and life span studies.
- Afford students the opportunity to consider training in child and adolescent or adult psychoanalytic or Jungian analytic psychotherapy.

OBJECTIVES

Students will be able to:

- Develop an enhanced awareness and understanding of human development and interaction.
- Develop an introductory understanding of psychoanalytic theory or Jungian analytic theory and its application.
- Further their understanding of clients' communication and of the therapeutic process.
- Develop the ability to understand the impact of different organisational structures and other work settings on the therapeutic dynamic.
- Demonstrate personal and communication skills both spoken and written.
- Develop some understanding of epistemological issues and skills in identifying relevant and practicable research projects and appropriate methodologies in the field of psychoanalytic or Jungian analytic studies, infant observation and child development and life span studies.
- Develop and pursue a programme of research and communicate the findings in written form.

CONTEMPORARY ISSUES IN PSYCHOANALYTIC OR JUNGIAN ANALYTIC THEORY COMPONENT

AIMS

This component aims to:

- Provide an understanding of contemporary topics and issues in psychoanalytic or Jungian analytic theory.

OBJECTIVES

Students will be able to:

- Demonstrate an understanding of and a capacity to critically evaluate contemporary topics and issues in psychoanalytic or Jungian analytic theory.
- Demonstrate an understanding of psychoanalytic or Jungian analytic theories about development and those critical points where things may go wrong.

CURRICULUM

Psychoanalytic Stream

Term four continues the theme of the first year in dealing with the human life cycle. Seminars on adolescence and young adulthood will be followed by an examination of core tasks of adult life – the capacity for intimate relationships and establishing a family. The term will conclude with psychoanalytic theories around the themes of old age and death.

Term five revisits the developmental life cycle but now examines how strains and stresses experienced in development impact on adult life. Topics such as aggression, narcissism and depression will be discussed using both classical and contemporary theorists. Students are encouraged to include concepts of race, gender and cultural difference where appropriate.

Jungian Analytic Stream

These seminars in terms four and five focus on contemporary Jungian and psychoanalytic thinking. They explore current areas of theoretical development and in particular the application of Jungian analytic thinking to broader socio-cultural concerns, such as the arts, science, politics and spirituality. Past seminars have included seminars on race, literature, gender, the environment and neuroscience. Topics in this component may be developed further in the dissertation.

INFANT OBSERVATION 2 (PSSL002D7)

AIMS

- To provide a forum for reflection at a more sophisticated level on the experience of being a participant observer.
- To introduce more advanced theoretical concepts as tools for reflecting on and understanding parent-infant observation.
- To apply psychoanalytic or Jungian analytic thinking with greater sophistication to understanding observational processes.

OBJECTIVES

- Demonstrate the further development of observational skills.
- Show a more developed ability to reflect on the experience of infant observation including the role of participant observer
- Show a capacity to record in greater detail their observations both of the observed setting and of the responses evoked in them.
- Demonstrate the ability to integrate observations and theoretical understanding and structure these into a final Infant Observation Paper.
- Demonstrate further development in their capacity to reflect on and apply psychoanalytic or Jungian analytic thinking to the issues raised in interpersonal interactions including the impact of conscious and unconscious processes on the generation and selection of, and attribution of meaning to, observational material.

CURRICULUM

This component builds on the work of infant observation in Year 1. Infant Observation seminars continue throughout Year 2. Students normally end their observation at the May half term, thus ensuring a minimum observational record of the infant's first 15 months of life. The remaining seminars focus on reviewing the material from the observations and developing the infant observation papers for submission on 25 July 2012. The final study day at the end of the academic year will also support students to prepare to write the infant observation paper. Students are given the opportunity to consider and use more advanced theoretical concepts in psychoanalytic theory or Jungian analytic theory and to relate these theories and epistemological questions to their experience in parent-infant observation.

The Infant Observation Paper (PSSL002D7)

The paper should:

- Be well presented in a clear and simple style, so that the infant is brought 'alive' to the reader. Headings and themes may be helpful, but need to preserve the sense of the infant's development over the period of the observation.
- Be a thoughtful reflection on the gradual development of the infant within his or her family setting, taking note of the relationships observed within the family.
- Illustrate the infant's individual development with examples from your original observation notes. Direct quotes throughout the paper may contribute to this.
- Include some references which demonstrate your ability to think about the material in terms of relevant developmental and Jungian analytic or psychoanalytic theory. You should show how your understanding of the theory informs your understanding of the infant, rather than give lengthy discussion of the theory itself.
- Include discussion about establishing the role of observer and the experience of observing. It would be helpful to show how you have reflected on the process including any difficulties and struggles, and what you have learnt from it.
- Include a reflection on the role of participant observation in the generation of knowledge

Presentation Guidelines for the Infant Observation Paper

Students must submit four copies of their Infant Observation paper of 5,000 to 8,000 words to the Department of Psychosocial Studies office at Birkbeck by 25th July 2012, no later than 5.30pm. The word count does not include the bibliography or any appendices.

The Infant Observation Paper must be typed or printed with double line spacing throughout on A4 size paper. There should be a margin of 1.5 inches on the left hand side of the page. Pages should be numbered consecutively, including the list of references and appendices. Minimal binding standards require binding the Infant Observation Paper with a plastic multi-ring spine with a cover of thin card.

Page 1 should show the title in capital letters, the candidate's name, the degree for which the paper is submitted, the word count and the submission date.

All publications referred to in the Infant Observation Paper should give the surname(s) of the author(s) followed by the date of publication in brackets. All references should then be listed in alphabetical order at the end, giving full publication details. A consistent style of referencing should be adopted. Please

use the guidelines in this handbook.

The paper must include a statement or indication that confidentiality has been observed.

Examiners are instructed not to read or assess the part of an Infant Observation paper that exceeds the maximum word count by 10%. Footnotes, list of references and appendices are not considered as part of the word count, and are also not assessed as part of the body of the paper.

Draft Infant Observation Paper

Prior to submission of the final Infant Observation Paper, tutors are willing to read a draft. The latest date for submission of this draft to the infant observation tutor is 27th June 2012. Exact arrangements for reading of, and feedback on, drafts must be made in advance with the infant observation tutor.

Special Note on Requirements for Infant Observation

It is a *course requirement* that students find a baby to observe in Year 1 and they are not able to progress to year 2 unless they have begun weekly observations. Students are expected to observe at least the infant's first 15 months of life and to complete a minimum of fifty observations between the start of the observation and the May half term in year two, when the observation normally ends.

While observing the baby in the family, students should demonstrate a capacity for:

- Analytic observation;
- Sensitivity and responsiveness to the situation;
- Maintaining a quiet containing presence;
- Thinking and reflecting on what is observed;
- Maintaining a professional attitude and respecting the privacy of the family;
- Recording observations in detail. This includes remembering the sequence of events with the focus on the infant in his/her setting and also noticing their own countertransference responses which might be informative and relevant.
- Writing up and circulating their observations within the confidential setting of the seminar group and using the group discussion to enhance their understanding. It is expected that the infant's/family's real names will not be used.

The Infant Observation seminar leader will monitor their students' progress. If students experience difficulties in meeting these requirements and they cannot be resolved by discussion in their seminar group, the seminar leader will discuss the difficulties privately with the student. The student's tutor and Course Director will be approached for their advice. **The Course Committee, after consultation with the student, the seminar leader and the Course Director, will make the final decision on whether the student should be allowed to continue or asked to withdraw from the observation and the course.**

There may be individual changes of circumstances during the course that affect the observation, and the capacity of the observer to maintain an attitude that is not unduly preoccupied, e.g. by student pregnancy or family illness. These circumstances will be considered individually in discussion with the student, seminar leader, tutor and the Course Director, and appropriate decisions made. This may involve a deferment of this component of the course.

Requirements for the Infant Observation for Students Considering Clinical Training

There are additional requirements for the Infant Observation if the student wants it to be taken into account for any future clinical training. Students are advised to discuss this with their seminar leader and tutor in the first instance and then liaise with representatives from the adult or child training committee. The Course Director will be able to tell you whom to contact. Decisions about the adequacy of any particular observation for training purposes are the responsibility of the relevant training committee.

Police Checks - Criminal Records Bureau

It is necessary for Police Checks to be done because MSc students undertake infant observations. **If at all possible this should be done before starting the course, and failing that immediately on starting the course, because such checks are a requirement in law.**

The enhanced level of disclosure is sufficient for all students on the MSc in the Psychodynamics of Human Development.

It is the student's responsibility to obtain the police check.

Students should obtain a CRB application form from Sandra Pereira in the BAP office. When the form is completed it should be handed into the office with the original documents and a cheque for £36 made out to the British Psychoanalytic Council (BPC). The form will then be sent off by the office.

On receipt of the disclosure document from the CRB, the student must show this to the designated person on the course who will take basic details such as name and reference number of the disclosure and return the document.

Should there be details that might affect the student's participation on the course these records will be held for a decision to be made about admitting the person to the course and then passed to the CEO. These documents will be held for up to six months unless specific permission is obtained from the CRB to hold them longer.

DISSERTATION (PSSL003D7)

AIMS

- To introduce methodological and epistemological issues relevant to studying the psychodynamics of human development, drawing on recent work in psychology and other social sciences.
- To explore the standing of psychodynamic research and observational methodology in the light of developments in contemporary social research.
- To enable students to identify an issue or issues based on the teaching and experience of the course and suitable to be the subject of a dissertation.
- To facilitate the pursuit of that issue through a period of independent research under supervision.
- To enable students to identify and apply as necessary appropriate conceptual and/or methodological frameworks.
- To help students acquire and deploy skills in the planning, management and execution of a sustained project.
- To support students in the development of independence of outlook, enterprise, initiative, creativity and communication skills.

OBJECTIVES

- Develop an understanding of the main principles of contemporary social science methodologies.
- Demonstrate a capacity to appraise critically research and observational studies of the psychodynamics of human development.
- Develop a critical awareness of epistemological issues as they apply to psychoanalytic and Jungian analytic approaches to human development.
- Demonstrate some understanding of epistemological and methodological issues as revealed in the selection of relevant and practical research/dissertation projects.
- Identify, in conjunction with course staff, a feasible and manageable topic for their dissertation.
- Identify and apply a conceptual and/or methodological framework appropriate to the topic and formulate and implement a programme of independent research.
- Undertake a comprehensive search and study of literature and other data consistent with the aims of the research.
- Acquire and deploy skills in the planning, management and execution of a sustained research and writing project.
- Present a well argued written dissertation supported by reasoned analysis, interpretation, explanation and evaluation of relevant material and demonstrating a thorough and critical understanding of the subject.

CURRICULUM

In this component the following topics are covered: ways of knowing; theories as discourse; epistemological backgrounds; methodological choices; observer effects; observational method; varieties of single case investigation; knowledge as text; developing an archive; designing a study. Students undertake a substantial piece of supervised work leading to a dissertation. This may be either empirical or theoretical. The choice of topic could be drawn from a very broad field including:

- Particular concept(s) or issue(s) within psychoanalytic or Jungian analytic theory;
- Particular concept(s) or issue(s) within infant observation;
- Particular concept(s) or issue(s) related to work study;
- Particular concept(s) or issue(s) within academic studies of child and/or life span development;
- The application of psychoanalytic or Jungian analytic theory to other disciplines.

The Dissertation (PSSL003D7)

Component PSSL003D7 is assessed by a dissertation of 10,000-15,000 words, which is undertaken as a substantial piece of supervised work. This may be either empirical (including observational, but not duplicating the infant observation paper) or theoretical. The word count for the dissertation does not include the bibliography, figures and tables, or any appendices. The dissertation has to be submitted by Wednesday 30th May 2012.

Selecting a Dissertation Topic

Discussions relating to the selection and design of topics for the MSc dissertations take place during seminars in Term 3. Early commitment to a topic can be an advantage and is advisable. Nevertheless a variety of factors may result in a change of topic becoming necessary and it is important to accept such a change as a learning experience and not a failure.

The selected topic should reflect the subject matter of the course; i.e. it should focus on some aspect of the psychoanalytic or Jungian analytic study of human development. Within this general constraint, the topic can be drawn from a very broad field including:

- Particular concept(s) or issue(s) within psychoanalytic or Jungian analytic theory;
- Particular concept(s) or issue(s) within infant observation;
- Particular concept(s) or issue(s) relating to work study;
- Particular concept(s) or issue(s) within academic studies of child and/or life span development;
- The application of psychoanalytic or Jungian analytic theory to other disciplines.

The libraries at Birkbeck and the BAP are important resources for exploring the literature available on possible topics of study. Computerised literature search facilities are available through both libraries.

Content of the Dissertation

The dissertation should demonstrate knowledge of the appropriate psychodynamic and research literature and other specialist literature in the field. The aims of the study should be clearly defined and research questions (whether theoretical or empirical) clearly stated. For theoretical studies, it is likely that literature review and argument are more closely intertwined throughout the dissertation. For empirical projects, the literature review should be about one third of the total dissertation.

There should be a careful description of the approach taken in the study. In an empirical investigation this is likely to involve a clear *method* section including

descriptions of subjects (participants), measures used and the investigative procedures. The presentation of data should be clear, using tables and figures where appropriate. Appropriate qualitative analytic procedures should be employed. Findings of the investigation should be thoroughly discussed and linked back to the literature review.

Theoretical dissertations should contain a clear statement of the conceptual approach to the study, including the context of arguments and the evaluative criteria employed. A wide range of textual or other sources for the study are expected. Considerable weight is given to the quality of the critical skills demonstrated in the dissertation.

Implications of the study for future research and possibly clinical practice should be discussed. The limitations and strengths of the study and any ethical issues arising from the study should all be fully addressed.

Guidelines for the Final Dissertation Proposal/Ethical Approval Submission

Students doing empirical dissertations should submit a final proposal by 2nd November 2011. One typed copy (approximately 1,000 words) should be submitted electronically to the Birkbeck administrator.

The aim of the proposal is to provide sufficient information to ensure that plans for the dissertation are appropriate, properly developed and feasible.

The proposal should include the following components:

1. An account of the rationale for the study which the student plans to undertake.
2. A focused introduction, locating the proposal in the context of relevant literature.
3. A description of research questions and/or main thesis/argument to be developed.
4. An account of the proposed methodology or source material for the study.
5. A timetable for undertaking the study and completing the dissertation.

You can obtain an electronic version of the ethics form from the SSHP website: <http://www.bbk.ac.uk/sshp/our-research/sshp-ethics-committee-and-procedures>. The deadline for submission of the ethics form is 2nd November 2011.

The aim of the ethics submission is to provide sufficient information to the Ethics Committee of Birkbeck that you have considered the ethical issues in your research and made sufficient provision to take appropriate care of your research subjects and yourself so your research conforms to the ethical code of practice.

You will have been given the opportunity to attend a lecture about the ethics submission and you will have received a copy of the submission form and guidance on its completion. You must discuss the completion of the application with your Birkbeck supervisor and obtain his/her approval before submission.

DISSERTATION DEVELOPMENT TASK

You are required to write a dissertation developmental task in preparation for submitting your completed paper.

A typed copy of this 2500 to 3000 word task should be submitted electronically to the Psychosocial Studies office at Birkbeck by 7th December 2011. It will be read by BAP/Birkbeck staff as appropriate and returned to you with formative feedback.

Students writing an empirical dissertation:

EITHER

Give a critical account of the proposed methodology to be implemented in the research including a presentation of the research question(s), the rationale for choice of methodology and a consideration of the ethical issues in its implementation.

OR

Present an appropriately structured and critical literary review of the published work relevant to the topic of your dissertation demonstrating how this has informed your choice of your research question(s).

Students writing a theoretical dissertation:

Present a review of a selected aspect or theme drawn from the theory relevant to your dissertation topic.

You should discuss the orientation and content of this task with your BAP supervisor if writing either the literature review or the introduction to the theory, or with your Birkbeck supervisor if writing the account of the methodology.

Supervision

All students are allocated supervisors who meet with them individually (probably outside of the course timetable) up to five times to support the dissertation process. Students also have opportunities to discuss their work in the dissertation support seminars.

Timetable for the Dissertation

Students are expected to engage in the following research activities:-

Year 1: Term 3 and Summer 2011

- Brainstorming dissertation topics in seminar groups
- Selecting dissertation topic and developing a research question
- Submitting a draft proposal
- Meeting BAP dissertation supervisors
- Completing a preliminary literature search

Year 2: Autumn Term 2011

- Attending seminars on research methodology (recommended for all students and a requirement for those intending to do an empirical dissertation)
- Attending supervision
- Writing final proposal
- Preparing and submitting an ethical proposal
- Completing literature search
- Completing the dissertation development task
- Empirical: developing the research design; obtaining ethical approval; beginning data collection
- Theoretical: developing literature analysis and theory

Year 2: Spring and Summer Terms 2012

- Theoretical: continuing literature analysis and theory development; evaluation of research
- Empirical: continuing data collection, data analysis; discussion of results; evaluation of research
- Attending supervision
- Writing up and submitting the dissertation

Students writing empirical dissertations must complete the research process; write up the results and submit these to their empirical supervisors by 7th March 2012.

Students who wish their supervisors to comment on a final draft of the dissertation must submit this to their BAP supervisor by 2 May 2012.

Presentation Guidelines for the Dissertation

Students must submit four copies of the dissertation to the Department of Psychosocial Studies office at Birkbeck by Wednesday 30th May 2012 no later than 5.30pm.

Dissertations must be typed or printed with double line spacing throughout on A4 size paper. There should be a margin of 1.5 inches on the left hand side of each page. Pages should be numbered consecutively, including all tables, figures, list of references and appendices. A word count should appear at the end of the dissertation. Minimal binding standards require binding of the dissertation with a plastic multi-ring spine with a cover of thin card.

Page 1 should show the title in capital letters, the candidate's name, whether it is an empirical or theoretical piece, the degree for which the dissertation is submitted, the word count and the submission date. For example:

NARRATIVE ANALYSIS OF FATHERS' EXPERIENCES OF THEIR FIRST CHILD

AN OTHER

Dissertation submitted in partial fulfilment of the degree of MSc. in the Psychodynamics of Human Development, Birkbeck, University of London,
In collaboration with the British Association of Psychotherapists

An empirical study

Word count

Submission date

An Abstract providing a summary of the dissertation in not more than 300 words should appear on page 2.

All publications referred to in the dissertation should give the surname(s) of the author(s) followed by the date of publication in brackets. All references should then be listed in alphabetical order at the end, giving full publication details. A consistent style of referencing should be adopted. Please use the guidelines in this handbook.

Examiners are instructed not to read or assess the part of a dissertation which exceeds the maximum word count by 10%. Footnotes, list of references and appendices are not considered as part of the word count, and are also not assessed as part of the body of the paper.

Code of Ethical Conduct

Students are required to abide by the codes of conduct prepared by the British Psychological Society. This is made available to students at the beginning of their course of studies. Ethical guidelines and ethical approval for empirical studies conducted for the dissertation can be found on the Department for Psychosocial Studies website.

Assessed Work - Year 2

Component PSSL002D7: Infant Observation 2

One infant observation paper of 5,000-8,000 words to be submitted by 25th July 2012, no later than 5.30pm.

Component PSSL003D7: Dissertation

A dissertation of 10,000-15,000 words to be submitted by 30th May 2012, no later than 5.30pm.

Students who fail the Dissertation (Component PSSL003D7) and/or the Infant Observation essay (Component PSSL002D7) may resubmit these by the end of May 2013.

Final Award for the MSc

Students have to pass both assessed components in Year 2 to be awarded the MSc. All marking will be on the numerical scale described above and all components will be taken into account when awarding the final MSc degree at the end of two years study. The final overall mark will be calculated by the credit weighting (as per the CAS regulations) for all Components (with the dissertation and final infant observation essay both due to be submitted in the summer of 2012):

- Psychoanalytic or Jungian Analytic Theory (PSSL001H7): 15 credits
- Work Discussion (PSSL002H7): 15 credits
- Analytic Reflection on Infant Observation (PSSL016S7): 30 credits
- Dissertation MSc Psychodynamics of Human Development (PSSL003D7): 60 credits
- Infant Observation 2 (PSSL002D7): 60 credits

Withholding Postgraduate Diploma and MSc Results

All candidates who, if successful in their examinations, will qualify for the award of a Postgraduate Certificate, Diploma or MSc, should note that the University/College authorities will withhold the award in the case of any student who is in debt to the College, or to any part of the University, including College Universities and BAP Libraries (i.e. unreturned library books or outstanding library fines). No report will be made on the student's candidature until the debt has been settled in full and attendance at the Presentation Ceremony will not be permitted unless the whole of the debt has been cleared by the due date.

All other candidates who remain in debt to the College will have their results withheld and/or not be permitted to re-enrol at the College until the debt has been settled in full. Students who are recorded as in debt when the results are released are warned that when their debt is cleared there will be a delay before their results are released.

Procedure for Assessment

Four copies of the dissertation and the infant observation paper should be submitted to the Psychosocial Studies Office at Birkbeck by the due dates, no later than 5.30pm. All assignments must be typed with double line spacing. Pages should be numbered consecutively, including the list of references and appendices. A word count should be included at the end of assignments. All assignments must have an Academic Declaration cover sheet.

Examiners are instructed not to read or assess the part of an assignment that exceeds the maximum word count by 10%. Footnotes, list of references and appendices are not considered as part of the word count, and are also not assessed as part of the body of the paper.

All second year assessments are marked and moderated according to the scheme laid out below (Distinction, Merit, Pass, Fail). No feedback or marks for the dissertation or infant observation paper will be given until after the final examination board meeting in November 2012 after which it will be available to students on request.

All formal academic assessment is double-marked and moderated by two external Visiting Examiners (one for each stream) whose comments have material effects on the conduct and nature of the assessment process. There is also cross-marking of the streams by the examiners.

Assessments are organised by the Course Committee with staff given formal marking sheets and criteria, including instructions relating to double marking and moderating arrangements. Marking sheets are all collected centrally, inspected by the Birkbeck Course Tutor and sent to the Visiting Examiners for scrutiny.

Confidentiality Statement

When a confidentiality statement has not been submitted by the student with their coursework, or when it becomes clear that procedures to protect confidentiality have not been applied, markers are advised not to mark the coursework. This will result in a Fail mark and the student will be asked to re-submit their work.

Plagiarism Statement

All submitted work must be accompanied by a completed Academic Declaration form. This will normally be issued with the appropriate assignment, dissertation or infant observation briefing. Please see the section on plagiarism later in this handbook for guidance.

Assessment Criteria for Infant Observation Paper

Assessment Grades

There are four grades for assessed work: **Distinction, Merit, Pass and Fail**. The following table gives an indication of what is expected for each range of marks.

<p>80-100% High Distinction</p>	<p>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.</p>
<p>70%–79% Distinction</p>	<p>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.</p>
<p>60%–69% Merit</p>	<p>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.</p>
<p>50%–59% Pass</p>	<p>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.</p>
<p>40%–49% Fail</p>	<p>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.</p>

<p>30%–39% Low Fail</p>	<p>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 characterised by assertions lacking supporting evidence or argument, or by seriously flawed understanding of key concepts.</p>
<p>0%–29% Very Low Fail</p>	<p>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.</p>

Assessment Criteria

<p>The Infant:</p> <ul style="list-style-type: none"> ○ Does the narrative bring this particular infants experience of developing within their environment alive to the reader? ○ How well described are the challenges that the baby faces, and the ways that they respond to them? ○ Does the paper reflect upon the nature of the baby’s internal world? ○ Is thought given to the baby’s discovery of their body, the exploration of their world and the symbolic nature of play? <p>The baby’s inter-personal relationships:</p> <ul style="list-style-type: none"> ○ Is the reader given a clear sense of the baby’s relationships as they develop – especially with their mother, but also with father, siblings, grandparents, friends etc.? ○ Are we given a sensitive account of how the milestones in the mother & child relationship are negotiated – feeding, weaning, separation etc.? <p>The Observer:</p> <ul style="list-style-type: none"> ○ Does the paper convey the writer’s experience of taking part in an infant observation? ○ How well was the observer able to use themselves as an instrument of observing – remembering detail, feeling into the baby’s experience, maintaining appropriate boundaries, respecting difference, viewing difficulties empathically, observing their own defences, tolerating not-knowing, understanding unconscious identity, managing anxiety and the impulse to criticise etc.? ○ Are unconscious dynamics discussed thoughtfully? ○ Is the baby’s developing relationship with the observer and its possible significance considered?
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Reflection on epistemology:

- Does the paper examine the use of infant observation as a method of social enquiry?
- Does the observer consider the impact of the conscious and unconscious processes and interactions experienced during the observation on the generation, selection and the attribution of meaning to observational material?

Theory:

- How well is Psycho/Jungian analytic theory solidly understood and appropriately integrated in the paper?
- Does the paper contain original thought or demonstrates originality in the application of theory to the individual observation experience?

Writing:

- Is the paper structured to read fluently and coherently?
- Are extracts from observations well chosen to illustrate key points?

Assessment Criteria for Dissertation

There are four grades: Distinction (70-100%), Merit (60-69%), Pass (50-59%) and Fail (0-49%). Dissertations should be marked according to the criteria specified below (subject to revision of the scheme), with each marker giving a % mark which is then converted to an agreed grade. (Please refer to Infant Observations Assessment criteria for further information about grades). Please note that the key requirement is for the candidate's dissertation to relate to psychoanalytic or Jungian analytic perspectives; wider perspectives may also be drawn on where appropriate.

CRITERIA: EMPIRICAL PROJECTS	CRITERIA: THEORETICAL PROJECTS
Introduction and review (30%)	Introduction and review (40%)
<ul style="list-style-type: none"> • Identification of a clear set of aims and research questions or hypotheses • Inclusion of a scholarly review of the literature relevant to the project 	<ul style="list-style-type: none"> • Identification of a clear and coherent set of aims concerned with a specific thesis or argument • Appropriateness and comprehensiveness of the theoretical material considered and the rationale provided for its selection
Methodology/choice of material (20%)	Theoretical argument and discussion (50%)
<ul style="list-style-type: none"> • Appropriateness of the methodology, with accompanying rationale 	<ul style="list-style-type: none"> • Accuracy with which theoretical material is described and the degree to which understanding of its significance is shown
Results and discussion (40%)	<ul style="list-style-type: none"> • Extent to which the case being made is clearly and logically argued and the extent to which is supported by the use of source material
<ul style="list-style-type: none"> • Quality of presentation and analysis of results • Quality of critical appreciation of the data in terms of the use of psychoanalytic or Jungian analytic theory • Quality of discussion of the strengths and limitations of the methodology • Demonstration of awareness of ethical issues in the conduct of the study 	<ul style="list-style-type: none"> • Quality of arguments presented in the study in terms of the use of psycho-analytic or Jungian analytic theory
Literary quality and overall impression (10%)	Literary quality and overall impression (10%)
<ul style="list-style-type: none"> • Literary quality of the presentation of the dissertation including the use of footnotes, references, bibliography and appendices where appropriate • Overall quality of the dissertation as a whole, including reflections on the research process 	<ul style="list-style-type: none"> • Literary quality of the presentation of the dissertation including the use of footnotes, references, bibliography and appendices where appropriate • Overall quality of the dissertation as a whole, including reflections on the research process

Deferments and Requests for Mitigating Circumstances

Late Work and Mitigating Circumstances

Assessment is an integral part of the teaching and learning experience in higher education. Occasionally, for good reason, a student may be prevented from undertaking or completing an assessment at the appropriate time. To ensure consistent and fair practice across the College guidance has been prepared for Departments and their Boards of Examiners to explain what students should do if they are unable to complete an assignment on time, and what is understood to be acceptable “mitigating circumstances”. For further information please see the [CAS Regulations](#) later in this handbook.

Requests for Deferral

Students are advised that deferrals are viewed as exceptional. Permission to defer completion of work may only be granted for reasons judged adequate in the particular case at the discretion of BAP and Birkbeck. In order to get permission for a deferral, you must make an application the BAP Course Director and the Birkbeck Course Tutor.

You will need to submit in writing your formal request, and where appropriate you should supply documentary evidence supporting your application for deferral. The latest date for application for deferral of the dissertation is 16 May 2012.

It is Birkbeck policy that students complete the deferred elements at the next available opportunity. In most cases that would be the next academic year. Additional fees for deferral of examination are also incurred. The amount depends on the resources from BAP and Birkbeck that you require to complete your studies.

Breaks in Study

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. Students who are considering requesting a shorter break will need to bear in mind the impact on the infant observation. Requests for breaks in study must be made in writing to both the relevant BAP Course Director and the Birkbeck Course Tutor.

Tutorial and Student Support Arrangements

Students have an individual tutor who arranges individual meetings with them at appropriate times during breaks in the teaching programme. This tutor aims to offer pastoral as well as academic support and careers advice. The Course Directors are also available to see students individually. Students who decide to apply for a clinical training at the BAP should inform the Course Director of their application and the outcome.

Students on this course are also entitled to use counselling facilities at Birkbeck. However it should be noted that, due to the nature of the course itself and the interests and aspirations of the students; it is highly recommended that all students are in weekly psychodynamic therapy throughout the duration of the course. Course Directors will support students to find appropriate therapists, when necessary.

A wide range of study skills training and support services are available through Birkbeck. See <http://www.bbk.ac.uk/studyskills/> for information.

Disability Statement for the Department of Psychosocial Studies

The College has a Disability Office located in room G12 on the ground floor 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 come to our drop in session where we can discuss support and make follow up appointments as necessary. The drop in sessions are between 4pm and 6pm Monday to Friday.

The Disability Office can also complete an Individual Student Support Agreement form with you, 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 can all be arranged by the Disability Office.

The Disabled Students Allowance

UK and most EU students with disabilities on undergraduate and postgraduate courses are eligible to apply for the Disabled Students' Allowance (DSA). The DSA usually 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 Office can provide further information on the DSA and can assist you in applying to Student Finance England for this support.

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 a specialist agency to recruit Personal Assistants and they can assist you with recruiting, training and paying your personal assistant. Please contact the Disability Office 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 Students with Disabilities. This is available from the Disability Office and on the disability website (see below).

As mentioned above your School will receive a copy of your Individual Student Support Agreement from the Disability Office. This will make specific recommendations about the support you should receive from the School.

Whilst we anticipate that this support will be provided by the Programme Director, tutors and School Administrator the School/Department of *** also has a Student Disability Liaison Officer. If you experience any difficulties or require additional support from the School then they may also be able to assist you. They may be contacted through the School Office or the Disability Office.

Support in IT Services and Library Services

There is a comprehensive range of specialist equipment for students with disabilities in IT Services. This includes software packages for dyslexic students (e.g. ClaroRead 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 Disability IT Support. 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 the Disability Office who 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 to Learning 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 a student must provide medical evidence of their disability (or an Educational Psychologists report if you are dyslexic) to the Disability Office. 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. 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.

Further information

Full information on disability support can be found at:

<http://www.bbk.ac.uk/mybirkbeck/services/facilities/disability>.

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. Alternatively you can go to the Disability Office in room G12 between 4pm and 6pm Monday – Friday.

Student Complaints Procedure

Complaints should in the first instance be taken up with either the BAP Course Directors or the Birkbeck Course Tutor. If students are unhappy with the outcome of this, they should follow the complaints procedure specified in the Birkbeck regulations, to be found on the Registry website (<http://www.bbk.ac.uk/reg/>).

Student Representation and Feedback

The students from each stream of the MSc appoint student representatives to meet with the Course Directors and Course Tutor once a term, usually prior to the Study Days. The purpose of these meetings is to feed back to the Course Management Committee any areas of concern and to influence the management of the course programme.

Additionally the views of all students are sought in both written and verbal forms by the Course Directors.

Birkbeck Students Union

Birkbeck Students' Union promotes welfare issues, represents students' interests on College committees and provides social activities via events and societies. All students are automatically members of the union (although you can opt out if you wish) which entitles them to benefit from all the facilities and services we offer. Birkbeck Union is affiliated to the National Union of Students (NUS).

Support Services

- Counselling (free, confidential and independent service dealing with personal issues)
- Advice Centre (free drop-in service offering general advice and referrals)
- Skills for Life Workshops (free workshops in essay writing, time management, presentation skills, etc.)
- Student Representation (course representation, appeal cases, discrimination, harassment, etc.)

Facilities and Services

- Union Shop selling light snacks and drinks, stationery and Birkbeck-branded items, all at reasonable prices. Located in the basement of the main building and is open Monday to Friday from 12pm – 9.00pm and Saturdays from 10am – 4pm.
- NUS cards for discounts on goods, theatre, cinema, etc.
- Student magazine, *The Lamp and Owl*

Social Activities

- Newly renovated and student affordable bar with regular entertainments, Sky TV and a pool table
- Twenty societies, ranging from archaeology to football
- Access to the University of London Union (ULU) bars, fitness facilities, swimming pool and retail outlets, located next door to Birkbeck Malet Street building.

To get your membership card, come to the Union Office in the main Birkbeck building on Malet Street between 2pm – 9pm Monday to Friday, term time, and bring a passport photograph and your college ID card.

For further details, call 020 7631 6335, email administrator@bcu.bbk.ac.uk, visit www.bbk.ac.uk/su or come and see us on Fourth Floor, Malet Street, London WC1E 7HX.

Careers Information and Guidance

Most students are interested in developing their careers, either within their current field of work or in a completely new direction. The Specialist Institutions' Careers Service (**SICS**), located next door to Birkbeck, offers expertise and experience in working with students and graduates of all ages and at all stages of career development. In particular, you can take advantage of the following:

- **Early evening advisory service:** Booked 20 minute sessions specifically for Birkbeck part-timers available Wednesday evenings during term-time.
- **Drop-in quick-query advice:** Available Monday–Thursday's, 2.00pm–4.30pm. These 15-20 minute sessions are ideal for helping you to develop your CV, look over your application forms or covering letters, preparing for job interviews or simply to begin to getting your career ideas into focus.
- **Longer or in-depth Career Guidance interviews:** These are suitable for complete career beginners, those looking to change or develop their careers further as well as those who are thinking of undertaking further study. This service is also ideal for those who would like to practice for a forthcoming job interview.
- **The Careers Information Room:** Here you will find a huge range of resources providing detailed information in areas such as; general career choice and your options once you graduate, further or postgraduate study and information on helping you fund this study, working or studying abroad, writing CVs and application forms and vacancies with graduate recruiters as well as part-time and vacation type vacancies.

Much of this information is **FREE** to take away, so pop in and help yourself and read through it in your own time.

- **SICS** also offers the opportunity to practice aptitude tests similar to those used by employers, take part in Myers Briggs Type Indicator (**MBTI**) personality assessment workshops; and runs a Careers Development Programme which are seminars designed to help you with all aspects of career planning, interview preparation and applications.
- Birkbeck students are also encouraged to join the free online service **SICSAIert**, where you will receive information about forthcoming career events & courses, employer presentations as well as vacancy news that is of interest to you direct to your email inbox. www.careers.lon.ac.uk/sics/alert

For further details contact:

The Specialist Institutions' Careers Service (**SICS**)

4th Floor, ULU Building

Malet Street, London WC1E 7HY

tel: 020 7866 3600

fax: 020 7866 3601

e-mail: sics@careers.lon.ac.uk

web: www.careers.lon.ac.uk/sics

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 Course 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.

Collaboration and collusion

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

Copyright infringement

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

References:

- Modern Language Association (1998), Guide for Writers of Research Papers (4th edition), MLA, New York
Lindey, A (1952), Plagiarism and Originality, Harper, New York.

Guidelines for References

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. An alternative, when the quotation is of one sentence or less is 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 recognising 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

Mitchell, J. (2000) *Mad Men and Medusas* London: Allen Lane

Multi-authored:

Name1, initial., Name2, initial. and Name3, initial. (date) *Title* Place of publication: Publisher

Bateman, A., Brown, D. and Pedder, J. (2000) *Introduction to Psychotherapy* London: Routledge

Edited

As with books, but with (eds) added after the authors.

Elliott, A. and Frosh, S. (eds) (1995) *Psychoanalysis in Contexts* London: Routledge

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:

Daniel, P. (1992) Child analysis and the concept of unconscious phantasy. In R. Anderson (ed.) *Clinical Lectures on Klein and Bion*, London: Routledge.

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*

Bronstein, C. & Flanders, S. (1998) The development of a therapeutic space in a first contact with adolescents. *Journal of Child Psychotherapy* 24:5-35.

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 appended.

Fonagy, P. (1999) Pathological Attachments and Therapeutic Action.
<http://www.psychematters.com>

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.

Common Awards Scheme Policies

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

All references to Sections and numbering used in this appendix refer to the Sections and numbering to be found in document titled: **Birkbeck Common Awards Scheme – Regulations for Taught Programmes of Study 2011/12**, which can be accessed in full online: <http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf>.

The University Regulatory Framework for Assessment Introduction

The MSc in the Psychodynamics of Human Development is offered as part of the College's Common Award Scheme. Such programmes have common regulations, and a common structure, ensuring greater consistency of practice amongst programmes. The Course consists of five Level M modules, credit-rated as 180 credits at level 7. All five modules are core modules, which means they must be taken and passed to allow the student to complete the degree (Sections 13.5 and 14.6).

Degree Classification

Postgraduate awards may be made with Merit or Distinction. Distinctions are normally awarded to students who achieve an average result of 70% or more, including a mark of 70 or over in their dissertation, for all level 7 modules on their programme. A Merit is normally awarded to students who achieve an average result of 60% or more for all level 7 modules.

Assessment and Assignments: Pass marks and Grades

(See also Section 24: Passing a Module) Each module is separately assessed and must be passed. The marks and grading for assessments are: 70 + % Distinction, 60-69% Merit, 50-59% Pass, 40-49% Fail. The Board of Examiners may offer a re-assessment below 40% but this normally requires a re-take: a re-take requires re-attendance of the module's lectures and seminars as well as another attempt at the assessment. (Students should note that modules are provided on a two-yearly programme) Where a student fails a module, only the failed element may be re-assessed. The Examination Board or Sub-Board will only be able to confirm the re-assessment requirements for any module once the full profile of marks for the individual modules is known. Following the Examination Board, the Department will inform students in writing of the modules in which they require re-assessment.

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” (Section 27) (ie whether you can be awarded credit for that module even if you have not actually passed), whether you will need to re-take the module (Section 24.1 b)) or whether you will be able to attempt a re-assessment (Sections 24.1 a) and 24.2) 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. At post-graduate level, students 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 may be classed either as a “compensated fail” (Section 27) 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. A ‘compensated fail’ is not available for core modules (Section 27.1). Students should be aware that all modules on this programme are designated as core modules and must be passed.

Late Work and Mitigating Circumstances

Assessment is an integral part of the teaching and learning experience in higher education. Occasionally, for good reason, a student may be prevented from undertaking or completing an assessment at the appropriate time. To ensure consistent and fair practice across the College the following guidance has been prepared for Departments and their Boards of Examiners to explain what students should do if they are unable to complete an assignment on time, and what is understood to be acceptable “mitigating circumstances”.

Late work

If, for good reason, you have been prevented from undertaking or completing an assessment at the appropriate time you must immediately inform the BAP Course Director and the Birkbeck Course Tutor. You must then submit the work as soon as possible after the deadline along with written evidence, medical or otherwise, as to why your work was submitted late. This should be made on the standard *pro forma* (available from the Birkbeck Psychosocial Studies office) which will then be put to the Mitigation Sub-Committee of the Exam Board.

Coursework submitted late is given two marks: a penalty mark of 50% assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late. If the coursework is returned to you, both marks are given on a cover sheet. If the coursework is not of a pass standard a single mark is given. (Section 23) You will be notified where appropriate of the absolute cut-off deadline for late submission and accompanying documentation.

If students submitting coursework late do not provide any mitigating

documentation prior to the meeting of the Mitigation Sub-Committee, the 'real' mark will not be considered and the penalty mark will stand. The results of all cases dealt with at Mitigation Sub-Committee will then be presented to the full Exam Board. Obviously, capping cannot apply to any work that is only marked on a Pass/Fail basis; late submission without mitigation for work that is only marked on a Pass/Fail basis may lead to a Fail in these 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 a, b and c 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 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 Department. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your Department office) which should be submitted in accordance with the procedure for submission published by your Department. 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 from <http://www.bbk.ac.uk/reg/regs> or your Department office. A summary is included below. 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. Not all 'circumstances' warrant the same consideration. Some are clearly beyond the reasonable control of students and some are not. The examples given below are not exhaustive but will serve as a guide to what Boards of Examiners will regard as acceptable 'mitigating circumstances' when making academic judgements. ***In all instances, appropriate certification (e.g. medical certificate, crime report etc.) must be provided for a circumstance beyond the reasonable control of the student to become eligible for consideration.***

Examples of circumstances or situations beyond the reasonable control of the student:

- Bereavement (near relative only)
- Burglary and theft
- Childbirth
- Medical operation (if approved prior to the point of assessment or an emergency)
- Hospital tests (if approved prior to the point of assessment or an emergency)
- Being taken ill during an examination
- Significant accident, injury, acute ailment or condition
- Unanticipated and unavoidable professional obligations
- Private or public transport failure leading to delays of more than 1 hour (corroborative evidence is required to verify such a delay)

Examples of circumstances that would **NOT** ordinarily be considered mitigating circumstances:

- Accidents to friend or relatives (unless within 3 days prior to deadline or examination or where student is sole carer)
- Family illness (except in an emergency or where the student is the sole carer)
- Examination nerves
- Feeling generally anxious, depressed or stressed (unless medically certificated and notified in advance i.e. at least 2 weeks)
- Clash with paid employment
- Minor accidents or injuries
- Pregnancy
- Cold, cough, upper respiratory tract infection, throat infection, unspecified viral infection
- Childcare problems that could have been anticipated
- Domestic problems (unless supported by independent evidence)
- Mistaking the deadline, or time management problems (including alarm not going off)
- Private or public transport failure leading to delays of less than 1 hour
- General financial problems
- Legal problems (unless required to attend Court on the day of an examination or assessment)

- Holidays or booked travel arrangements
- House moves
- Notes burned or stolen (unless supported by a fire or police report)
- Intermittent or last minute computing equipment problems (discs, machines, printers, viruses)
- Handing-in problems
- Inclement weather (unless exceptional/severe conditions)
- Ignorance of the Regulations or examination/assessment arrangement

Examples of acceptable documentary evidence:

- Evidence (e.g death certificate or letter from GP confirming bereavement)
- Letter from lawyer, hospital, GP or employer

Examples of non-acceptable documentary evidence:

- Self-certification of illness
- Letter written by a friend or acquaintance

Deferrals

Students are advised that deferrals are viewed as exceptional. Permission to defer completion of work may only be granted for reasons judged adequate in the particular case at the discretion of BAP and Birkbeck. In order to get permission for a deferral, you must make an application to the BAP Course Director and the Birkbeck Course Tutor.

You will need to submit in writing your formal request, and where appropriate you should supply documentary evidence supporting your application for deferral. The latest date for application for deferral of the dissertation is 29th April 2012.

It is Birkbeck policy that students complete the deferred elements at the next available opportunity. In most cases that would be the next academic year. Additional fees for deferral of examination are also incurred. The amount depends on the resources from BAP and Birkbeck that you require to complete your studies. (See also Section 33: Deferral in the Whole Module)