Graduate Certificate Psychosocial Studies

Department of Psychosocial Studies (DPS)
School of Social Science, History and Philosophy (SSHP)
Birkbeck, University of London

Course Director: Dr Amber Jacobs
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Course Handbook
2016/17
Handbook Contents

1. INTRODUCTION ........................................................................................................ 4
   1.1. WELCOME TO THE GRADUATE CERTIFICATE PSYCHOSOCIAL STUDIES AT BIRKBECK ......4
   1.2. STAFF TEAM ..........................................................................................................4
   1.3. DURATION AND WORKLOAD ...............................................................................5
   1.4. STUDENT SUPPORT .............................................................................................5
   1.5. MOODLE .................................................................................................................5
   1.6. STUDENT-STAFF EXCHANGE COMMITTEE .........................................................5
   1.7. BIRKBECK TERM DATES 2015/16 ...................................................................... Error! Bookmark not defined.

2. COURSE STRUCTURE ..................................................................................................7
   2.1. CORE MODULES ......................................................................................................7
   2.2. SUMMER FILM SCREENINGS AND PSYCHOSOCIAL STUDIES ANNUAL LECTURE ....7
   2.3. TIMETABLE ...........................................................................................................7

3. ADDITIONAL ACADEMIC EVENTS ...........................................................................7
   3.1 BISR,BIH & BIGS ....................................................................................................7

4.1. CORE MODULE 1: INTRODUCTION TO PSYCHOANALYSIS (SSPA057S6) .................8
   Term, Day and Time: .....................................................................................................8
   Module Co-ordinator .....................................................................................................8
   4.1.1. An Introduction to the Course .............................................................................8
   4.1.2. Timetable ............................................................................................................8
   4.1.3. Teaching Team ...................................................................................................8
   4.1.4. Course Requirements .......................................................................................8
   4.1.5. Helpful Dictionaries and Text Books .................................................................9
   4.1.6. Assessment ........................................................................................................9
   4.1.7. The Course Week by Week: ...............................................................................9

4.2. CORE MODULE 2: SOCIAL THEORY AND SOCIOLOGY (SSPA058S6) .....................14
   4.2.1. An Introduction to the Course ...........................................................................14
   4.2.2. Timetable ...........................................................................................................14
   4.2.3. Teaching Team ..................................................................................................14
   4.2.4. Module Requirements .....................................................................................14
   4.2.5. Assessment .......................................................................................................14
   4.2.7. The Course Week by Week ..............................................................................14

5. ASSESSMENT GUIDELINES AND DEADLINES ....................................................18
   5.1. SUBMISSION GUIDELINES ................................................................................18
   5.2. WORD COUNT ......................................................................................................19
   5.3. DEFERRAL OF SUBMISSION OF ASSESSED WORK ..........................................19
   5.4. 2015/16- CAPPING OF RE-ASSESSMENT ...........................................................17
   5.5 LATE SUBMISSION OF WORK FOR ASSESSMENT AND RESUBMISSION OF FAILED WORK. 20
   5.6. MITIGATING CIRCUMSTANCES .........................................................................20
   5.7. BREAK IN STUDIES ............................................................................................21
   5.8. GENERAL MARKING CRITERIA ..........................................................................21
   5.9. ASSESSMENT GRADES .......................................................................................22

6. PLAGIARISM .............................................................................................................24
   6.1. BORROWING OTHERS’ WORDS, IDEAS OR DATA WITHOUT ACKNOWLEDGEMENT ....24
   6.1.1. Example 1 .......................................................................................................25
   6.1.2. Example 2 .......................................................................................................25

2
6.1.3. Copying material verbatim ................................................................. 26
6.1.4. Re-submission of work ........................................................................ 26
6.1.5. Collaboration and collusion ................................................................. 26
6.1.6. Copyright infringement ....................................................................... 27

7. GUIDELINES FOR REFERENCES ................................................................. 27

7.1. REFERENCES IN THE BODY OF THE ESSAY/DISsertation ......................... 27
7.2. REFERENCES AT THE END OF THE ESSAY/DISsertation ............................. 27
7.2.1. Books ................................................................................................. 27
7.2.2. Chapter from a Book .......................................................................... 28
7.2.3. Journal articles .................................................................................. 28
7.2.4. Referencing from Secondary Texts ...................................................... 28
7.2.5. Internet Resources ............................................................................ 28

8. Disability & Dyslexia Service ....................................................................... 27
1. Introduction

1.1. Welcome to the Graduate Certificate Psychosocial Studies at Birkbeck

The staff of the Department of Psychosocial Studies would like to warmly welcome you to the Graduate Certificate Psychosocial Studies. We hope that this course will be an exciting and challenging learning experience, and we look forward to working with you.

This handbook contains all the information that you need to know about the course. It would be helpful if you could bring it with you to your teaching sessions. In addition to this handbook, each individual module has its own course document that contains details of the content, the week by week reading list and assessment details for that module. These will be given out at the beginning of each module.

NB. You will find an electronic version of the handbook on Moodle which may be updated as we proceed through the year.

1.2. Staff Team

Academic Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Amber Jacobs</td>
<td>Programme Director and Module 1 tutor</td>
<td>020-3073 8015</td>
<td><a href="mailto:a.jacobs@bbk.ac.uk">a.jacobs@bbk.ac.uk</a></td>
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<tr>
<td>Dr Gail Lewis</td>
<td>Module 2 tutor</td>
<td>020-7631 6251</td>
<td><a href="mailto:g.lewis@bbk.ac.uk">g.lewis@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>

Administrative and Other Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Conor Byworth</td>
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<td>020-7631 6367</td>
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<tr>
<td>Ms Wendy Lynwood</td>
<td>Subject Librarian</td>
<td>020-7631 6062</td>
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<tr>
<td>Learning Technology Team</td>
<td></td>
<td>020-7631 6878</td>
<td><a href="mailto:Moodle@bbk.ac.uk">Moodle@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>
1.3. **Duration and Workload**

Graduate Certificate Psychosocial Studies is studied part-time over two terms, October to April. Part-time students attend one evening per week in the Autumn and Spring Terms.

Teaching methods include lectures, seminars and tutorials, offered by staff at Birkbeck Psychosocial Studies.

1.4. **Student Support**

Each student will be assigned a personal tutor at the beginning of the academic year. Students usually meet with their tutors once a term in order to discuss any issues that arise in relation to your experience on the course. These might include particular aspects of the course curriculum that you want to discuss, or more general issues related to your experience of teaching and learning.

There are many other forms of support for students that are detailed in your Student Handbook and on the My Birkbeck website ([http://www.bbk.ac.uk/mybirkbeck/services](http://www.bbk.ac.uk/mybirkbeck/services)), including disability support, extra learning support, the University counselling service, the Students’ Union and the Careers Service. Please speak with your tutor if you have difficulty accessing any of these services, or if you require other forms of support that are not detailed in this handbook.

1.5. **Moodle**

In keeping with many higher educational settings, we are using a Virtual Learning Environment called Moodle to support the learning and teaching of this course. You will be introduced to Moodle during your induction day. You can use Moodle to communicate with staff and fellow students, to access some of the set reading, to submit assignments and receive feedback, and many more things besides. Please make sure you familiarize yourself with Moodle near the beginning of the course. If you experience any difficulties with Moodle please let a member of staff know.

1.6. **Student-Staff Exchange Committee**

The course committee meets once a term to ensure smooth running of the course, and to discuss any issues arising from the course, implements changes, etc. An extremely important function is considering the views of students and resolving problems as they arise, as far as is possible. At the start of each term one student is elected by the student group as their course representatives. These representatives meet once a term with the Programme Director for a Student-Staff Exchange Committee.

The meeting dates for the academic year 2016/17 are: TBC

Prior to the Student-Staff Exchange Committee, the course representatives are sent an email asking them to meet with the rest of their cohort to discuss any matters pertaining to the course they would like raised. This can be done in the form of a meeting when students are attending the course and tutors will be willing to give over time for this, or via email. Once any issues have been identified, the course representatives should email Dr Jacobs with
items for the agenda. Matters can be raised anonymously if appropriate. Minutes of this meeting are circulated to all the students.

For guidance, course representatives should encourage their co-students to identify strengths of the courses as well as any areas of concern. The following webpage gives information about Student-Staff Exchange Committees:

http://www.birkbeckunion.org/representation/. In addition, a Course Representative Handbook is available from the Birkbeck Students’ Union.

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

In order to complete the Graduate Certificate Psychosocial Studies, students are required to take two compulsory core modules. You must pass both modules in order to be awarded the Graduate Certificate Psychosocial Studies.

2.1. Core Modules

The two core modules are:

- Core Module 1: Introduction to Psychoanalysis (30 credits, SSPA057S6)
- Core Module 2: Social Theory and Sociology (30 credits, SSPA058S6)

2.2. Summer Programme and Psychosocial Studies Annual Lecture

During the summer term, students are invited to attend the summer programme which also includes the Psychosocial Studies Annual Lecture to be given by a distinguished invited guest which all our students are warmly welcome to attend. None of the summer programme is assessed or compulsory for Grad Cert students.

2.3. Timetable

Autumn Term: Intro to Psychoanalysis: Monday evenings 6pm-8.30pm
Spring term: Sociology and Social Theory Monday evenings 6pm-8.30pm

3. Additional Academic Events

There are a range of additional, optional academic events that are held throughout the year at Birkbeck. This is a provisional list of events you might be interested in, but please do visit the Birkbeck website regularly for updated information about other events.

3.1. BISR, BIH and BIGS

There are numerous other opportunities for learning in the College, including seminars and public talks run by the Birkbeck Institute for Social Research (http://www.bbk.ac.uk/bisr/), the Birkbeck Institute for the Humanities (http://www.bbk.ac.uk/bih/) and the Birkbeck Institute for Gender and Sexuality (http://www.bbk.ac.uk/ce/research/bigs/). Details of these programmes will be provided at the beginning of each term. In addition, please check the webpages of these institutes regularly for updates of their programmes.
4. Syllabus

4.1. Core Module 1: Introduction to Psychoanalysis (SSPA057S6)

Term, Day and Time: Autumn Term, Monday, 6.00-8.30pm
Module Co-ordinator: Dr Amber Jacobs
First class is on Monday October 3rd 6pm-8.30pm See Moodle for Venue.

4.1.1. An Introduction to the Course

This module will introduce you to the major psychoanalytic thinkers and explore key concepts of psychoanalysis such as the unconscious, fantasy, sexuality, gender, love and hate, the dream, the transference, group phenomena, the symbolic order and the case history. Among others we will be reading texts from Freud, Klein, Lacan, D.W. Winnicott, and Marion Milner. We will explore some of these writings from psychoanalysis critically; looking at the social, political and ideological implications of these theories as well as how it has been received, critiqued and revised. The module will also examine the complex relations psychoanalysis has had with other disciplines such as literature, feminism, queer theory and post-colonialism. The course will give a rigorous overview of the major psychoanalytic traditions and how we might use concepts emerging from these writings to account for and understand psychosocial processes and contemporary realities.

4.1.2. Timetable

The course is taught in ten two and a half hour sessions which will involve a combination of lectures and seminars. The format will usually consist of a lecture of approximately 30 minutes followed by a seminar. We will usually have a break within the session. Lectures and seminars take place on Wednesdays 6-8.30 pm. Term dates are available above. Please note that in Week 5 (28 October 2015) it is reading week, so there will be no class.

4.1.3. Teaching Team

This course is taught by Amber Jacobs (lecturer and seminar leader)

4.1.4. Course Requirements

Each seminar will begin with the tutor giving an approximately 30 minute lecture introducing the themes and key ideas for the session. There will then follow a student presentation. Each student is required to do a 10 minute presentation, on the required reading, once during the course. Presentations will be allocated in week one of the course. After the tutor and student presentation, the remaining seminar will be conducted as a group discussion and will sometimes involve small group work. Please bring the course document to each seminar.

Please note that the key readings are made available on Moodle in electronic format to facilitate access to the course materials. In addition to this, students are expected to familiarise themselves with the Birkbeck Library and the numerous electronic and hard copy collections relevant to the Grad Cert Psychosocial programme of study.
4.1.5. Helpful Dictionaries and Text Books

The following books will be invaluable for you to consult during the course and it is highly advisable to consult them before the course to give you some prior background knowledge.

- Stephen Frosh, *A Brief Introduction to Psychoanalytic Theory* (Palgrave 2012) **This book will be our main text book throughout the course and it is a good idea to purchase one of your own - if possible. There will be copies available in the library.
- Elizabeth Wright (Ed.) *Feminism and Psychoanalysis: A Critical Dictionary* (Blackwell 1992)

*Please note that most of the primary reading will be digitalized and you will gain access via our online learning system that will be explained to you in week one and at the induction day.

4.1.6. Assessment

The assessment for this module takes the form of a 3,000 word essay on an aspect of psychosocial theory. Your tutors will provide the essay questions during the course. Please see general guidelines for writing essays in your handbook.

Submission deadline: TBC (see Moodle)

4.1.7. The Course Week by Week:

* please note the order of the seminars and some content may change from year to year, so for your cohort it is best to check the individual MOODLE pages of the modules for your week by week seminar and readings.

❖ Week One: Introductory Seminar: The Unconscious

The first part of this seminar will be concerned with introducing the course and allocating student presentations. Please print out this course document and bring it with you to the seminar. The second half of the seminar will be a formal seminar on the following texts which students should read before class.

**Required Reading**
Sigmund Freud, ‘Analysis of a Specimen Dream: ‘The Dream of Irma’s Injection’ in Chapter 2 of *The Interpretation of Dreams* (1900) (PEP web link via Birkbeck library)

**Supplementary Reading**
Stephen Frosh, Chapters 1 and 4 in *A Brief Introduction to Psychoanalytic Theory* (Palgrave 2012)

❖ Week Two: Origins and the Question of Infantile Sexuality

**Required Reading**
Sigmund Freud, ‘The Sexual Theories of Children’ (PEP weblink via Birkbeck Library)
Sigmund Freud, *Analysis of a Phobia in a Five Year Old Boy* (‘Little Hans’) 1909 (PEP weblink)

**Supplementary Reading**
Frank O’Connor, ‘My Oedipus Complex’ pg. 20 in My Oedipus Complex and Other Stories by Frank O’Connor (Penguin1963)

- **Week Three: Psychoanalysis, Femininity, Hysteria**

  **Required Reading**
  Sigmund Freud, *Fragment of an Analysis of a Case of Hysteria* (‘Dora’) 1905 (PEP weblink)

  **Supplementary Reading**
  Charles Bernheimer and Claire Kahane, (editors) Chapter 10 of *In Dora’s Case Freud, Hysteria, Feminism* (Columbia University Press 1985). *It would also be helpful to read the introductions to this book if possible.*

- **Week Four: Guest Lecture by Dr Laurence Spurling: Why Freud? What can Freud offer Contemporary Readers?**

  **Required Reading**
  Sigmund Freud, *The Introductory Lectures* (PEP weblink)
  Sigmund Freud, *Civilization and Its Discontents* (1930) (PEP weblink)

  **Supplementary Reading**

- **Week Five**
  - **Lacan’s Symbolic and Imaginary**

  **Required Reading**

  **Supplementary Reading**

- **Week Six: READING WEEK NO CLASS**
Week Seven, Required Reading

Supplementary Reading
Stephen Frosh, Chapter 14 of A Brief Introduction to Psychoanalytic Theory (Palgrave 2012)

Week Eight: On Loss and the Negative: Klein 2
Required Reading
Melanie Klein, Mourning and Its Relation to Manic Depressive States (1940) in The Selected Melanie Klein (Penguin 1991) (p.146-174)

Supplementary Reading
Stephen Frosh, Chapter 13 of A Brief Introduction to Psychoanalytic Theory (Palgrave 2012)

Week Nine: Guest Lecture Viviane Green: D. W. Winnicott ‘There is no such thing as a baby’
Required Reading

Supplementary Reading
Stephen Frosh, Chapter 12 in A Brief Introduction to Psychoanalytic Theory (Palgrave 2012)
Adam Phillips, Winnicott (Fontana Modern Masters, 1988) **This book is very helpful so read as much as you can.

Week Ten, 2 Dec 15: Creativity and the Unconscious
Required Reading
Marion Milner, ‘Order out of Chaos’ (Chapter 13 in The Suppressed Madness of Sane Men (Tavistock 1987)

Supplementary Reading
Christopher Bollas, ‘The Transformational Object’ in The Shadow of the Object: Psychoanalysis of the Unthought Known (Free Association 1987)

Week Eleven: Review: Themes, Ideas and Advice for Essays
This seminar will run as an essay writing workshop where we will discuss essay themes and students will be able to present ideas and receive feedback and advice. Students are required to bring some written notes about their emergent essay ideas.
4.2. Core Module 2: Social Theory and Sociology (SSPA058S6)

**Term, Day and Time:** Spring Term, Mondays, 6.00-8.30pm  
**Module Co-ordinator:** Dr Gail Lewis

### 4.2.1. An Introduction to the Course

This module will explore how sociology and social theory can enable us to think about and understand inequality and difference as central aspects of the organization of social and psychic life. We will explore the processes by which inequality and difference are produced and reproduced, and we will focus on the many and varied challenges that are enacted by individuals and groups that seek to transform relations of power and inequality. The module takes a socio-historical and spatial approach to the study of inequality and difference, tracing changes over time and paying attention to the importance of space, place and nation. Students will be introduced to the work of major classical and contemporary social theorists and sociologists, including: Simmel, Durkheim, Elias, Marx, Weber, Foucault, Rose, Giddens, Beck, Melucci, Esping Anderson, Fraser, Jackson, Gibson-Graham, Castells, Gilroy, Sedgwick, Plummer and Weeks.

### 4.2.2. Timetable

Lectures and seminars take place on Mondays, 6-8.30 pm

### 4.2.3. Teaching Team

The course is taught by Dr Gail Lewis (lecturer and seminar leader)

### 4.2.4. Module Requirements

Each seminar will begin with the tutor giving an approximately 30 minute lecture introducing the themes and key ideas for the session. There will then follow a student presentation. Each student is required to do a 10 minute presentation, on the required reading, once during the course. Presentations will be allocated in week one of the course. After the tutor and student presentation, the remaining seminar will be conducted as a group discussion and will sometimes involve small group work. Please bring the course document to each seminar.

Please note that the key readings are made available on Moodle in electronic format to facilitate access to the course materials. In addition to this, students are expected to familiarise themselves with the Birkbeck Library and the numerous electronic and hard copy collections relevant to the Graduate Certificate Psychosocial programme of study.

### 4.2.5. Assessment

The assessment for this module takes the form of a 3,000 word essay on an aspect of social theory. Your tutors will provide the essay questions during the course. Please see general guidelines for writing essays in your handbook.

Submission deadline: TBC

### 4.2.6. The Course Week by Week
❖ Week One.: The Emergence and Transformation of Modernity

This session will provide an overview of classical social theorists concerned with the analysis and critique of the nature of modern society. It deals with the nature, historical emergence, and current prospects of modern society in the west, seeking to build up an integrated analysis of the processes by which this kind of society developed and continues to transform itself.

Required Reading
Kivisto, Peter (2003) Key Ideas in Sociology, Chapter 5: Modernity From the Promise of Modern Society to Postmodern Suspicions

❖ Week Two.: The Development of Capitalism and the Intensification of Economic Inequality

This session explores how the unprecedented acceleration in economic growth in modern societies and division of labour give rise to social inequalities, associated with accumulation of capital and class divisions. It introduces and compares major sociological theories of the development of capitalism and their criticisms.

Required Reading

❖ Week Three.: The Consolidation of State Power: Bureaucracy, Surveillance and Governmentality

This session focuses on the spread of discursive power both throughout society and within individuals, examining how our behaviour is governed by discourses which connect more general forms of power, including political, economic, institutional and technical, to the precise management of people’s conduct.

Required Reading

❖ Week Four.: Social Movements and Collective Agency

This session will focus on the links between social movements and key areas of social change in contemporary societies. Applying frameworks of social movement theory, we will aim to understanding organizational and institutional change, the emergence of new forms and institutions, and diffusion processes.

Required Reading
Melucci, A. 1985. 'The Symbolic Challenge of Contemporary Movements'. Social Research 52, No. 4. (attached separately)

❖ Week Five.: Citizenship, Welfare States and the Amelioration of Inequality

This session offers an overview of theories of citizenship seen as a set of rights and entitlements, and explores the links between citizenship regulations, individual rights and entitlement to welfare protection from the state. It introduces classic theories of welfare state and their gender-informed criticisms.

**Required Reading**

❖ Week Six.: Globalization, Post-colonialism and the Contemporary Multicultural

The session introduces key sociological debates about globalisation and multiculturalism and critically evaluates the causes and consequences of a globalizing world and the existence of more ethnically diverse societies. It offers a discussion of the ways power, inequality and conflict are major factors in these processes.

**Required Reading**

Week Seven: READING WEEK (NO SEMINAR)

❖ Week Eight: The Remaking of Gender Relations

This session will look at the social changes that brought about the male breadwinner/ female homemaker model of gender relations and its consequent remaking. We will explore how shifts in gender relations are related to transformations in paid labour, the domestic sphere, and intimate life.

**Required Reading**

❖ Week Nine: The Transformation of Family, Intimacy and Personal Life
In this session we will explore how processes related to individualization, liberalization of sexual practices, change in gender relations, and increased unpredictability of personal life have created new intimacies. Building on all topics covered so far we will think about the ways in which social change and transformations of intimate life are related to continuities and changes in gender relations.

**Required reading**
   Chapter 5 (From ‘living for others’ to a ‘life of one’s own’) and Chapter 7 (Division of labour, self-image and life projects). (attached separately)

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**Week Ten: Sexual Identities and Sexual Preferences in Flux**

This session looks at social changes in the realm of sexuality. It offers a discussion of some of the shifts in the organization of sexuality in the second half of the twentieth century, the emergence of modern sexual identities, and the changing relationships between ‘the homosexual’ and ‘the heterosexual’, as categories, identities and ways of life.

**Required Reading**

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**Week Eleven: Themes, Ideas and Advice for Essays**

This week will focus on revision and essay preparation. Please, be ready to do a 5 min presentation of your ideas on a chosen essay topic.
5. Assessment Guidelines and Deadlines

Each module is assessed separately. You must pass the set assessment in order to complete the module.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment</th>
<th>Submission Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Module 1</td>
<td>3000 word essay</td>
<td>TBC</td>
</tr>
<tr>
<td>Core Module 2</td>
<td>3000 word essay</td>
<td>TBC</td>
</tr>
</tbody>
</table>

Students must pass the assessment of both modules in order to complete the course.

Students with disabilities and dyslexia may be eligible for special arrangements e.g. extra time, use of a word processor, amanuensis, etc. In order to receive special arrangements students must provide Medical Evidence of their disability (or an Educational Psychologist’s Report if you are dyslexic) to the Disability Office. You are however, strongly recommended to contact the Disability Office well before this date, preferably soon after starting the course.

5.1. Submission Guidelines

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

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

The title page should state the following information:

```
Graduate Certificate Psychosocial Studies

Module Title
Module Co-ordinator

Student Number

Title

Word count

Submission Date
```
5.2. Word count

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

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

5.3. Deferral of Submission of Assessed Work

Permission to defer any part of the assessed work may be granted for reasons judged adequate in the particular case by the Examination Board and the College. Subject to such exemption being granted, candidates will be informed of the marks they obtained in those elements in which they have been examined and the examiners may determine the exemptions which will be allowed on re-entry. Successful completion of the course involves attaining a pass in all elements of the course. Normally, candidates who have been granted a deferment of entry to one or more elements of the examination will be expected to complete the course in the next academic year.

In order to obtain permission for a deferral, you must make an application to the Programme Director, Dr Amber Jacobs. A copy of this application should go to the Course Administrator. Where appropriate, you should supply documentary evidence supporting your application for deferral.

Candidates who do not submit written work without being granted permission to defer or withdraw their examination entry shall be deemed to have failed the examination on that occasion.

5.4 2015/16 - Capping of Re-Assessment

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

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

Please note:

• Students who fail an assessment in 2015/16 and awarded a reassessment opportunity will have their reassessment subject to a cap.
· Any student awarded a reassessment opportunity in 2014/15 or before will not be subject to a cap for a reassessment taken in 2015/16.

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

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

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

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

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

If you have failed a piece of work you will be given three opportunities to resubmit your work in order to try to pass the module. You will be given detailed written feedback from the module co-ordinator indicating what you need to do in order to pass the assignment. If the work is awarded a mark lower than 30% students must re-take the module.

Unless otherwise agreed with the Course Director, the late submission and resubmission deadlines are as follows:

Core Module 1: Monday 14 March 2016
Core Module 2: Monday 6 June 2016
Post-Board: Monday 29 August 2016

5.6 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 School. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your School office) which should be submitted in accordance with the procedure for submission published by your School. Claims should always be supported by appropriate documentary evidence.

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

Guidance on what may constitute acceptable mitigating circumstances is available as an appendix to the policy, available from http://www.bbk.ac.uk/mybirkbeck/services/rules/mitcircspol.pdf; 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.

5.7 Break in Studies

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

5.8 General Marking Criteria

Essays will be marked in accordance with content, structure, clarity and quality of analysis. Source of quotations should be indicated. A list of all references should be included at the end of the essay. The number of words in the essay should be stated. Essays significantly over length will incur a penalty.
5.9 Assessment Grades

There are four grades for assessed work: Distinction (70-100%, divided into ‘High Distinction’ [80%+] and ‘Distinction’), Merit (60-69%), Pass (40-59%) and Fail (0-39%). The following table gives an indication of what is expected for each range of marks.

<table>
<thead>
<tr>
<th>80-100% High Distinction</th>
<th>A mark above 80% indicates an exceptional piece of work that excels in respect of these criteria</th>
</tr>
</thead>
</table>
| 70%–79% Distinction      | **Presentation**  
|                          | • Clearly and legibly written  
|                          | • Within agreed word limit |
|                          | **Skills**  
|                          | • Well-structured, coherent argument(s)  
|                          | • Very good use of relevant evidence (primary and secondary sources and materials) to support and illustrate the argument(s) made  
|                          | • Where appropriate, evidence of independent research  
|                          | • Comprehensive examination of the subject of the assignment  
|                          | • Exclusion of irrelevant material  
|                          | • Correct and comprehensive citation of all sources in a recognised format |
|                          | **Knowledge**  
|                          | • Clear and strong evidence of current knowledge and debates relevant to the assignment  
|                          | • Clear and strong evidence of current knowledge of core / central concepts relevant to the assignment  
|                          | • Clear and strong evidence of critical appreciation of sources used |
|                          | **Understanding**  
|                          | • Demonstrates ability to think independently, originally and critically |
| 60%–69% Merit            | **Presentation**  
|                          | • Clearly and legibly written  
|                          | • Within agreed word limit |
|                          | **Skills**  
|                          | • Well-structured, clear argument(s)  
|                          | • Good use of relevant material to support the argument(s) made  
|                          | • Comprehensive examination of the subject of the assignment  
<p>|                          | • Correct and comprehensive citation of all sources in a recognised format |</p>
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Understanding</th>
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</thead>
<tbody>
<tr>
<td>• Clear and strong evidence of current knowledge and debates relevant to the assignment</td>
<td>• Evidence of ability to reflect critically on the subject of the assignment</td>
</tr>
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<table>
<thead>
<tr>
<th>Presentation</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly and legibly written</td>
<td>• Evidence of attempt to construct argument(s), which may have gaps or lack clarity</td>
</tr>
<tr>
<td>• Within agreed word limit</td>
<td>• Evidence of reading and awareness of relevant issues / debates</td>
</tr>
<tr>
<td></td>
<td>• Appropriate sources adequately cited</td>
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</tbody>
</table>

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<tr>
<th>Knowledge</th>
<th>Understanding</th>
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<tbody>
<tr>
<td>• Evidence of knowledge relevant to the assignment</td>
<td>• Some evidence of engagement with, and analysis of, material covered in the module</td>
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<thead>
<tr>
<th>Presentation</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>• Poorly presented and / or illegible</td>
<td>• Little of no evidence of attempt to address the question</td>
</tr>
<tr>
<td>• Beyond or substantially below agreed word limit</td>
<td>• Overly repetitious and / or descriptive</td>
</tr>
<tr>
<td></td>
<td>• Inclusion of irrelevant material</td>
</tr>
<tr>
<td></td>
<td>• Little or no evidence of reading relevant to the topic</td>
</tr>
<tr>
<td></td>
<td>• Sources adequately cited or not cited</td>
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</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Understanding</th>
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</thead>
<tbody>
<tr>
<td>• Very little or no evidence of knowledge of, or reading in, subject area</td>
<td>• Little or no evidence of understanding of the concepts / ideas relevant to the assignment and / or misunderstanding of these</td>
</tr>
<tr>
<td>• Opinions expressed without any supporting evidence</td>
<td></td>
</tr>
</tbody>
</table>
| 0%–29% | **Presentation**  
• Very poorly presented and / or illegible  
• Beyond or substantially below agreed word limit  
**Skills**  
• No evidence of attempt to answer the question  
• Overly repetitious and / or descriptive  
• Substantial inclusion of irrelevant material  
• No attempt to cite material adequately or to provide references  
**Knowledge**  
• No evidence of knowledge of, or reading in, subject area  
• Opinions expressed without supporting evidence  
**Understanding**  
• No evidence of understanding of the concepts / ideas relevant to the assignment and / or complete misunderstandings of these |

### 6. 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.

#### 6.1. 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.

6.1.1. 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.


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).

6.1.2. 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.


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.

6.1.3. 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).

6.1.4. Re-submission of work

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

6.1.5. Collaboration and collusion

In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual’s contribution and work is distinguishable, so check with your lecturer. Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is NOT allowed.
6.1.6. 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:


7. 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.

7.1. 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.

7.2. 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.

7.2.1. Books

Authored:

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

Multi-authored:

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


Edited

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


### 7.2.2. 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


### 7.2.3. Journal articles

Name of author(s) of the article, Initial. (date) Title of article. *Journal title in full, volume: start page number – end page number*


All authors should be listed for jointly written books, chapters and articles.

### 7.2.4. 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.

### 7.2.5. Internet Resources

As with books or journals, but with the internet address appended.


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

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

The Disability & Dyslexia Service and Mental Health Service

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

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

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

Access at Birkbeck

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

The Disabled Students’ Allowance

UK and EU (with migrant worker status) disabled and dyslexia students on undergraduate and postgraduate courses are eligible to apply for the Disabled Students’ Allowance (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help e.g. note takers, BSL interpreters, specialist tutors for students with dyslexia and mental health mentors and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and all the evidence shows that students who receive it are more likely to complete their courses successfully. The Disability & Dyslexia Service can provide further information on the DSA and can assist you in applying to Student Finance England for this support.

Support in your Department

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

Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they
may also be able to assist you. They may be contacted through the Programme Administrator.

Support in IT Services and Library Services

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

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

Examinations and Assessments

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

Specific Learning Difficulties (e.g. dyslexia, dyspraxia)

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

Further information

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

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

Amber Jacobs 2016