Birkbeck
University of London
Department of Computer Science and
Information Systems

MSc Creative Industries (Computing)

Programme Handbook
2014/15
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Overview of the Programme

Programme Director: George Roussos (nigel@dcs.bbk.ac.uk)
Programme Administrator: Liam Simmonds (pgadmin@dcs.bbk.ac.uk)
Projects Co-ordinator: Oded Lachish (oded@dcs.bbk.ac.uk)

The Computing pathway of the MSc Creative Industries aims to combine foundations in technology-based innovation and creativity. Specifically, it aims to help students develop an understanding of advanced and emerging information technologies and explore how these can be utilised in order to gain a competitive advantage in creative industries. Emphasis is on modern information and data management technologies as well as their relevance to creative industries.

All students in this programme start with the compulsory module The Creative Industries: Theory and Context (CITC), which are designed to provide a solid and critical understanding of the contemporary creative economy and its main practices and issues of debate. As an overview of the most significant theories and examples, this module will enable you not only to understand your own practices self-reflexively, but also to learn to think independently and come up with innovative solutions to practical challenges. All students also take the compulsory Digital Creativity and New Media Management (DCNMM) and Intellectual Capital and Competitiveness (ICC) module.

The Computing pathway offers two different sets of compulsory computer science modules for students with and without significant computing experience respectively. Students with significant computing background must take Software Engineering in Practice (SEiP) and students without prior significant computing experience must take Introduction to Software Development (ISD).

All students must complete a 3–4 month project carried out during the summer term. Students must also select additional modules so as to reach 180 credits from the following list:

- Data Warehousing and Data Mining (DWDM)
- Information Retrieval and Organisation (IR)
- Internet and Web Technologies (IWT)
- Intelligent Technologies (IT)
- Object-Oriented Design and Programming (OODP)
- Component-Based Software Development (CSDB)
- Computational Intelligence (CI)
- Search Engines and Web Navigation (SEWN)
- Mobile and Ubiquitous Computing (MUC)

The information in this booklet is specific to the MSc Creative Industries (Computing). More information about the programme is available from the departmental web pages and the intranet. For more general information about Birkbeck and the Department of Computer Science and Information Systems, please consult the Department’s Student Handbook.

If you are not a proficient Java programmer or not familiar enough with Object-Oriented design principles, you are strongly advised to follow the course “An Introduction to Object-Oriented Programming”. This is delivered online with video lectures and can be accessed through the following link: http://www.dcs.bbk.ac.uk/~keith/oopintro

The information in this Handbook is specific to the MSc Creative Industries (Computing) and is correct on 23 September 2014.
Information about later changes and more detailed information about aspects of the programme are available on the departmental wiki. The Virtual Learning Environment Moodle (moodle.bbk.ac.uk) is used to provide detailed information and post announcements about each module.

It is your responsibility to familiarise yourself with the contents of this Handbook as well as the web site and Moodle, and to consult the web site and Moodle on a regular basis since additional information will be posted there during the year. You should also read your Departmental and College email on a daily basis.
Dates and Timetables

The term dates for the academic year 2013/14 are as follows:

- Autumn: 29 September – 12 December
- Spring: 5 January – 20 March
- Summer: 20 April – 3 July

Introductory talks for students will be held at the following times:

- All students: 6pm, Tuesday 23 September Room 405

Lectures start on Monday 29 September.

The taught programme covers three terms of approximately eleven weeks each. The summer term is when exams and the project (for full-time students and part-time year 2 students) take place. Note that project reports can be handed in only at the September deadline.

For new students the introductory talk will include a short hands-on introduction to the Department’s computer system. If you are not able to attend the introductory talk, please arrive early for the first lecture and speak to the Programme Administrator in Room 263 on the second floor of the extension to the Birkbeck main building.

College holiday closing

- **Christmas and New Year Closure:** closing on Friday 23 December at 6pm; re-opening on Thursday 1 January at 9am.
- **Easter closure:** closing on Wednesday 17 April at 6pm; re-opening on Wednesday 22 April at 9am.
Lecture timetables

Up to date timetables and room allocation information is available at [http://www.dcs.bbk.ac.uk/courses/lecture_timetable.pdf](http://www.dcs.bbk.ac.uk/courses/lecture_timetable.pdf)

Room locations are shown on the map at: [http://www.bbk.ac.uk/mybirkbeck/guides/help/class-information/teaching-map.pdf](http://www.bbk.ac.uk/mybirkbeck/guides/help/class-information/teaching-map.pdf)

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* Note that some modules are offered in the evening on alternate years only.

* A short series of lectures is held in the autumn term giving guidance on projects. Lectures are repeated to allow attendance either in the evening (Friday week 3) or daytime (Thursdays weeks 3 and 4).
Student Support

Every student is allocated a personal tutor in the first weeks of the programme. The personal tutor is someone students can contact to discuss any problems of a non-academic nature. These may relate to special needs or personal problems that may affect the student’s academic performance. The Department also has a disability officer, Jenny Pedler jenny@dcs.bbk.ac.uk whom students can contact.

Academic problems should first be addressed to the lecturer concerned. If the problem is not resolved or it does not relate to a specific module, then the Programme Director should be contacted. Details of the College’s “Student Dispute Resolution Procedure” is linked from the My Birkbeck webpages at http://www.bbk.ac.uk/mybirkbeck/aig.

Students on each programme elect Class Representatives from amongst themselves early in the academic year. Class Reps provide a point of contact with the Department for student feedback on modules and other aspects of the programme. They can make the Department aware of students’ views both in respect of any problems students are experiencing as well as positive points they want to make.

While Class Reps can raise matters with the Programme Director at any time, they also attend Staff-Student Exchange meetings in each of the autumn and spring terms at which students’ views on any aspect of the Programme can be raised with the Programme Director. These meetings are minuted and the minutes made available on the Department intranet. Students should make sure that their Class Reps are aware of any matters which they wish to be raised at these meetings.

The Birkbeck Students’ Union provides help and advice to students – information about their services can be found linked from the Students’ Union webpage: http://www.bbk.ac.uk/su/

Financial support advice is provided by the Student Financial Support Office (tel: 020 7631 6362), 12-5.30pm Monday to Thursday. At Birkbeck, we believe that lack of finances should not be a barrier to you studying so we provide financial support packages and bursaries. Information on financial support is available online at: http://www.bbk.ac.uk/mybirkbeck/finance/studentfinance
**Employability**

**The Business Engagement Team (BEI School)**
The Business Engagement Team work to develop sustainable external relationships and add value to your Birkbeck experience by facilitating professional partnerships and delivering events. Please look out for information on events held on the last evening of each academic term as well as special events throughout the year. You can also follow the School of Business, Economics and Informatics (BEI) on social media for information and conversations:

- Twitter: @BirkbeckBEI
- Facebook: BirkbeckBEI
- LinkedIn: Search ‘Birkbeck, School of Business, Economics and Informatics’
- Google+: Search ‘Birkbeck, School of Business, Economics and Informatics’

**Mentoring**
Using partnerships forged with Credit Suisse, PwC, Birkbeck alumni and other partners, the Business Engagement Team organise a Mentoring programme each year for students in their final year of their under-graduate programme or for those taking a post-graduate qualification. Business Mentoring at Birkbeck pairs successful applicants with industry professionals for individual advice and guidance. There are approximately 50 places available.

If you are interested in the scheme as a mentee, please apply by 10th October 2014: http://bit.ly/beimentee

If you are currently employed and believe your employer may be interested in working as a partner organisation to provide more mentors for this scheme, please email: mentoring@bbk.ac.uk

**Entrepreneurship**
The Business Engagement Team also runs projects, events and networking opportunities to enhance your entrepreneurial thinking and to provide support for students interested in self-employment or already managing their own businesses.

**Communications**
You may be contacted with emails directly by the Business Engagement Team, unless you requested ‘no publicity’. These emails will inform you of upcoming events, unique opportunities with potential employers and other ways in which you may grow your network with Birkbeck. Should you encounter any difficulties in receiving these emails, please contact: Events and Communications Manager, Matthew Jayes (m.jayes@bbk.ac.uk).
Availability of Optional Modules

Optional module availability is subject to timetabling constraints and student demand. In the event that an optional module is over-subscribed, available places will be allocated on a first-come, first-served basis determined by the date you return your module choice form to the Programme Administrator.

Module Descriptions

Lectures aim to introduce the key ideas of each module. The specific objectives of each module and the principal readings are circulated at the start of the term. The reading lists for individual modules given below are only indicative. Lecturers will specify, usually at the first lecture, whether or not books need to be purchased for particular modules. Independent study is a key learning objective of the programme.

Most modules have dedicated web pages that provide links to relevant online literature. Depending on the nature of the material, some lecturers use ‘lecture outlines’ to support their teaching and may even distribute these outlines via their web pages. However, there is no expectation that written notes will be provided for the modules.

Students can also contact lecturers outside the classroom to discuss the material. They can meet the lecturers during scheduled ‘office hours’ or can contact them via email either to discuss a problem or to make an appointment. Lecturers’ contact details are given on the Department web site and in the Department’s Student Handbook.

Students are expected to attend all lectures. Any student who decides to withdraw from the programme should inform the Programme Director, in writing or by email. Students who simply stop turning up for lectures without formally withdrawing from the programme will still be held liable for fees.

A number of modules require students to submit coursework as part of the assessment. Such coursework must always be the students’ own work, except where explicitly noted. Students are required to confirm in writing or via email that each item of coursework submitted is indeed their own work. The Department and College have strict guidelines and penalties associated with plagiarism, and routinely submit students’ work to plagiarism detection services. More details are given in the section Plagiarism of this Handbook.
Digital Creativity and New Media Management (DCNMM)

Convenor: Dr Chahrazad Abdallah
Lecturers: Mr Richard Adams
Assessment: Essay 2,500 words (25%); Presentation (25%); Exam (50%)

This course will introduce key debates on digital convergence, remediation and innovation, while examining their implications for cultural life and business strategies. In this course, students will appreciate the synergy that exists between different academic disciplines as well as between different functions and hierarchies of the organisation. Furthermore, students will be encouraged to extend their understanding of the interaction between technology, design and strategy to the contexts of communities, cities, nations and the cyberspace. Case studies will be used to facilitate discussions and students will develop their own ideas.

The aims of this module are to:

- to provide a comprehensive understanding of digital convergence, remediation and innovation in terms of theory, method and practice; to identify key factors for creativity and innovation that propel the structural transformation in the digital economy;
- to understand the different analytical frameworks for understanding the transformation of old and new media in the digital economy;
- and to evaluate different business models and strategies of existing firms and new ventures

Learning objectives

At the end of this module students will be able:

- to develop and analyse research questions in the area of digital business strategy and policy issues, and to collect and analyse relevant secondary empirical data;
- to evaluate business models and performance of new ventures as well as established firms in the media industry;
- to develop critical capacity to carry out case studies and to assess business, policy and research implications.

Recommended reading

The Creative Industries: Theory and Context ( CITC)

Convenor: Dr Chahrazad Abdallah  
Lecturers: Dr Chahrazad Abdallah  
Assessment: Essay 3,000 words (40%); In-Class Presentation (20%); Creative Project (40%)

This module is about Management, Organizations and Creativity in what is now commonly known as the Creative Industries. These industries are becoming increasingly prevalent in contemporary post-industrial societies and it is now critical to understand their particularities and the management principles and theories that are key to a better understanding of these specific contexts. This module will introduce students to a range of principles and theories on Management and their articulation in the specific contexts of the creative industries. It will also provide students with a better knowledge of these contexts and with theoretical and practical tools to critically analyse them and understand their functioning. The module will also lead to a reflection around the notion of creativity and its various articulations in organizations, focusing on the necessity to go beyond traditional dichotomies between Art and Commerce and to analyse the creative industries’ contexts through a perspective that understands them as the locations of multiple cultural, political and social practices.

The aims of this module are to:

• Introduce and critique the key debates and theoretical approaches to studying Creativity and Management  
• Reflect on the particularities of Management processes in the Creative Industries  
• Review and analyse management concepts and applications in the context of the Creative Industries  
• Critically discuss the specific context of the Creative Industries and its developments.

Learning objectives

At the end of this module students will:

• Identify and evaluate the major theoretical approaches and principles to Management and Organization in the context of the Creative industries;  
• Understand and develop a critical understanding of the activities, structures, and processes involved in the Management in the Creative Industries  
• Develop a critical and reflexive approach to the Creativity discourse in Management;  
• Understand the main contextual issues and the current transformations in the Creative Industries.  
• Discuss the social, economic and political contribution of these sectors in various contexts.

Recommended reading

**Intellectual Capital and Competitiveness (ICC)**

**Convenor:** Professor Birgitte Andersen

**Pre-requisites:** None

**Assessment:** Exam (counts 75%), essay 2,000 words (counts 25%) and workshop attendance.

**Overview**

Intellectual capital, and related intangible assets and intellectual property, are the CAPITAL OF OUR TIME. They are the sources of corporate competitiveness and value creation for services and manufacturing in terms of financial performance, market dominance, technological advantage, dynamic capabilities, and more. Such capital has been getting increased attention from business leaders, policy makers, consultants, business analysts, and academics over the past couple of decades.

The aim of this course is to provide students with an understanding of such assets and the new managerial challenges they raise for firms. The opportunities for enhancing corporate competitiveness from such intellectual capital has increased in depth and scope, because of the integration of micro-electronics and information and communication technology (ICT) into business practices and organisations. Thus, the competitiveness of e-business is central to the course focus, and e-business here does not merely refer to Internet firms (as in the early days) but includes all services and manufacturing businesses adopting micro-electronics into their operations.

**Learning Objectives**

The course will provide students with a good foundation for understanding the corporate assets of our time. It will introduce a set of analytical frameworks and tools that will help managers, business analysts, industrialists and policy-makers to build and capture the financial and non-financial returns from such intangible assets which in turn will enhance their corporate competitiveness.

**Syllabus**

On this module, we will explore the following topics:

- Getting a Grip on Intellectual Capital and Intangible Assets: What They Are and Why They Matter?
- Profiting from Technological Innovation: Patent Management
- Profiting from Innovation in Creative Expressions: Copyright Management
- Customer Based Intangibles and Market Based Assets: Managing Customer Loyalty and Branding
- The Managerial Challenges of Social Capital
- The Capital Embedded in Organizational Forms and Business Models
- Capitalising on Knowledge: Managing Knowledge Creation and Learning in Organisations; and
- Measuring, Valuing and Reporting Intellectual Capital

**Recommended Reading**

Software Engineering in Practice (SEiP)

Lecturers: Keith Mannock and Oded Lachish

Module Outline

This module provides a general understanding of Software Engineering; the typical phases of the software lifecycle with particular reference to practical specification, design and testing techniques. It serves to prepare students for the various software development projects undertaken throughout their studies and introduces them to important concepts that can be studied in more detail later in the programme.

Aims

Understand the different approaches to managing the software development process. Produce practical specifications from informal briefs. Understand how to test, debug and change programs. Understand how to represent formal program requirements. Understand how to create and deploy an effective plan for testing software systems. How to apply software engineering methodologies in practical scenarios. How to evaluate, select and deploy appropriate tools and techniques. Deploy a software development methodology, and to test and debug software, independent of programming language.

Syllabus

Software processes

- Agile software development
- Requirements engineering
- System modelling
- Architectural design
- Design and implementation
- Software builds
- Software testing
- Software evolution

Prerequisites

Information Systems. Introduction to Software Development module, or Programming in Java, or suitable experience with a modern programming language.

Coursework

A team project, each team consisting of up to four members. Selected from a set of topics on Software Engineering. Presentation to module cohort and written submission.

Assessment

Coursework (20%). Examination (80%).
Introduction to Software Development (ISD)

Aims
The main aim of this module is to allow students who hold a first degree in a subject other than computing to gain understanding of solving computational problems and of the software development process, which are fundamental to the study of information systems and Information Systems & Management.

The module covers the principles of designing, implementing and testing programs, with a specific focus on object-oriented design. The module explains the fundamental aspects of these techniques, and exemplifies them with respect to the Java programming language within a series of practical lab sessions. Students will be able to apply this knowledge in learning new programming languages, developing software systems, and managing software development projects within given time constraints.

Compulsory pre-course reading
Please work through “A Short Introduction to Computer Programming using Groovy” available at www.dcs.bbk.ac.uk/~ap/teaching/ISD/ISDPreReading.pdf

Assessment
By 2-hour written examination and practical coursework, weighting 50% and 50% respectively.

Online material
http://www.ble.ac.uk
http://www.dcs.bbk.ac.uk/~keith/isd

Syllabus
- The software development process.
- Principles of programming and programming languages.
- Solving computational problems (problem decomposition, abstraction, sequencing, branching, iteration).
- The Java programming language (classes, objects, variables, values, types, arithmetic operations, control expressions, methods, string manipulation, persisting objects, exceptions, arrays, collections, documentation).
- Designing, implementing and testing Java programs (object-oriented design, unit testing, code coverage, performance considerations).

Reading
Component-Based Software Development (CBSD)

Aims of the Module

This module introduces the theory and practice associated with implementing large-scale distributed information systems in heterogeneous environments. The student will develop the technical knowledge necessary to analyse the scalability and interoperability problems associated with large-scale heterogeneous systems and will experience the design and implementation of enterprise-level computer applications. Industry standard frameworks such as Java Enterprise Edition (JEE), Spring, etc. will be explored utilising practical workshops. The development of web services will also be discussed through the use of standards such as XML, SOAP, WSDL and UDDI. How web services can be used to implement a Service Oriented Architecture (SOA) will be described.

Staff: Keith Mannock

Assessment: By 2-hour written examination and practical coursework. The written examination has a weighting of 75% and the coursework has a weighting of 25% of the final mark.

Module URL: http://moodle.bbk.ac.uk/

Pre-requisites and co-requisites to the module

No formal pre-requisite or co-requisite module, but a working knowledge of Java is essential.

Syllabus

- Introduction to Component Based Software
- Java approaches to n-tier architectures (JEE, Spring, etc.)
- Enterprise Computing in the real world (Case Study)
- Message-Oriented Middleware (RabbitMQ, etc.)
- Virtualization and Cloud Computing
- Design Patterns and Enterprise Architectures
- The .NET model for distributed computing
- Persistence layers
- User Interfaces
- Web Services
- RESTful services

Indicative Reading

Computational Intelligence (CI)

Aims of the Module

The module aims to cover advanced computational methods for intelligent data-driven modelling, decision making and complex problem solving. Using a combination of lectures and lab work, it goes beyond the basics of the various intelligent paradigms giving students extended knowledge of advanced features of various methods at the theoretical and practical levels.

Staff: George Magoulas

Assessment: 2-hour written examination and practical coursework (mini project), weighting 80% and 20% respectively.

Module URL: The module uses the Moodle Virtual Learning Environment; log on at http://moodle.bbk.ac.uk/ (ITS user name and password are required).

Pre-requisites and co-requisites to the module

No specific module is pre- or co- requisite but knowledge of mathematical foundations (linear algebra, vectors, matrices, functions and graphs, calculus, gradients, trigonometry, statistics and probability), and data structures and algorithms, as taught in a typical undergraduate degree in computer science or engineering, is essential. In the coursework students are asked to use any programming language/tool they wish (MATLAB is used in the labs) to solve a practical real world problem.

Syllabus

- Feedforward and Recurrent Neural Network Architectures
- Supervised Learning
- Unsupervised Learning and Clustering
- Feature Selection
- Generalisation
- Particle Swarm Optimisation
- Evolutionary Algorithms

Background Reading

3. A. Lazinica (2009), Particle Swarm Optimization. Available online at: http://www.intechopen.com/books/particle_swarm_optimization
**Data Warehousing and Data Mining (DWDM)**

*Aims of the Module*

To study advanced aspects of data warehousing and data mining, encompassing the principles, research results and commercial application of the technologies.

This module covers the organisation, analysis and mining of large data sets to support business intelligence applications. Students study the principles and commercial application of the technologies, as well as research results and emerging architectures underpinning the analysis and mining of "big data".

**Staff:** Nigel Martin

**Assessment:** By 2-hour written examination and practical coursework. The final module mark will be the exam mark attained. A minimum mark of 40% on the practical coursework component will be necessary in order to pass the module overall.

**Module URL:** [http://www.dcs.bbk.ac.uk/~nigel/teaching/dwdm/](http://www.dcs.bbk.ac.uk/~nigel/teaching/dwdm/)

**Pre-requisites and co-requisites to the module**

Prerequisites: A first module in Database Systems (e.g. as taught in a typical UK undergraduate degree in computer science)

**Syllabus**

- Review of database technology underpinning data warehousing and data mining.
- Data warehouse logical design: star schemas, FICIC tables, dimensions, snowflake schemas, dimension hierarchies, data marts.
- OLAP architectures, OLAP operations. SQL extensions for OLAP.
- Data warehouse physical design: partitioning, parallelism, compression, indexes, materialized views, column stores.
- Data warehouse construction: data extraction, transformation, loading and refreshing. Data warehouse support in Oracle. Warehouse metadata.
- Specialized warehouse architectures. MapReduce and warehouse architectures: Hive.
- Data mining approaches and applications. Data mining technologies and implementations. Techniques for mining large databases.
- Data mining support in commercial systems. Data mining standards.
- Research trends in data warehousing and data mining.

**Reading**

5. Research papers will be distributed to students; students will also be directed to Web resources on the subject.
Information Retrieval and Organisation (IR)

Aims of the Module

Due to the explosive growth of digital information in recent years, modern Information Retrieval (IR) systems such as search engines have become more and more important in almost everyone's work and life (e.g. see the phenomenal rise of Google). IR research and development are one of the hottest research areas in academia as well as industry.

The aim of this module is to introduce modern IR concepts and techniques, from basic text indexing to advanced text mining. Both theoretical and practical aspects of IR systems will be presented and the most recent issues in the field of IR will be discussed. This will give students an insight into how modern search engines work and are developed.

Staff: Dell Zhang and Mark Levene

Assessment: By 2-hour written examination and practical coursework, weighting 80% and 20% respectively.

Module URL: http://www.dcs.bbk.ac.uk/~dell/teaching/ir/

Pre-requisites and co-requisites to the module

None.

Syllabus

- Boolean Retrieval
- The Term Vocabulary & Postings Lists
- Dictionaries & Tolerant Retrieval
- Index Construction and Compression
- Scoring, Term Weighting & the Vector Space Model
- Computing Scores in A Complete Search System
- Evaluation in Information Retrieval, Relevance Feedback & Query Expansion
- Probabilistic Information Retrieval
- Language Models for Information Retrieval
- Text Classification, Naive Bayes and Vector Space Classification
- Flat and Hierarchical Clustering
- Advanced Topics in IR

Reading

Intelligent Technologies (IT)

Aims of the Module

The module covers alternative methods for intelligent data-driven modelling, information management, decision making and complex problem solving so that students gain a valid image of intelligent computing paradigms and of systems that employ intelligent components.

The module covers fundamental aspects of intelligent systems, illustrates what technologies are useful for and how to choose the right technology for an application, and how systems that employ these technologies are designed and built.

Staff: George Magoulas

Assessment: By 2-hour written examination.

Module URL: The module uses the Moodle Virtual Learning Environment http://moodle.bbk.ac.uk/ (ITS user name and password are required).

Pre-requisites and co-requisites to the module

No formal pre-requisite or co-requisite module but knowledge of mathematical concepts such as those presented in the website (http://www.gceseguide.co.uk/mathsgceseguide.htm) is essential.

Syllabus

- Knowledge representation and reasoning
- Knowledge-based systems
- Expert systems
- Fuzzy logic and fuzzy systems
- Neural and genetic computing
- Hybrid Approaches

Reading


Research papers which will be distributed to the students; students will also be directed to Web resources on the subject.
Internet and Web Technologies (IWT)

Aims of the Module

To provide students with an understanding of how network protocols work, particularly those used on the Internet, and the ability to present and manipulate information on the World Wide Web, with an emphasis on XML.

Staff: Peter Wood

Assessment: By 2-hour written examination and coursework exercises, weighting 80% and 20% respectively.

Module URL:  http://www.dcs.bbk.ac.uk/~ptw/teaching/IWT.html

Pre-requisites and co-requisites to the module

The ability to program is essential. This need not be in an object-oriented language, although that ability would be helpful. Some basic knowledge of HTML and databases, in particular the relational model and SQL, is assumed; if this is lacking, however, it can be oCICained through self-study of on-line resources.

Syllabus

- Introduction to the Internet and its applications
- Web languages (e.g., HTML, XHTML, XML)
- Languages for defining Web document types (e.g. DTDs)
- Web query and transformation languages (e.g. XPath, XSLT)
- Client-side processing (e.g. using Javascript, DOM)
- Server-side processing (e.g. using CGI, ASP, JSP)
- The transport layer (e.g., TCP, UDP)
- The network layer (e.g., IP, ICMP)
- The link layer (e.g., Ethernet, ARP)

Reading

Mobile and Ubiquitous Computing (MUC)

Aims of the Module

Students taking this module will:
• study the novel aspects of mobile, ubiquitous and pervasive computing systems
• study the principles, research problems and applications of the Internet of Things
• acquire a range of design skills for software development in Android
• acquire systems development experience with mobile and ubiquitous computing technologies
• help students develop self-study skills so that they can keep up with the rapidly changing technologies, tools and techniques in the area

Staff: George Roussos

Assessment: By 2-hour written examination and by practical project. The written examination will have a weighting of 80% and the project a weighting of 20% of the final mark.

Module URL: http://www.dcs.bbk.ac.uk/~gr/muc/

Pre-requisites and co-requisites to the module

Prerequisites: a first course in networks and a first course in software engineering (e.g. as taught in a typical UK undergraduate degree in computer science). Significant experience in Java programming including networking, data access and concurrent programming techniques.

Syllabus

• Wireless and mobile networks
• Routing and mobility aspects of IP networks
• Smartphone components
• Radio Frequency Identification (RFID) and the IoT
• Processing sensor streams
• Location sensing technologies
• Privacy in mobile location sensing systems
• Programming with Android

Reading

Search Engines and Web Navigation (SEWN)

Aims of the Module

To familiarize the student with the main technologies that underpin the World Wide Web (WWW), with an emphasis on search engines and web navigation, which provide us with a variety of tools that assist us in finding our way around the web.

The module has three main strands: (i) technical foundations, (ii) core search and navigation technologies and (iii) emerging technologies. An important aim of the module is to enable the student to experiment with the various tools and to understand the convergence of these technologies within the WWW.

Staff: Mark Levene

Assessment: By 2-hour written examination and weekly practical coursework. The written examination will have a weighting of 80% and the coursework a weighting of 20% of the final mark.

Module URL: http://www.dcs.bbk.ac.uk/~mark/webtech.html

Pre-requisites and co-requisites to the module

Experience with a modern programming language

Syllabus

• How the WWW operates - some history and terminology
• The structure of the web
• Link analysis on the web
• Searching the web
• Navigating the web
• Web usage mining
• Recommender systems and collaborative filtering
• The mobile web

Reading

Object-oriented Design and Programming (OODP)

Aims of the Module

The main aim of the module is to provide students with the necessary skills for developing software in an object-oriented way according to high quality standards. This ranges from learning object-oriented concepts, designing object-oriented software using a proven methodology and tools, to learning how to program in an object-oriented style. The module provides detailed examination of Software Design Patterns and how the Unified Process (and UML) can be used in developing object-oriented software.

Staff: Keith Mannock and Oded Lachish

Assessment: By 2-hour written examination and practical coursework; weighting 75% and 25% respectively.

Module URL: http://moodle.bbk.ac.uk/

Pre-requisites and co-requisites to the module

A working knowledge of a modern programming language is essential.

Syllabus

- The object model and how it is realised in various object-oriented languages (e.g., Java, Ruby, and C++)
- Further development the ideas of inheritance and polymorphism (including a revision of parametric polymorphism)
- Java language features: inner classes, closures, etc.
- An introduction to the Unified Process (UP) and the Unified Modelling Language (UML).
- Test Driven Design (TDD) and Behavioural Driven Design (BDD)
- The use of an Integrated Development Environment (IDE) for software development: e.g., editing, debugging, compilation, etc.
- Modularity, versioning and packaging
- An introduction to Design Patterns and Anti-Patterns and their application to object-oriented software design
- The SOLID (Single responsibility, Open-closed, Liskov substitution, Interface segregation and Dependency inversion) approach to object oriented programming and design
- Code refactoring and analysis
- Graphical User Interfaces in Java (e.g., Swing and JavaFX)
- Persistence Frameworks (e.g., the Java Persistence API)

Reading: indicative list

1. E. Gamma, R. Helm, R. Johnson, J. Vlissides, Design Patterns: Elements of Reusable Object-Oriented Software, Addison Wesley, 1995.
4. S. Lippman et al., C++ Primer (Fifth Edition), Addison Wesley, 2012
8. 978-0123735560
Module Evaluation

As part of our quality assurance process, we ask students to anonymously evaluate programmes each term by completing module questionnaires. Students’ feedback helps us to further develop the course and the individual modules.

Typically, questionnaires include two parts. In the first part students are asked to rate several aspects of the modules, while in the second part to answer some open ended questions. An example questionnaire is presented below.

**Course Unit Questionnaire**

**Module Title: XXXX**  
**Module Code: XXXX**  
**Unit/Module Organiser and Session: XXXX, 2012**

This questionnaire is part of our continuing effort at Birkbeck to improve courses and teaching, and to promote learning. We value your anonymous completion of this form. We will take into account your feedback in the further development of this course unit/module, and we will report to you on any action taken.

Please answer all the questions that apply to you by ticking the category which best reflects your view. Overleaf there is space for you to provide feedback in your own words. Return your completed questionnaire to the Programme Administrator (Thomas Epstein) in R263.

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Open-ended comments

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Thank you for taking the time to complete this questionnaire.
**Project Guidelines**

Each student is required to undertake an individual project, under the supervision of a staff member, which should represent one-third of the student’s effort for the degree (60 credits). The project grade is determined by assessment of the project proposal (20%) and the project report including program documentation (80%).

**Aims of the Project**

The main aims of the project are to offer students the opportunity to:

- develop a systematic understanding and critical awareness of an agreed problem relevant to the MSc programme as described in a project proposal form
- plan and execute a major piece of programming work appropriate to the MSc programme
- critically present existing approaches in the problem area, place their own approach in the wider area and evaluate their contribution
- gain experience in communicating complex ideas/concepts and approaches/techniques to others by writing a comprehensive, self-contained report.

**Choosing a Project**

The project must relate to one or more modules on the MSc programme. Additional requirements depend on the particular Masters Programme.

A brief series of lectures giving students guidance on how to plan, organise, and execute their projects is given early in the autumn term. Further details on MSc CIC projects and preparing project reports will be distributed during the year and published on the intranet and on Moodle (moodle.bbk.ac.uk). A summary is provided here.

Students are expected to come up with their own ideas for projects in consultation with a lecturer or choose one of the projects proposed by staff - a list of some ideas for projects can be found at:

http://www.dcs.bbk.ac.uk/r/doc/staff-interests.php

In order to arrange supervision for a project, a student should discuss possible projects directly with the lecturer who seems the most appropriate for the topic; lecturers’ research interests are listed below and more details can be found on their personal webpages. However, do not feel you can only approach a lecturer with research interests directly related to the area you would like to pursue in your project. It can happen that a lecturer will be interested in discussing a possible project which, while not very directly related to their main research interests, nonetheless has an aspect of particular interest to that lecturer. If you feel uncertain about identifying a suitable supervisor for your project contact the Projects Tutor.

A student intending to submit a project report in a particular year must develop a project proposal agreed with a supervisor and submit it for assessment together with a project proposal form by the deadline noted below.

Discussions with prospective supervisors need to be initiated in the autumn term. There is a page recording which supervisors have agreed to supervise which students linked from

http://www.dcs.bbk.ac.uk/r/doc/studentprojects.php

so that you can see which staff members already have a full quota of students to supervise. Bear in mind, however, that a supervisor may already be in discussion with a number of potential project students well in advance of agreement of a proposal, and so only by speaking with a potential supervisor can you be sure that it is will be possible for that supervisor to consider supervising your project.
The Project Proposal

The project proposal is an important part of the project module - it has a 20% weight and the expected length is 2000-3000 words. The proposal should meet the following criteria:

- It identifies the objectives of the project.
- It describes the problem that the project will address and its relevance to the MSc Programme followed.
- It presents background research on the problem and possible solutions.
- It identifies an appropriate approach/methodology which will be followed during the project.
- It includes a project plan which shows how the project objectives can be met within the required timescale.

The accompanying project proposal form is used to record information about the project and sets out the marking scheme which will be used by examiners. It is also used to specify College hardware or software that you hope to use in your project. This is particularly important if you intend to use something out of the ordinary. It enables the Systems Group to estimate the probable demand on their resources and to alert supervisors if there is likely to be a problem with this.

The proposal is marked by the supervisor and a second marker. Their comments will be sent to the students during the summer term so that the students can take these into account when working on the project.

Important dates

Project proposals and reports are examined on only one occasion each year with deadlines as follows. The rules concerning late submission of the project proposal and project report are the same as for coursework.

Submission of project proposal and proposal form: Monday 7 April 2014
Submission of project report: Monday 15 September 2014

The proposal and proposal form must be submitted using the Virtual Learning Environment (VLE) Moodle (moodle.bbk.ac.uk) - ITS user name and password are required.

The project report must be submitted using the Virtual Learning Environment (VLE) Moodle (moodle.bbk.ac.uk) - ITS user name and password are required. Two hard copies must also be submitted to the Programme Administrator by the deadline.

The proposal and report will be submitted to the JISC Plagiarism Detection Service.
Assessment Criteria

To pass a project the markers assess whether the report meets the following criteria:

- **Background, research, and presentation of problem:** the report specifies a suitable problem, and discusses its requirements. It reviews the potential approaches and critically evaluates them.
- **Approach, design and implementation:** The approach that the student used to address the problem or questions is described. A suitable design methodology is chosen and there is an attempt to justify it. The key stages of the approach/methodology and the implementation are explained.
- **Testing, results, analysis and critical evaluation:** The report attempts to provide a clear and justified reflection upon the contribution and its limitations. It discusses how the software meets the specified requirements, and any problems identified. For students studying for Masters in Computer Science the report should include a software solution, which is demonstrated.
- **Presentation of report, documentation:** The report is coherent in its style and structure. It communicates the student's contribution to the reader.
- **Any other aspect of special relevance for this project.**

For a distinction, a student would have to attempt a challenging project and to gain a high grade under each of the above headings. To award a distinction the markers assess the report according to the following criteria:

- **Background, research, and presentation of problem:** A problem is specified, and the potential approaches are reviewed and critically evaluated. The report clearly outlines the problem, its context and the technical/user requirements. It demonstrates that the student clearly understands the relevant research material and leads logically to a solution of the problem.
- **Approach, design and implementation:** The report provides a clear justification of the research approach. It discusses the various design methodologies in an authoritative way and provides a clear justification for adopting a particular one. It presents the various stages of approach/methodology and implementation in detail and executes them to a high standard.
- **Testing, results, analysis and critical evaluation:** The solution described demonstrates real insight into the problem/research questions. There is clear and justified reflection upon the contribution and its limitations. The key results are accurately analysed and stated and their relevance is explained. The author critically assesses the results and draws relevant conclusions from the study. The report should demonstrate that software developed meets the specified requirements, and is shown to be reliable.
- **Presentation of report, documentation:** Complex issues are explained clearly and concisely to a specialist audience. The content of the report is well organised and structured in a way that demonstrates the links between the concepts presented. The report demonstrates that the student clearly understands the relevant research material and leads logically to a solution of the problem. The author uses various resources and cites most of the relevant sources using the appropriate consistent referencing style. The report is of professional quality, so there are very few, ideally no, typographic errors.

Work that meets some, but not all, of the criteria for distinction may be considered for a merit, at the discretion of the markers. A merit might be awarded for a respectable, if only partially successful, attempt at a challenging project, or for a less ambitious project carried out, and written up, to a high standard.
The separate examiners grade the project independently and then meet to arrive at an agreed grade. In addition, students might be called upon to make a presentation of their projects to a sub-committee of the Examination Board to demonstrate their grasp of the material.

**Staff Research Interests**

Staff carry out their research within two main research groups in the Department: Information Management and Web Technologies and Computational Intelligence. The London Knowledge Lab is a multi-disciplinary research centre which brings together computer scientists from Birkbeck and social scientists from the Institute of Education to explore the ways in which digital technologies and new media will shape the future of learning and knowledge. In addition, there are informal interest groups which emerge and evolve over time within and between the main research groups, for example in search engine technology, sensor networks, semantic web, computer vision, cluster analysis, adaptive systems and learning environments.

The research interests of individual staff members are as follows.

- Andrea Cali: semantic information integration, logics and databases, ontologies and databases with emphasis on query answering and optimisation, Deep Web.
- Trevor Fenner: Algorithms and data structures; combinatorial and probabilistic methods; graph theory; web models; programming languages; life sciences informatics.
- Sergio Gutierrez: learning technologies, complex systems and swarm intelligence behaviours.
- Roman Kontchakov: semantic data integration and ontology-based data access, ontology languages and description logics, the Semantic Web, and spatial and temporal knowledge representation and reasoning.
- Oded Lachish: algorithms and their applications, in particular sub-linear algorithms and property testing.
- Mark Levene: Web information retrieval and navigation; web data mining; adaptive web technologies; machine learning in games.
- George Magoulas: Adaptive modelling from data; computational intelligence; intelligent adaptive systems; user modelling; personalised learning environments; nature-inspired learning; neural networks learning.
- Keith Mannock: Software engineering; information retrieval and hypermedia; programming languages.
- Nigel Martin: Information management, integration, analysis and mining, with a particular interest in bioinformatics and life sciences applications.
- Steve Maybank: Computer vision; CCTV surveillance; tracking; object recognition; statistics.
- Szabolcs Mikulas: Algebraic, modal and temporal logic, and its applications.
- Alex Poulavassilis: Information access, integration and personalisation, learning environments.
• Igor Razgon: Artificial intelligence.

• George Roussos: RFID, pervasive computing, wireless sensor networks.

• David Weston: data analysis, data mining, machine learning, machine vision.

• David Wilson: Maturity models in information systems development; strategy and cross-cultural issues in global information systems.

• Peter Wood: Query languages; rule languages; query optimisation; XML compression.

• Michael Zakharyaschev: Knowledge representation and reasoning; mathematical and computer science logic; modal, spatial, temporal and description logics.

• Dell Zhang: Machine learning; information retrieval; data mining.
Assessment and Examinations

The programme is modular, and students will be assessed in each of their 8 modules and in their project. To pass a module or the project, students must obtain a mark of at least 50%.

For each taught module there will be a 2-hour written exam in May or June. In addition, some modules have a compulsory coursework component that must be passed in order to pass the module. For other modules, the coursework and exam marks are combined according to a given weighting, without each component having to be passed separately. This information is provided in each module description.

Exams are scheduled by the College examinations office on specified dates: these are posted well in advance on the My Birkbeck website and are non-negotiable. Students are required to sit their exams at the scheduled time and place at Birkbeck.

Note that examinations are held during the daytime, so part-time students will have to make arrangements with their employers to take leave of absence.

The College distributes exam entry forms that students need to complete by entering the modules and/or project elements that they are sitting in the given year. A student can only withdraw from an exam with the written permission of the Programme Director. This permission must be obtained at least 14 days before the first exam or by 1 May, whichever is earlier. Students who do not sit an exam and have not obtained permission to defer or withdraw their exam entry will be deemed to have failed the exam, except when this is due to illness or other reason beyond their control (see section Mitigating Circumstances). In these cases, documentary evidence must be submitted to the Programme Administrator and this evidence must be deemed to be satisfactory by the College. Students who withdraw from or miss an exam are usually required to enter the exam the next year. The College rules and regulations governing programmes are linked from the My Birkbeck webpage at: http://www.bbk.ac.uk/services/rules

The project is judged on a project report of about 10,000 words (maximum 15,000 words) plus related technical submissions. Details are provided in the section Project Guidelines and on the programme’s intranet pages.

Simply not turning up for an exam or failing to submit a coursework or project, without permission to defer, will be considered to be the same as failing it, in the sense that it will count as one of the two attempts that you are permitted to make at passing that element.

The students should also consult the Sections on Late submission of coursework and project, Mitigating circumstances, Plagiarism and College policy on assessment offences of this Handbook.
Late Submission of Coursework and Projects

Following recommendations of the Academic Board in March 2007 and of the Department’s Teaching Committee in June 2007, the process laid out below has been implemented for dealing with late submission of items of assessment (including coursework and projects) in this MSc Programme.

(i) Extensions are not allowed. The module leader or Project tutor should specify an absolute cut off deadline for late submission and communicate it to the students together with the normal submission deadline. The absolute cut off deadline should be no more than 10 working days after the normal submission.

(ii) It is Departmental policy to accept and mark late items of assessment submitted before the cut off deadline (see point i). Students do not need to negotiate new deadlines and there is no need to obtain prior consent of the module leader or project tutor in order to submit late. The Department is unable to accept submissions after the cut off deadline.

(iii) Any type of assessment 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. Both marks are given to the student on a feedback sheet. If the work is not of a pass standard a single mark is given. For modules where coursework is compulsory to pass the module but it is not marked, coursework received before the absolute cut off deadline is not penalised.

(iv) If a student believes that they have good cause to be excused the penalty for late submission, they must make a mitigating circumstances claim (see the Mitigating Circumstances section in this Handbook) for consideration by the Mitigation Sub-Committee (see point v below). The claim form and accompanying documentary evidence must be submitted within 7 days of the cut off deadline. If no such documentation is received prior to the meeting of the Mitigation Sub-Committee the “real mark” will not be considered and the penalty mark will stand. When circumstances, such as serious accident or illness, long-term hospitalization, prevent a student from submitting evidence in time, the absolute cut off deadline for submitting accompanying documentation is the first date of the examination period as specified by the College each academic year (typically examinations at Birkbeck start in the first week of May).

(v) All requests are held over and considered by a sub-group of the relevant Exam Board prior to a meeting of the full Exam Board. This sub-group, called the Mitigation Sub-Committee, will meet termly and/or prior to the full Exam Board, as appropriate, and its results are presented to the full Exam Board.”
Mitigating Circumstances

The Academic Board in March 2007 approved the following guidelines for dealing with mitigating circumstances in relation to examinations and other forms of assessment in order to ensure consistent and fair practice across the College. For further information, students may consult the document on mitigating circumstances linked from:
http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/coursework/mitigating-circumstances

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

Principles

Consideration by Boards of Examiners of claims for mitigating or extenuating circumstances are founded on the following principles:
- that students are ordinarily expected to meet all deadlines for coursework and to attend all examinations, as prescribed in the Programme Regulations, and to make a ‘reasonable attempt’ to answer examination questions, coursework assignments or other modes of assessment;
- that it is the students’ responsibility to submit details in writing and in advance (where possible) of any mitigating circumstances they would like the Board of Examiners to take into consideration;
- that information provided by students in support of such claims shall be regarded as confidential;
- that penalties may be incurred by late- or non-submission of coursework by the due deadline or by failure to attend and attempt a prescribed examination.

Mitigating Circumstances

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 beyond the reasonable control of the student:
- bereavement (near relative only)
- serious accident or illness
- serious infectious disease
- burglary and theft
- childbirth

Examples of situations which may be considered beyond the reasonable control of the student:
- 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 trCIC 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

If a student feels their circumstances warrant consideration by the Board of Examiners they should submit a MITIGATING CIRCUMSTANCES CLAIM FORM (see below) to the Programme Administrator at the earliest opportunity (within 7 days of the assessment deadline or examination). In the form, students should state whether the circumstances relate to non-attendance at an examination or late submission of an assignment and should include supporting evidence (e.g. a medical certificate giving the nature and duration of any illness). They may inform their personal tutor, in confidence, of any problem they may not wish to disclose in writing. Students should be aware that discussing their claim with a member of staff does not constitute a submission of a claim of mitigating circumstances.

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

a) have detrimentally affected their performance/submission/attendance in assessment or will do so;

b) were unforeseen;

c) were out of their control and could not have been prevented;

d) relate directly to the timing of the assessment affected.

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
BIRKBECK – UNIVERSITY OF LONDON
Mitigating Circumstances Claim Form (for academic session 2012/13)

You must submit this form at the earliest possible opportunity, and at the latest 7 days after the final examination for your programme for the year. Submission after that date must be in line with the College procedure for ‘Appeals Against Decisions of Boards of Examiners’. Claims that do not include relevant information or documentary evidence will not be considered.

Acceptance of mitigating circumstances claims is at the discretion of the College only. All information submitted as a claim of mitigating circumstances will be treated as confidential.

Please check our website for further information at: http://www.bb.ac.uk/mybirkbeck/services/rules/

Surname: ................................................................................................................................. First Name(s): ...........................................................................................................................

Student Number ................................ Program of Study: ...............................................................................................................................................................................................

Current Email Address: ................................................................................................................. (you will normally be contacted with a decision by email)

Please list all modules for which you are submitting a claim of Mitigating Circumstances:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Assessment affected (e.g. examination, coursework, in-class test)</th>
<th>Coursework</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Deadline</td>
<td>Date submitted</td>
<td>Date of examination</td>
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</table>

Please complete the following information by ticking the appropriate box and completing the related columns.

<table>
<thead>
<tr>
<th>Type of Original Evidence you are Submitting</th>
<th>Tick</th>
<th>Date Covered by Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor’s note or other medical evidence</td>
<td></td>
<td>Date From</td>
</tr>
<tr>
<td>Police letter or form</td>
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<tr>
<td>Employer’s letter (part-time students only)</td>
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<tr>
<td>Death Certificate</td>
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<tr>
<td>Other / Please specify</td>
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</tr>
<tr>
<td>Please see my approved Individual Student Support Agreement</td>
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</table>

All claims should include wherever possible original independent documentary evidence, e.g. medical certificate. If you fail to provide this information your claim may not be considered. Please note that you may resubmit a previously rejected claim only if it is supported by significant additional evidence. All claims made after the set deadline should give valid reasons for the late submission of the claim.
Please explain how the circumstances have affected your work and/or studies:

GROUP WORK - If you are submitting a claim for group work you must list the names and ID numbers (if known) of all the other members of the group. Use the boxes below:

<table>
<thead>
<tr>
<th>Surname</th>
<th>First Name</th>
<th>ID Number (if known)</th>
</tr>
</thead>
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<tr>
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</table>

If you are submitting your claim after the assessment has taken place please indicate the reasons for not having submitted previously. Documentary evidence should be provided:

I confirm that the above information is correct

Signature: ................................................................. Date: ..................................................

Return this form to your Course Administrator as soon as possible.

Departmental use only:

Received: SITS:
Plagiarism

Plagiarism is defined as “copying a whole or substantial parts of a paper from a source text (e.g. a web site, journal article, book or encyclopedia), without proper acknowledgement; paraphrasing of another’s piece of work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained; piecing together sections of the work of others into a new whole; procuring a paper from a company or essay bank (including Internet sites); submitting another student’s work, with or without that student’s knowledge; submitting a paper written by someone else (e.g. a peer or relative), and passing it off as one’s own; representing a piece of joint or group work as one’s own”.

There are many ways of plagiarising the work of others. Some examples are given below.

- Copying chunks of text without using quotation marks and without appropriate acknowledgement; for example, cutting-and-pasting text from website encyclopaedias or online research papers, or copying papers written by students who did a similar project.
- Copying text and making very minor changes, and without appropriate acknowledgement. This is an example of unacceptable paraphrasing.
- Copying a picture or photo from the Internet, without appropriate acknowledgement. If you use images protected by copyright you must also oCICain permission from the copyright owner. See your library for guidance.
- Using another person's numerical spreadsheet, software or results, without appropriate acknowledgement.
- Duplicating your own work, for example by submitting almost exactly the same work for two different assignments, e.g. a piece of coursework and the MSc project.
- Using code developed by another person without acknowledging the original author as the person who developed it.

The College considers plagiarism a serious offence, and as such it warrants disciplinary action. This is particularly important in assessed pieces of work where plagiarism goes so far as to dishonestly claim credit for ideas that have been taken by someone else. According to paragraph 7 of the “College Policy on Assessment Offences”: “A student who knowingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is committing an examination offence.” The College’s procedure also identifies various types of plagiarism and is available online at the My Birkbeck webpage: http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/offences/plagiarism

Each piece of submitted coursework or project must have an “Academic Declaration” signed by the student(s), which certifies that the authors have read and understood the sections of plagiarism in this Handbook and confirm that the work is their own, with the work of others fully acknowledged. Submissions must be also accompanied by a declaration giving us permission to submit coursework to a plagiarism-testing database that the College is subscribed.

The Academic Declaration text should include the following statements: “The author(s) certify that they have read and understood the sections of plagiarism in the Programme Handbook and confirm that the work is their own, with the work of others fully acknowledged. The author(s) give permission to submit their coursework to the plagiarism-testing database used by the College.”

If you submit work without acknowledgement or reference of other students (or other people), then this is one of the most serious forms of plagiarism. When you wish to include material that is not the result of your own efforts alone, you should make a reference to their contribution, just as if that were a published piece of work. You should put a clear acknowledgement (either in the text itself, or as a footnote) identifying the students that you have worked with, and the contribution that they have made to your submission.
The “College Guideline for Prevention of Plagiarism” also states: “Schools have the right to request any piece of assessment to be submitted for screening by a College approved plagiarism detection service. A deadline for this submission may also be set by the relevant School. Failure to comply with any such request, or failure to meet the relevant deadline, will constitute an assessment offence and will be dealt with according to the College Policy on Assessment Offences.”

For an update on procedures for dealing with plagiarism, students can consult the following document: [http://www.bbk.ac.uk/reg/assessment/current_students/taught_postgrad/plagiarism](http://www.bbk.ac.uk/reg/assessment/current_students/taught_postgrad/plagiarism)

**Avoiding plagiarism**

The College offers the learning module “Avoiding Plagiarism” on Moodle VLE to all students. This module will help you understand plagiarism and explain in detail how one can avoid plagiarism. Below some examples are given from this module.

**Citing other peoples’ work properly**

Citations give brief details of the source at the point in the text where the source is used.

Citations using the Harvard system show the author and date of publication and the page number for quotations. For example:

Oakshott (2001) argues that ...

Or

Oakshott (2001, p. 3) argues that "democracy is dead".

If a quotation is longer than two or three lines, it is often indented using block formatting. By convention, block quotations do not usually need quotation marks - check with your course lecturer for guidance.

For example:

Worsley (2002) argues that Karl Marx is still very influential:

Karl Marx has probably affected the course of twentieth-century history more than any other single thinker. Because of this, his ideas have generated a vast output of writings (Worsley, 2002, p. 1).

Reference:


**Referencing**

References include the full bibliographic information about the source, such as the author(s)'s name(s), date of publication, title of work, place of publication, and publisher. This information is usually given in the section called Reference List or Bibliography at the end of the text. The key principle is that you should give enough information to allow another person to find the source for themselves.

Here are some examples using the Harvard referencing system:

[when you are referring to a book]


[when you are referring to a chapter in a book, where 'ed.' means editor, and 'edn.' means 'edition']

[when you are referring to a journal article]


[when you are referring to a webpage]


Independent of their type (e.g. book, article, webpage), all references are included at the end of a document in alphabetical order starting from the author’s name as in the example above.

Paraphrasing

Here are some examples from the plagiarism module that might help you to understand which forms of paraphrasing are acceptable and which are treated as plagiarism.

First, the original extrCIC is give, taken from the book, Marx and Marxism, by Peter Worsley.

Karl Marx has probably affected the course of twentieth-century history more than any other single thinker. Because of this, his ideas have generated a vast output of writings, ranging from texts written by revolutionaries aimed at telling people how to do revolution - how to carry on Marx's work of demolishing capitalism and creating a new socialist society - to the many hundreds of volumes dedicated to proving that Marx was wrong about practically everything.

Acceptable practice: Worsley (2002) suggests that Karl Marx has had a significant impCIC on the course of twentieth-century history. He argues that Marx's ideas have led to a great deal of writing, across a spectrum from promoting his call for revolution to trying to show he was wrong in his analysis and predictions.

Plagiarism: Karl Marx, the inspiration for revolutionary activity in many countries, has probably affected the course of 20C history more than almost any other thinker. Because of this, his ideas have generated a vast output of writings, ranging from books written about revolution - how to demolish capitalism and create a new socialist society - to books dedicated to proving that Marx was wrong about practically everything.

Copying the whole text without using quotation marks and without appropriate acknowledgement is considered plagiarism: Karl Marx has probably affected the course of twentieth-century history more than any other single thinker. Because of this, his ideas have generated a vast output of writings, ranging from texts written by revolutionaries aimed at telling people how to do revolution - how to carry on Marx's work of demolishing capitalism and creating a new socialist society - to the many hundreds of volumes dedicated to proving that Marx was wrong about practically everything.
College Policy on Assessment Offences

An assessment offence is defined as “any attempt whether successful or unsuccessful to achieve an unfair advantage in any element of assessment over other candidates participating in the assessment”. Assessment Offences are categorised as Plagiarism, Collusion, Examination Offences and Other Offences. This policy may apply to any piece of work submitted for formal assessment towards a College or University award at Birkbeck, University of London.

The policy has two stages depending on the severity of the offence. The first stage provides for a panel hearing at the School level. The second stage provides for College level proceedings.

Penalties are severe up to immediate termination of the student’s registration and enrolment with no award made for credits so far attained.

Students should consult the document entitled “Policy on Assessment Offences” for definitions of the various offences and determination of the associated penalties. This is linked from the My Birkbeck webpage: http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/offences
Award of the MSc

The award of the degree is considered by an Examination Board that meets in November, after which students are notified of their results by the College. The Examination Board also meets in July to consider the results of the modules examined in May/June. After this meeting, the Department informs students by letter of their overall progress, but only the College is allowed to inform students of the actual marks received for each module, normally in August.

Each MSc taught module available on the programme has a value of 15 credits while the project has a value of 60 credits giving a total of 180 credits for the 8 taught modules and the project.

The programme regulations follow the College Common Awards Scheme. To pass a taught module or the project, a student must oCICain a mark of at least 50%. A student may be offered a compensated fail mark when oCICaining a mark between 40-49% in at most two 15-credit taught modules.

To be awarded the MSc, students must pass the project and at least 6 of their 8 taught modules; they must in addition oCICain an average mark of at least 50% over the 8 taught modules, and at least 40% in any taught modules failed (30 credits maximum).

To be awarded the MSc with Merit, students must oCICain an average mark of at least 60% over the 8 taught modules and project.

To be awarded the MSc with Distinction, students must normally oCICain a distinction mark in the project, must pass all 8 taught modules, and must oCICain an average mark of at least 70% over all the taught modules.

In calculating the average mark, the taught module marks and project mark are weighted to reflect their credit value.

Students may be made an award of a Postgraduate Certificate or Postgraduate Diploma Creative Industries (Computing) provided they have passed modules of at least 60 or 120 credits respectively (no compensation for failed modules is allowed).

Students who satisfy the MSc criteria may be made an award of MSc Advanced Computing Technologies.

Students wishing to follow pathways leading to awards MSc Information and Web Technologies or MSc Intelligent Technologies must satisfy the following additional criteria.

MSc Information and Web Technologies

A minimum of 5 modules must be chosen from the following list reflecting research specialisation within the Information and Web Technologies Research Group within the department.

- Advances in Data Management (ADM)
- Component-Based Software Development (CBSD)
- Data Warehousing and Data Mining (DWDM)
- Information Retrieval and Organisation (IR)
- Internet and Web Technologies (IWT)
- Mobile and Ubiquitous Computing (MUC)
- Search Engines and Web Navigation (SEWN)
- Semantic Web (SW)

Additionally, the project should have a main focus in the area of information and web technologies.
MSc Intelligent Technologies

A minimum of 5 modules must be chosen from the following list reflecting research specialisation within the Computational Intelligence Research Group within the department.

- Advances in Data Management
- Computational Intelligence
- Data Warehousing and Data Mining
- Information Retrieval and Organisation
- Intelligent Technologies
- Fundamentals of Concurrent Processing (formerly Knowledge Representation and Reasoning)
- Search Engines and Web Navigation
- Semantic Web

Additionally, the project should have a main focus in the area of intelligent technologies.

Resitting Elements of the Assessment

Students who do not meet one of the criteria for the award of the MSc may be allowed to resit a failed taught module or failed project. You may resit the coursework or the written exam of a taught module if your marks for that element are below 50%. A student who fails a taught module or project at the first attempt is allowed just one more attempt, normally in the following year. A student who fails a taught module or the project twice fails the MSc.
Progression to the 2nd year of part-time study

First year part-time students must normally pass at least three modules in order to proceed to the second year of study. Students who do not achieve this will not be able to complete their studies in two years. Instead they will have to spend at least one year as a repeating student, retaking the failed modules. Under normal circumstances this would take place the following year and students would not be allowed to take any new modules until they had passed the failed modules. However, because some modules on this programme are taught in the evenings on alternate years only, doing so would mean that students in their third year could have no new modules available to them in the evenings. This would have the effect of extending the duration of the degree to at least four years.

As a result, we permit students in such circumstances to enrol on four new modules in their second year, postponing their second attempts at the failed modules to the third year. This is not ideal, but seems preferable to extending the duration of the degree.

Enrolment as a Repeating, Assessment-Only or Dissertation-Only Student

A student who is taking only previously failed modules may enrol as a repeating student to retake those modules. Students taking new modules pay the regular fee. For repeating students, the fee payable is calculated pro-rata on the basis of the overall credit for the modules being taken up to a maximum of the full fee for the programme year.

It is not essential to enrol as a repeating student in order to resit written exams or resubmit coursework. An assessment-only fee may be payable if a student is not attending classes but has access to College facilities (Library and workstation rooms) and is registered for one or more assessments. An administrative fee of £300 per year has been proposed; the implementation of this is under review.

Students who are not repeating modules but do not complete their project in the standard length of the programme (1 year full-time, 2 years part-time) pay a reduced dissertation-only fee which is one third of the regular fee for part-time students and one sixth of the regular fee for full-time students.
Deferral

In exceptional cases, students may be permitted to defer the written exams to the following year. Students wishing to defer must apply under the mitigating circumstances procedure (see deferring your exam) setting out the reasons for the deferral request, and returning the mitigating circumstances form to the programme administrator for authorisation before being sent to the Examinations Office. Registry’s deadline for deferral applications is May 1st for summer assessments. A student who defers an element of assessment has to enter for that element the following year; normally no further deferrals are permitted.

Students can apply to defer the examination of their project to the following September (i.e. at the end of an extra year of study). Students who wish to defer project submission should return the mitigating circumstances form to the Programme Administrator by 31 August.

Simply not turning up for an exam or failing to submit a coursework or project, without permission to defer, will be considered to be the same as failing it, in the sense that it will count as one of the attempts that you are permitted to make at passing that element, except when this is due to illness or other reason beyond your control in which case a mitigating circumstances claim must be made within 7 days of the examination date or submission deadline (see the Section on mitigating circumstances). Students who withdraw from or miss an exam are usually required to enter the exam the next year.
Break in Studies and Withdrawal from a Programme of Study

A break in studies would normally be for a period of one academic year, but may be permitted for a shorter period of one or two terms depending on the structure of the programme. Applications for a break in studies of less than one term will not be considered. A break in studies is not normally permitted in the second term only as students must maintain their enrolled status in order to be eligible to enter assessments in term 3. Students who miss lectures or seminars for ill health or other reasons should discuss ways of catching up with missed work with their supervisors.

Students may spend a maximum of two years during their programme on “Break in Study” status. This may be in one period of two years, or non-consecutive shorter periods that add up to a total of two years or less.

For a break of longer than one year, the student should re-confirm their intention to return by the agreed date, or apply for a longer break as appropriate. A break in studies will commence on the day following the last recorded date of attendance. Students who have not re-enrolled or communicated their intentions towards the studies by the end of this period shall be withdrawn from the programme of study.

Applications for a break in study should be made by the student in writing to their Programme Director, who is responsible for considering the application. Students applying for an approved break in study should give details of the length of the proposed break and the reasons for the application to their Programme Director.

Students may undertake re-assessments during a Break in Study but may not retake a module or attempt a module for the first time.

Students will not be liable for fees while on an approved break in studies. However, students who have attended for part of a term will normally be liable for the fees due in that term, unless there are mitigating circumstances.

Any student who withdraws from their programme of study at the College must do so in writing to the College Registry. A student who withdraws from a programme of study at the College shall cease immediately to be a registered student at the college. A student who withdraws after the published deadline shall still be liable for any outstanding fees or fines or other associated costs.
Disability Support Services

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

The Disability Office

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, a Disability Administrator, John Muya and a Mental Health Advisor, Elizabeth Hughes. We will shortly be appointing an SpLD Advisor.

All enquiries should come to the Disability office, 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, 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 Thursday.

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.

The Department also has a disability officer, Jenny Pedler mailto:jenny@dcs.bbk.ac.uk whom students can contact.
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 £225. 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 the Disability office, please call the Student Centre on 020 7631 6316 or email disability@bbk.ac.uk. Alternatively you can go to the Disability Office in room G12 between 4pm and 6pm Monday – Thursday for during their drop-in hours.
Access to College IT facilities and services is controlled by using a username and password. IT Services (ITS) usernames and passwords are allocated to registered students of Birkbeck College.

Accepted applicants for undergraduate and postgraduate degree courses will receive details from ITS of the username and password for the purpose of on-line enrolment. Following completion of enrolment, registered students will be able to access the full range of IT services. Details of the allocated email address and an Overview to ITS for Students are included in the communication students will receive from ITS. Please note the account and email address are not operational until the enrolment has been completed, until then the username and password can only be used for on-line enrolment.

Returning students should continue to use the same account they were previously allocated. If you forget your password, visit www.bbk.ac.uk/its/mycomputeraccount - if you have registered an external email address with the Registry then it may be possible to send you a new password, otherwise you will have to contact the ITS Helpdesk.

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

ITS resources include:
- 8 PC workstation rooms
- Wireless network
- Wide range of general office and specialist computer applications
- Web-based electronic mail
- Moodle Virtual Learning Environment
- Assistive technology facilities
- Training workshops and self-training materials
- Remote access to College electronic resources and services from home or work

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

Your Birkbeck email address will be used for official Birkbeck correspondence so you should check it at least once a week. Alternatively you can forward all email sent to this address to another email address that you do regularly check, instructions on how to do this are on the ITS website.

There is a text message news flash service which enables students to receive free urgent messages from the College via their mobile phones. You are encouraged to subscribe. Full details are available at: www.bbk.ac.uk/its/services/sms

Your ITS username and password will not necessarily work on systems that are locally managed by Schools and departments. Schools and departments who have locally managed equipment include Computer Science, Crystallography, Economics and Psychology, and your School will provide details of access. Students are allocated personal storage space on a networked file server. Files will remain on the server for one year after you leave.

Your username, password and email address will normally remain valid as long as you remain a paid up undergraduate or postgraduate student of Birkbeck College. However, if we have reason to think that the security of an account has been compromised your account could be suspended without warning and you will need to visit the ITS Helpdesk to have it reinstated.

<table>
<thead>
<tr>
<th>Ground Floor (next to Library entrance), Malet Street Main Building</th>
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</thead>
<tbody>
<tr>
<td>Term time: Monday to Friday 10:00am to 8:00pm</td>
</tr>
<tr>
<td>Tel: 020 7631 6543</td>
</tr>
<tr>
<td>Email: <a href="mailto:its@bbk.ac.uk">its@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>
Library Services

Although lectures and computing sessions are essential elements of your course, success in learning depends largely on the reading and research that you undertake. Most items on module reading lists can be found in Birkbeck Library and it is important that you familiarise yourself with the Library as soon as you can. At postgraduate level, you will also be expected to use other libraries during your studies.

The entrance to Birkbeck Library is on the ground floor of the main building in Malet Street. Your College ID card gives you automatic access to the Library. There is no need to register. The opening times of the Library are designed to meet the needs of part-time students in full-time work. During term-time, the Library is open

- Monday – Friday  8.30am – 11.45pm
- Saturday – Sunday  8.30am – 11.45pm

You can borrow up to 15 items and they can be renewed as long as no-one else requests them. Most books can be borrowed for 3 weeks. Some books, videos and DVDs can be borrowed for 1 week. A few items can only be issued for 1 day. There is also a Reading Room Collection with reference access to key course readings.

Please be a responsible Library user. The smooth running of the Library depends on your cooperation. Please renew or return items promptly, especially if someone else has requested them. If you fail to return items on time you will incur fines and your borrowing rights will be suspended. Students who have overdue items at the end of the academic year will have examination results withheld until the items are returned.

The Library website is at http://www.bbk.ac.uk/lib. As well as giving comprehensive information about the Library’s services and collections, you can also:

- Search the Library catalogue, renew your books and place reservations on items that are out on loan.
- Read articles in over 25,000 electronic journal titles and newspapers.
- Search databases to help you find out what has been written about the subject you are researching, including the ACM and IEEE Digital Libraries, Business Source Premier, Nexis UK and the Science and Social Sciences Citation Index.
- Access past exam papers.
- Work through LIFE – an online tutorial to help you make the most of the Library.

As well as its physical holdings, the Library has a comprehensive range of e-resources including bibliographic databases (which tell you what has been written on a topic), and electronic journals. Most of the electronic resources can be accessed from outside the College using your IT Services username and password. If you did not receive this upon enrolment, please ask for them at IT Services reception (Malet Street).

The LAMP Service (LibrAr y Materials by Post) is a subscription based service which enables you to have books and photocopies of articles posted to your home address. You may find it particularly useful if you are not able to visit the library frequently. Birkbeck students with disabilities may be able to join the service for free on the recommendation of the College Disability Officer, Mark Pimm. If you think you may be eligible for free membership, please first contact Mark Pimm in the Disability Office.
The College Library also runs an interlibrary loan service to enable you to obtain copies of books and articles not held in its own collections. As it can take a couple of weeks to obtain copies of requested materials, you are advised to plan ahead in your general reading and essay preparation so as to make use of this facility. Please note: a charge of £1 will be made for each interlibrary loan request received and there is a limit of 10 requests in progress at any one time.

Birkbeck students can also use a range of other libraries. Students have reference access to most University of London college libraries. In addition, postgraduate students can join the SCONUL Access Scheme which allows access to most other higher education libraries with limited borrowing rights. See the Library web site for more information.

An introduction to the Library and bibliographical skills is timetabled at the start of your course at which you will meet the Subject Librarian who looks after the collection. They will introduce you to the Library and its electronic resources. In addition, the Library has an online tutorial called LIFE (Library Induction for Everyone) which is always available: [http://www.bbk.ac.uk/lib/life/](http://www.bbk.ac.uk/lib/life/) which has a module in it on ‘Researching a topic’.

If a book you need is not available in the Library or you require any assistance using the resources or finding information, please ask at the Help Desk. Telephone: 020 7631 6063. Alternatively, contact your Subject Librarian, Aidan Smith, directly. Telephone: 020 7631 6062. Email am.smith@bbk.ac.uk
Other Resources and Organisations

Birkbeck Student Union
You are automatically a member of the Birkbeck Students’ Union, the University of London Union and NUS upon taking up the offer of a place to study at Birkbeck. NUS cards are available online (NUS Extra) or from the Union Office, Malet Street. Application can be made to become a member of the International Students’ Association by completing a form that can also be obtained from their shop.

Location and Telephone: Offices on the 4th Floor of the extension building in Malet Street. General Union Office is in Room 456, Tel: 020 7631 6335. Enquiries: administrator@bcsu.bbk.ac.uk. Visit the website at http://www.birkbeckunion.org/.

Counselling
The Students’ Union offers counselling free of charge.

Birkbeck Evening Nursery
Birkbeck College has an Evening Nursery, which is available for students and current members of staff and accepts children aged 2-10 years. In exceptional circumstances, children up to 12 will be accepted. However, Nursery Staff reserve the right not to accept older children if they are disruptive. Full details, including opening times, may be found at: www.bbk.ac.uk/pers/nursery.

Career Development
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], part of The Careers Group, University of London, offers great expertise and experience in working with students and graduates of all ages and at all stages of career development. And it’s Birkbeck’s next-door neighbour!

During term-time they offer an Early Evening Advisory Service specifically and exclusively for evening students and a Drop-In Advice Service, which is always very popular with the Birkbeck students.

Longer Advisory Interviews can be arranged if necessary - for complete career beginners, for people wanting a practice job interview, and for every stage and situation in between.

They also offer Psychometric Testing and Personality Assessment Workshops, Employer Presentations, Computer-based Career Guidance Programs, Insight Career Courses as well as invaluable information on Course Funding.

For more information and opening times visit the SICS website at: http://www.careers.lon.ac.uk/sics.