



**DEPARTMENT
OF
COMPUTER SCIENCE AND INFORMATION SYSTEMS**

**MSc/PGDip
in
Information Systems & Management**

**COURSE ARRANGEMENTS
2011- 2012**

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Overview of the MSc Information Systems & Management Programme

Programme Director: David Wilson (dave@dcs.bbk.ac.uk)
 Admissions Tutor: David Wilson (dave@dcs.bbk.ac.uk)
 Projects Tutor: Roger Mitton (roger@dcs.bbk.ac.uk)
 Programme Administrator: Tara Orlanes-Angelopoulou (tara@dcs.bbk.ac.uk)

The MSc in Information Systems & Management is a programme for graduates of information systems, computing, or management focussing on practical aspects of information systems development, modern management topics, and professionalism in IT. Students who complete this programme will have gained in-depth knowledge, which they will be able to use in:

- analysis of problems arising in information systems and in the management of IT;
- evaluation of technology options;
- information systems development;
- technology-driven organisational change;
- technology-based innovation.

Full-time students follow modules to a credit value of 120 made up of half modules worth 15 credits and full modules worth 30 credits as well as undertaking a 3-4 month dissertation worth 60 credits. Part-time students normally follow taught modules to a value of 60 credits in each of the two years and the dissertation component in the second year. All students take two compulsory modules:

- Project Management for Informatics (PMI) (15 credits)
- Information Systems (IS) (15 credits)

Students, known as the Management Entry stream, who enter on the basis of a degree in Management without a background of Information Systems development, are required to take:

- Fundamentals of Computing (FC) (15 credits) (normally taken in year two by part-time students)
- Introduction to Software Development (ISD) (30 credits)

Students choose a further 6 or 3 additional modules, to complete a total of 120 credits.

Modules that are compulsory for particular students may be taken by other students as options.

Students may select either or both of the following level 6 modules. If selected they must be passed at the MSc passing level but will not be included in the calculation of weighted average.

- Database Management (DM) (15 credits)
- Information Security (ISec) (15 credits)

The following Level 7 options are taught in the Department of Computer Science and Information Systems.

- Computer Systems (CS) (15 credits)
- Data & Knowledge Management (DKM) (15 credits)
- Internet and Web technologies (IWT) (15 credits)
- Object-oriented Design and Programming (OODP) (15 credits)
- Search Engines and Web Navigation (SEWN) (15 credits)
- Semantic Web (SW) (15 credits)
- Strategic Information Systems Planning (15 credits)

The following Level 7 options are taught in the Department of Management (DoM)

NB some DoM modules are only offered on alternate years.

- Creative Industries (CI) (Part 1-15 credits) Part 2 may be available from the School of Arts
- Digital Creativity and New Media Management (DC) (15 credits)
- Innovation: Management & Policy (IMP) (15 credits)
- Innovation Systems, Networks & Social Capital (INC) (15 credits)
- Intellectual Capital & Competitiveness (ICC) (15 credits)
- Principles of Organisational Management (POM) (15 credits)
- Research Methods in Management 1 (RMM1) (Compulsory for students attempting non-implementation dissertations) (15 credits)
- Strategic Management (SM) (15 credits)

Please note that the list of optional modules available may vary from year to year, and that choices are subject to timetabling constraints. Note also that DM and ISec are BSc 3rd/4th year options. If selected they must be passed at the Master's level (50%) but do not contribute to weighted averages which guide award classifications.

The information in this booklet is specific to the MSc in Information Systems & Management. More information about the programme is available from the web page www.dcs.bbk.ac.uk/courses/mism/. For more general information about Birkbeck and the Department of Computer Science and Information Systems, please consult the Department's Student Handbook.

It is your responsibility to familiarise yourself with the contents of both of these booklets as well as the web site, and to consult the web site on a regular basis since additional information will be posted there during the year.

Dates

Induction for new students

Part-timers: 29 Sept. 2011 6.00 – 8.00 PM.

Full-timers: 3 Oct 2011 11.00 AM – 1.30 PM

Re-induction for part-time students

22 September 2011 18.00 – 20.00 PM

Venue. Department of Computer Science & Information Systems, Fourth Floor, Birkbeck, Malet Street.

The induction sessions, which all students should attend, for new students will include a short hands-on introduction to the department's computer systems, college library and other arrangements? It would be helpful if as many students as possible could arrive up to half an hour early for these sessions, to complete some administration. During the sessions students will be given further guidance for option selection and will complete their learning contract as an agreement with the Programme Director.

During the re-induction session for part-time students, students are expected to confirm modules selected for the coming year and will be appraised of issues surrounding the dissertation

Term dates

The taught course covers two terms of eleven weeks each, shown as weeks 1-11 and 12-22 in the timetables below. The summer term is given over to revision, exams and the beginning of dissertations. The term dates for the coming year are:

Autumn	Mon 3 Oct. 2011	-	Fri 16 Dec. 2011
Spring	Mon 9 Jan. 2012	-	Fri 23 March 2012
Summer	Mon 23 April 2012	-	Fri 6 July 2012

Lectures begin on Monday 3rd October in the Autumn term, and on Monday 4th January in the Spring term. Students should attend lectures during term time as shown in the timetables below. If students are unable to attend lectures, they should arrange with lecturers or fellow students to obtain copies of any material distributed in class.

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

College holiday closing

Christmas and New Year Closure: The College will close at from 5pm on Thursday 22 December 2011, re-opening at 9am on Tuesday, 3 January 2012.

Easter closure: The College will close at 6pm on Wednesday 4 April 2012 to Tuesday, 10 April 2012. Normal services will resume from 9am on Wednesday, 11 April 2012.

Spring bank holiday and Queen's Diamond Jubilee: closed all day on 4 and 5 June 2012.

August Bank Holiday: closed all day on Monday 27 August 2012.

Timetables

NB Where (1) and (2) appear below, the module consists of both (1) and (2)

Modules compulsory for all students are shown bold.

Modules compulsory for Management Entry students are shown in italics

Term	Day	Module	Time
1	Monday	Research Methods in Management 1 (FT only)	14.00-17.00
1	Monday	Semantic Web	18:00-21:00
1	Monday	Information Security	18:00-21:00
1	Monday	Creative Industries: Theory and Context (1 may be taken stand alone as 15 credits)	18.00-21:00
1	Monday	Principles of Organisational Management (FT only)	18:00-21:00
1	Tuesday	Data and Knowledge Management	13:30-17:00
1	Tuesday	Project Management for Informatics	18:00-21:00
1	Tuesday	Intellectual Capital and Competitiveness	18:00-21:00
<i>1</i>	<i>Wednesday</i>	<i>Fundamentals of Computing (1)</i>	<i>18:00-19:30</i>
1	Wednesday	Information Systems (1)	19:30-21:00
1	Wednesday	Internet & Web Technologies	18:00-21:00
1	Wednesday	Innovation Management & Policy	18:00-21:00
1	Thursday	MSc Project (weeks 3-5)	11:00-12:30
1	Thursday	Information Systems (1)	13:30-15:30
<i>1</i>	<i>Thursday</i>	<i>Fundamentals of Computing (1)</i>	<i>15:30-17:00</i>
1	Thursday	Data and Knowledge Management	18:00-21:00
<i>1</i>	<i>Thursday</i>	<i>Intro to Software Development (1)</i>	<i>18:00-21:00</i>
1	Thursday	Search Engines and Web Navigation	18:00-21:00
<i>1</i>	<i>Friday</i>	<i>Introduction to Software Development (2)</i>	<i>17:00-19:30</i>
1	Friday	MSc Project (weeks 3-4)	18:00-21:00
1	Friday	Principles of Organisational Management (PT only)	18:00-21:00

2	Monday	Creative Industries: Theory and Context (2 availability to be confirmed)	18:00-21:00
2	Tuesday	Internet & Web Technologies (1)	11:00-12:30
2	Tuesday	Object Oriented Design and Programming	13:00-17:00
2	Tuesday	Digital Creativity and New Media Management	18:00-21:00
2	Tuesday	Research Methods in Management (PT only)	18:00-21:00
2	Wednesday	Internet & Web Technologies (2)	11:00-12:30
2	Wednesday	Fundamentals of Computing (2)	18:00-19:30
2	Wednesday	Information Systems (2)	19:30-21:00
2	Wednesday	Database Management	18:00-21:00
2	Wednesday	Computer Systems	13:30-17:00
2	Wednesday	Component Based Software Development	18:00-21:00
2	Wednesday	Innovation Systems, Networks and Social Capital	18:00-21:00
<i>2</i>	<i>Thursday</i>	<i>Fundamentals of Computing (1)</i>	<i>15:30-17:00</i>
2	Thursday	Strategic Information Systems Planning	18:00-21:00
2	Thursday	Strategic Management	18:00-21:00

Note. Certain DSIS modules (IS, IWT, FC, OODP) are shown as available for both evening and daytime instances to facilitate student flexibility in module choice. Students should attend one or other class only and ensure, through the administrator, that the class register correctly reflects their attendance. Where the same occurs in DoM modules (PoM, RMM1) permission must be sought through the programme director.

Time-table selectors.

During the induction sessions the Programme Director will assist students to complete forms similar to the following in order to verify a feasible and intended path through the programme. It is suggested that pencil intentions may be placed in the forms before the session, but after reading the module outlines in this booklet or on the web.

You are expected to agree your programme for the year with the Programme Director.

Please observe the following:

Select all compulsory modules according to your entry stream. Management entry students must take Information Systems Development and Foundations of Computing. All students must take Information Systems and Project Management for Informatics.

Do not select taught modules to a value greater than 120 credits. Most modules have a credit value of 15. ISD has a value of 30 credits.

You may select any optional modules shown in this Programme Booklet. In addition, with the permission of the module provider and the Programme Director, you may select up to 30 credits from the Level 7 offerings of the Department of Computer Science & Information Systems and the Department of Management.

Failure to observe this guidance may result in negation of examination registration and your being unable to complete the programme in the anticipated year.

Full-time lecture timetable 2011/12						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday		2.00-5.00 6.00-9.00			6.00-9.00	
Tuesday	PMI	6.00-9.00			11.00-12.30 1.30-3.30 6.00-9.00	
Wednesday		6.00-9.00			6.00-9.00	
Thursday	IS	11.00-12.30 1.30-3.00 3.30-5.00 6.00-9.00		IS	11.00-12.30 1.30-3.00 3.30-5.00 6.00-9.00	
Friday		6.00-9.00				

Year 1 part-time lecture timetable 2011/12						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday		6.00-9.00			6.00-9.00	
Tuesday	PMI	6.00-9.00			6.00-9.00	
Wednesday	IS	6.00-7.30 7.30-9.00 6.00-9.00		IS	6.00-7.30 7.30-9.00 6.00-9.00	
Thursday		6.00-9.00			6.00-9.00	
Friday		6.00-9.00			6.00-9.00	

Year 2 part-time lecture timetable 2011/2012						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday		6.00-9.00			6.00-9.00	
Tuesday		6.00-9.00			6.00-9.00	
Wednesday		6.00-7.30 7.30-9.00 6.00-9.00			6.00-7.30 7.30-9.00 6.00-9.00	
Thursday		6.00-9.00			6.00-9.00	
Friday		6.00-9.00			6.00-9.00	

Syllabus and reading lists

Lectures aim to introduce the key concepts 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 indicative – lecturers will specify, usually at the first lecture, whether or not specific books should be purchased for particular modules.

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 distribute these outlines via their web pages.

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 Departments’ web sites.

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 Department’s Student Handbook and in the section “Plagiarism” of this booklet.

Compulsory modules (for all students)

Information Systems

Aims

This module seeks to empower students to appraise the environments in which information and communications technologies are effectively deployed and to make informed decisions about their careers and professional practice within fast changing socio-technical systems.

Students will examine the essence of information processing constructs, including files and data schemata, from a wider perspective than simply implemented code and will gain a deep understanding of the complexity of the systems in which they will work and those they will shape. Students will examine one processes of Information Systems development in depth and contrast this with common alternatives. They will have the opportunity to develop powers of insightful appraisal with respect to the affects of Information Systems on evolving social constructs.

Teaching Staff

David W. Wilson, Sven Helmer

Assessment

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

Online material

<http://www.dcs.bbk.ac.uk/~dave/teaching>

Syllabus

The Software Development Life Cycle

Data Structures

Process Structures

Knowledge Management

Package Based Approaches

Outsourcing & Offshoring

Data Protection

Freedom of Information

Computers, Software, IT workers and the Law

Reading

The main text is Dennis, Wixom, Tegarden: Systems Analysis and Design with UML, International Student Version, 3rd Edition, ISBN 978 0 470 40030 2

Bott, Professional Issues in IT, BCS, 2005 ISBN 1 902505 654 is recommended for the social and professional issues topics.

Other supplementary readings:

Bennet, McRobb & Farmer, Object-oriented Systems Analysis and Design, 3rd edition, McGraw Hill, ISBN 139780077110000

Kendall & Kendall, Systems Analysis & Design, 7th ed, ISBN0132240858

Satzinger, Jackson & Burd, Systems Analysis & Design in a Changing World, 3rd edition, ISBN 061921371.

Project Management for Information Systems

Aims

The module will develop students understanding of Project Management issues in Informatics including those of a widely used general Project Management Methodology

Students will understand the issues surrounding Project Management and Project Management practice in Information systems projects.

They will know the Framework and terminology of a widely used Project Management Methodology and be able to explain the tailoring of the methodology to typical IS projects.

The module will prepare students to take the Examinations in the Project Management Methodology developed and promoted by the Office of Government Computing (currently Prince2).

Teaching Staff

David W. Wilson, supported by a certified training provider.

Assessment

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

Students who present the PRINCE2® Practitioner certificate before the Easter recess are exempted from the first of the two hour written Exams, but must take the second one.

Online material

<http://www.dcs.bbk.ac.uk/~dave/teaching>

Syllabus

Project Management and the SDLC

Methodologies of PM

Estimating for Informatics projects

Scheduling and resourcing

Monitoring Progress

Project Human Resource Management

Critical Path and PM Tools

Need for methodology

Methodology Framework

Project Management Processes

Methodology Components

Methodology Techniques

Deploying the methodology

Rationale of the methodology

Tailoring the methodology

Reading

Cadle & Yeates Project Management for Information Systems, 5th edition Pearson ISBN 9780132068581

OGC, 2009, Managing Successful Projects with PRINCE2, TSO, London, ISBN 9780113310593

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Compulsory modules (for Management Entry Stream)

Fundamentals of Computing

Aims

Discrete mathematics, mathematical logic, and the related fundamental areas of data structures and algorithms lie at the heart of any modern study of Computer Science. Understanding how computers operate and how to use them effectively and efficiently, in terms of either their hardware or software, involves a number of mathematical concepts.

This module introduces and develops mathematical notions, data structures and algorithms that are used in various areas of Computer Science.

Teaching Staff

Michael Zakharyashev, Trevor Fenner

Assessment

By 3-hour written examination and coursework exercises, weighting 80% and 20% respectively.

Online material

<http://www.dcs.bbk.ac.uk/~michael/foc/foc.html>

<http://www.dcs.bbk.ac.uk/~trevor>

Syllabus

Numbers: integer, rational, and real. Numeral systems.

Arithmetic for computers.

Digital logic (combinational circuits).

Elements of set and graph theories.

Finite state machines (automata) and regular languages.

Turing machines.

Data structures: representations and operations.

Lists, trees, forests, binary trees.

Tree traversal and other operations; binary search trees.

Organisation of disk storage; methods of file organisation; B-trees.

Algorithms: design and analysis; algorithmic complexity; space utilisation.

Sorting and searching.

Reading

D. Patterson and J. Hennessy, Computer Organization and Design: The Hardware/Software Interface. Morgan Kaufmann; 3 edition, 2007.

E. Kinber and C. Smith, Theory of Computing. A gentle introduction. Prentice Hall, 2001.

Introduction to Software Development

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.

Teaching Staff

Keith Mannock, Alex Poulouvasilis

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

Objects First with Java: A Practical Introduction Using BlueJ by David J. Barnes and Michael Kolling, Pearson Education; 4th Edition, 2008, ISBN 0137005628

Big Java by Cay S. Horstmann, John Wiley & Sons; 3rd Edition, 2007, ISBN 0470105542

Introduction to Programming Using Java, Fifth Edition by David J Eck, November 2007, online textbook, <http://math.hws.edu/javanotes/>

Optional modules Level 6

Database Management

(Students who have a first degree in Computing or relevant equivalent knowledge and experience should consider taking the Level 7 module, Data and Knowledge Management. Students may not select both of these modules.)

Aims

To familiarise the student with the main concepts underlying Database Management, and in particular with the Relational Database model which is the dominant database system used within corporate IT departments.

The course has three main strands:

- (1) Fundamental concepts introduced using the Entity-Relationship model,
- (2) Querying a relational database, and
- (3) Relational database design.

Teaching Staff

Peter Wood and a Teaching Assistant

Assessment

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

Online material

<http://www.dcs.bbk.ac.uk/~mark/optdb.html>

Syllabus

Introduction
 Entity Relationship Diagrams
 Relational Model
 Querying a Relational Database
 Creating Relational Schemas
 Modifying a Relational Database
 Integrity Constraints in the Relational Model
 Relational Database Design
 Normal Forms
 Normalisation Algorithms
 Object Relational Databases
 XML and Databases

Reading

J.D. Ullman and J. Widom, *A First Course in Database Systems*, Third Edition, Prentice Hall, 2008.

A.B. Silberschatz, H.F. Korth and S. Sudarshan, *Database System Concepts*, Sixth Edition, McGraw-Hill, 2011.

T. Connolly and C. Begg, *Database Systems: A Practical Approach to Design, Implementation, and Management*, Fifth Edition, Addison-Wesley, 2010.

Information Security

Aims

Information security is about protecting information (and information systems) against unauthorised access and tampering. Avoiding security breaches has a high priority for organisations storing and handling confidential data.

This module provides students with an introduction to information security. This covers technical aspects, such as cryptography, but also extends to management aspects, such as security policies, as having the technical infrastructure in place is only part of the solution. Students will learn how to employ technical solutions effectively in an organisation-wide context.

Teaching Staff

Sven Helmer

Assessment

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

Online material

Online material will be provided on the following page under the heading Teaching:
<http://www.dcs.bbk.ac.uk/~sven>

Syllabus

Overview of Information Security
Access Control Matrix Model
Security Policies
Social Engineering
Basic Cryptography
Key Management
Cipher Techniques
Authentication
Identity Management
Access Control Mechanisms
Confinement
Assurance and Trust

Reading

Bruce Schneier, *Applied Cryptography*, John Wiley & Sons, 1996, ISBN 0-471-11709-9
Matt Bishop, *Computer Security: Art and Science*, Addison-Wesley, 2002, ISBN 0201440997

Optional modules Level 7

Computer Systems

Aims

To learn the basics of computer architecture and organisation, and the role and mechanism of operating systems.

Teaching Staff

Szabolcs Mikulas

Assessment

By 2-hour written examination and coursework, weighting 90% and 10% respectively.

Online material

<http://www.dcs.bbk.ac.uk/szabolcs/compsys.html>

Syllabus

Introduction: Computer Architecture and Operating System overview

Processors

Processes and threads

Concurrency

Memory management

I/O and file systems

Protection and security

Distributed and parallel processing

Reading

Textbook:

W. Stallings, Operating Systems, Internals and Design Principles, Prentice Hall, 5th edition, 2005, or 6th edition, 2008

Recommended reading:

W. Stallings, Computer Organization and Architecture: Designing for Performance, Prentice Hall, 7th edition, 2006

A.S. Tanenbaum, Modern Operating Systems, Prentice Hall, 2nd edition 2001, or 3rd edition, 2008

Data and Knowledge Management

Pre-requisite: A first degree in Computing or relevant equivalent knowledge and experience. (Students not meeting this criteria should take Database Management – students may not take both of these modules)

Aim

To study the principles and application of data and knowledge management technology

Teaching Staff

Nigel Martin

Assessment

By 2-hour written examination and practical coursework. The final module mark will be the exam mark attained. Passing the practical coursework component will be compulsory in order to pass the module overall.

Online Materials

<http://www.dcs.bbk.ac.uk/~nigel/teaching/dkm/>

Syllabus

Database management software: origins and objectives.
 The relational model: data structure, data integrity, data manipulation.
 Algebraic and logical foundations of the relational model.
 Relational algebra and calculus.
 SQL: data manipulation, host language support for SQL, procedural extensions to SQL
 Relational database theory: dependencies, normal forms.
 SQL data definition, other features.
 DBMS architectures and implementations: the relational approach illustrated by a commercial DBMS.
 DBMS storage and indexing.
 Transaction management: recovery, concurrency.
 Query optimisation.
 Enhanced database capabilities: database triggers, deductive databases.
 Object DBMSs, OQL, object extensions to SQL. Object/relational persistence.
 Distributed databases, distributed architectures and connectivity.

Reading

R. Ramakrishnan, J. Gehrke, *Database Management Systems* (3rd ed.), McGraw Hill, 2003, ISBN 0-07-246563-8.

Internet and Web Technologies

Aims

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.

Teaching Staff

Peter Wood

Assessment

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

Online material

<http://www.dcs.bbk.ac.uk/ptw/teaching/IWT.html>

Syllabus

Introduction to the Internet and its applications

Data communication concepts

Packet switching and network technologies

Internetworking

Network game (if time allows)

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)

Reading

Sas Jacobs, *Beginning XML with DOM and AJAX*. Apress, 2006, ISBN 1-59059-676-5.

Anders Moller and Michael Schwartzbach, *An Introduction to XML and Web Technologies*. Addison Wesley, 2006, ISBN 0-321-26966-7.

Douglas E Comer, *Computer Networks and Internets (5th Edition)*, Pearson, 2009, ISBN 0-13-504583-5

Object-Oriented Design and Programming

Pre-requisite: A strong performance on Information Systems Development or a programming module in a BSc in Computing.

Aims

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, to designing object-oriented software using a proven methodology (such as the Unified Process) and learning how to program in an object-oriented way.

Teaching Staff

Keith Mannock, Oded Lachish

Assessment

By 2-hour written examination and practical coursework (design/programming), weighting 80% and 20% respectively.

Online material

<http://www.ble.ac.uk>
www.dcs.bbk.ac.uk/~keith/oodp

Syllabus

Introduction to object-oriented concepts
 Overview of object-oriented analysis and design
 Use case models: analysis of requirements
 Formal specification of requirements
 Designing objects and their interactions
 Data model and implementation model
 Object-oriented language implementation
 Type systems and genericity
 Selected topics (as time permits)

Reading

Craig Larman Applying UML and Patterns; An Introduction to Object-Oriented Analysis and Design and the Unified Process, 3rd edition, Prentice-Hall 2002
 E. Gamma, R. Helm, R. Johnson, J. Vlissides. Design Patterns. Elements of Reusable Object-Oriented Software
 Roger S. Pressman Software Engineering. A practitioner's approach,. Fifth Edition 2001, Chapters 11,20-23

Search Engines and Web Navigation

Pre-requisite: A first degree in Computing or relevant equivalent knowledge and experience.

Aims

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: (1) Technical Foundations, (2) Core Technologies and (3) 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.

Teaching 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.

Online Material

<http://www.dcs.bbk.ac.uk/~mark/webtech.html>

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

M. Levene, An Introduction to Search Engines and Web Navigation, Pearson Education, 2005, ISBN 0321306775.

Semantic Web

Pre-requisite: A first degree in Computing or relevant equivalent knowledge and experience.

Aims

To introduce the theoretical foundations of the Semantic Web, which brings semantics to the (syntactic) Internet, and to provide students both with theoretical and practical skills of building ontologies.

Teaching Staff

Michael Zakharyashev

Assessment

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

Online Material

<http://www.dcs.bbk.ac.uk/~michael/sw/sw.html>

Syllabus

The history of the Semantic Web. Syntactic vs semantic web. Ontologies in (Computer) Science. The layered approach to the Semantic Web. XML, the tree model of XML documents, XML Schema. Querying XML documents, XPath.

RDF (Resource Description Framework). RDF Schema. RDF/S semantics.

Requirements for ontology languages. From RDFS to OWL. Three species of OWL. OWL ontologies.

Ontology engineering.

Reasoning with OWL. Open vs closed worlds. Constructors.

Description logics.

Reasoning with description logics. Tableau algorithms.

OWL as a description logic.

Lab sessions: OWL and the Protege/OWL tools.

Reading

Grigoris Antoniou and Frank van Harmelen. A Semantic Web Primer. MIT Press, 2004. ISBN 0-262-01210-3

Franz Baader, Diego Calvanese, Deborah McGuinness, Daniele Nardi and Peter Patel-Schneider. The Description Logic Handbook: Theory, Implementation and Applications. Cambridge University Press, 2003. ISBN 0521781760

Strategic Information Systems Planning

Aims

The module aims to bring together Strategic Management and Strategic Information Systems concepts empowering the student to participate in identifying, developing and managing strategic information systems.

Learning objectives

On completion of the module,

- students will have a deep understanding of the Socio-Technical approach to the deployment of Information Technology in modern organisations,
- have an understanding of frameworks for analysing strategic issues of IS deployment.
- be familiar with the most cogent current issues of IS Strategy
- have developed confidence in addressing an audience and skills of explanation and persuasion.

Teaching Staff

David Wilson

Assessment

One two-hour written examination (60%), Case Study critique (24%) presentation (16%).

N.B. Students who do not make a presentation cannot accrue marks from the Case Study critique and are deemed not to have made a serious attempt at the coursework.

Syllabus

Differentiating SIS, SIM, SISP

Strategic IS Alignment & Capability

Package Based Approaches

Innovation & Organisational Change

21st Century Markets

Outsourcing and Off-shoring

Knowledge Management Strategies

Evaluation and Risk Management for Information Systems

Online Material

<http://www.dcs.bbk.ac.uk/~dave/teaching/>

Reading

Galliers RD, Leidner DE, *Strategic Information Management, 4thrd ed.* Routledge 2009.

Extensive use is made of relevant journal papers which are provided on-line or distributed.

Creative Industries: Theory and Context (part 1)

Module Aims

This module will consider aspects of firms and organizations, institutions and networks in the creative industries – with a focus on strategies, organizational structures, and the specific characteristics of these sectors. The module will consider aspects of entrepreneurship, and business for the creative sectors, grounded in the fields of Economics, Sociology and Management. The focus will be on creative industries in UK – with special attention to London – but there will also be an international dimension with consideration of developed as well as emerging economies including BRICK countries (Brazil, Russia, India, China and Korea). The module aims to expose students to relevant theoretical models and frameworks from a range of Management disciplines – including cutting edge research in strategy, innovation, organizational studies, entrepreneurship and international business.

Learning objectives

By the end of the module students will be able to:

- appreciate the key debates surrounding the ‘creative industries’ concept in the academic and policy literatures
- discuss the similarities as well as idiosyncrasies of the creative sectors
- apply theories from a range of management literatures to develop a critical understanding of the activities, structures, strategies of creative organizations
- consider key characteristics of creative companies and sectors as well as techniques for their organization, management and promotion.
- discuss the social, economic and political contribution of these sectors in comparative contexts and country settings

Teaching Staff

Dr. Anna M Dempster

Background reading

- Caves, Richard E. (2000). *Creative Industries: Contracts between Art and Commerce*. Cambridge, Mass.: Harvard University Press.
- De Vany, Arthur. (2004) *Hollywood Economics: How Extreme Uncertainty Shapes the Film Industry*: Routledge, London and New York.

Assessment

By Final exam (75%) Coursework (20%) 3000 word individual written assignment due by 5th December 2011, Absolute Cut-Off deadline – 26th December 2011 and Class presentation (5%) In-class powerpoint presentation by end of term

This part can be taken as 15 credits independently of Part 2. Details of Part 2, which is run by the School of Arts, were not available at the time of the print version of this booklet going to press but will be available at induction and re-induction.

Digital Creativity and New Media Management

Aims

The aims of this module are:

- 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

By 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; and
- to develop critical capacity to carry out case studies and to assess business, policy and research implications.

Teaching Staff:

Soo Hee Lee

Content

Digital technologies have become a unique source of value creation in the 21st century. Computer-mediated simulated environments and online social networking media offer unprecedented opportunities for innovating new platforms and tools that enhance collaborative practices and creative thinking that can lead to both autonomous and interactive learning on a global scale. 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 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.

Assessment

An essay (25%, 2,500 words) – deadline 6th April 2012, Absolute Cut-Off deadline 27th April 2012
A two-hour examination (75%)

Background reading

- Benkler, Y. (2006) *The Wealth of Networks*. New Heaven, CT: Yale University Press.
- Bolter, J. D. and Gromala, D. (2003), *Windows and Mirrors: Interaction Design, Digital Art, and the Myth of Transparency*, Cambridge, MA: MIT Press.
- Castells, M. (2001), *Internet Galaxy: Reflections on the Internet, Business and Society*, Oxford: Oxford University Press.
- McLuhan, M. (1964), *Understanding Media: The Extensions of Man*, New York: New American Library Inc.
- Leadbeater, C. and Miller, P. (2004) *The Pro-Am Revolution*, London: Demos.
- Levy, P. (1997) *Collective Intelligence: Mankind's Emerging World in Cyberspace*, Cambridge, MA: Perseus Books.
- Manovich, L. (2001), *The Language of New Media*, Cambridge, MA: MIT Press.

- Rheingold, H. (2000) *The Virtual Community: Homesteading on the Electronic Frontier*, Cambridge, MA: MIT Press.
- Tapscott, D. & Williams, A. D. (2006) *Wikinomics: How Mass Collaboration Changes Everything*, Portfolio.

Innovation: management and policy

Aims

The aim of this module is to provide students with a thorough understanding of the central issues of managing innovation in firms as well as of technology policy and its implications for firms, competitiveness and economic development in an international context.

Learning objectives

By the end of this module, the student will be able to understand key issues involved in managing innovation as well as the rationale and the implementation of technology and innovation policy.

Assessment: An essay of 2500 words (25%) and a 2 hour exam (75%). The coursework deadline is 29th November 2011 (Absolute Cut-Off deadline – 20th December 2011)

Teaching Staff:

Dr Odile Janne

Content

- The importance of innovation, definitions, theories, main concepts and analytical tools, product and process innovation, the interaction of technology, market and organisations, the innovating firm in its environment, knowledge as a business resource.
- Technology strategy and knowledge management in different industries, technological competencies, strategic alliances, patents and innovation, internationalisation and globalisation of technology, innovation in small firms.
- The economic foundations of technology and innovation policy, innovation policy in a globalising economy, intellectual property rights, innovation promoting agencies.

Background reading

- Fagerberg, J., Mowery D.C. and Nelson, R.R. (eds.) (2005), *The Oxford Handbook of Innovation*, Oxford: Oxford University Press.
- Tidd, Joe and John Bessant (2009), *Managing Innovation: integrating technological, market and organizational change*, 4th Edition, Chichester: John Wiley and Sons.

Innovation systems, networks and social capital

Aims

The aim of this module is to provide students with a thorough understanding of how innovation is related to the management of social relations within the firm as well as inter-firm networks and also linked to educational systems, labour markets, financial markets and other aspects of the broader societal context.

Learning objectives

By the end of this module, the student should be able to apply theories of innovation systems, networks and social capital theories as analytical frameworks for conceptualising innovation processes, innovation management and innovation policy.

Teaching Staff:

Professor Klaus Nielsen

Content

1. Innovation systems, theory and applications
New perceptions of innovation processes and interactive learning; systemic approach(es) to innovation; national, regional, local or globalised systems of innovation; application of the innovation system approach in empirical studies; innovation systems and ICT.
2. Social capital and networks, the firm as a nexus of social relations
The role of social relations in theories of the firm; social capital: theory and applications; corporate social capital: trust, norms and networks; social capital, human capital and other forms of capital; social capital in innovation processes; how to build social capital.
3. Inter-firm networks, clusters and innovation
Markets, hierarchies and networks; the network society: theory and evidence; networks and learning; strategic alliances and other inter-firm networks; innovation in industrial clusters.
4. Implications for innovation policy
Innovation policy and interactive learning in an innovation system; fostering of networks; business-university networks; social capital and innovation policy; lock-in and break-up.

Background reading

- Smith, D. (2010): *Exploring Innovation*. London: McGrawHill.
- Edquist, C. and MacKelvey, M. (eds.) (2000): *Systems of Innovation: Growth, Competitiveness and Employment*. Edward Elgar: Cheltenham.
- Fagerberg, J. and D.C. Mowery and R.R. Nelson (eds.) (2005): *The Oxford Handbook of Innovation*. Oxford and New York: Oxford University Press.
- Granovetter, Mark. (1973) "The strength of weak ties". *American Journal of Sociology*, 78(6), pp.1360-1380.
- Field, J. (2003): *Social Capital*. London and New York: Routledge.
- Chisholm, A. and K. Nielsen (2009): "Social Capital and the Resource-based View of the Firm". *International Studies of Management and Organization*, 39(2).

Assessment

A two-hour examination (75%) and a coursework essay of a maximum 2500 words (25%). The deadline for the coursework essay is 12th April 2012 (Absolute Cut-Off deadline – 3rd May 2012)

Intellectual capital and competitiveness

Aims

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.

Assessment

Exam (counts 75%), essay (counts 25%) to be submitted 23rd November 2011 (Absolute Cut-Off deadline – 14th December) and workshop attendance.

Teaching Staff:

Professor Birgitte Andersen

Content

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

Background reading

- Amit, R. and C. Zott (2001) 'Value Creation in E-business', *Strategic Management Journal* 22: 4930520
- Brooking, Annie (1998) *Intellectual Capital*. International Thomas Business Press.

All key-readings for the course will be downloadable online via Blackboard.

Principles of Organization and Management

Description

Organisations matter because just about everything that we do occurs within an organization. The broad aim of this module is to give all students, regardless of academic background, an introduction to the ideas, theories, models and values used to make sense of organizations and the way these theoretical insights are applied to understanding different organizational forms and their competitive significance in an era of global competition. The module reviews some of the major contributions to management thought, identifies trends in organizational analysis and management thinking and evaluates theories and research in terms of their usefulness in understanding and improving management practice.

Aims

The aims of this module are to:

- introduce and critique the key debates and theoretical approaches to studying organization and management
- develop theoretical knowledge on the environment, structure and processes of organizations
- critically appraise contrasting perspectives on the structure, operation and management of organizations and the people who work in them

Learning objectives

By the end of this module, you should be able to:

- discuss the major theoretical approaches to contemporary management and organizations
- discuss the value of management research and its application to practice
- apply organization theory and management knowledge to diverse organizational settings
- demonstrate a critical perspective on organization/management theories and practice

Teaching Staff:

Dr Linda Trenberth

Recommended reading

- Clegg, S, M Kornberger and T Pitsis (2008) *Managing and Organizations*. London: Sage.
- Grey, C (2005) *A very short, fairly interesting and reasonably cheap book about studying organizations*. London: Sage
- Clegg, S, C Hardy and Nord Lawrence (2006) *The Sage Handbook of Organization Studies*. Sage Publications Limited.
- Pugh, D and D Hickson (1996) *Writers on organizations*. London: Penguin.

Assessment:

- This module is assessed by examination only

Research Methods in Management 1

Aims

- to provide students with the necessary understanding to interpret and critically assess published research in the field of international business/management; and
- to provide students with the necessary understanding to design and conduct their own theoretical and empirical research in international business/management.

Learning objectives

- to understand how methodology affects research design and research outcomes and be able to use this knowledge to critically appraise the literature in international business/management; and
- to be able to use their knowledge of research methods to design and conduct their own theoretical and empirical research, including in their dissertation and coursework.

Teaching Staff:

Professor Klaus Nielsen

Content

- qualitative research methods;
- quantitative research methods; and
- the philosophy of social science.

The course includes computer laboratory sessions using SPSS. It is expected that students will apply their knowledge of research methods in their dissertations and coursework.

Assessment

This module is assessed by exam only.

Background reading

If you have not studied research methods before we recommend that you read Collis and Hussey (2009) before the start of the course. This book provides an introduction to the material covered in the course. This is an *introductory* text and is pitched at a lower level than the material covered in the course.

- Collis J and Hussey R (2009), *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, London: Macmillan.

Strategic management

Aims

- To investigate the contribution of strategy and the role of strategic management in organisations.
- To provide students with an advanced understanding of common strategic models and frameworks and an understanding of their benefits as well as limitations.
- To introduce important theoretical concepts and an appreciation of seminal writers and relevant academic literatures.
- To provide experience of strategic analysis and formulation both as individuals and within teams and develop the ability to analyse specific case studies as well as generic solutions.

Learning Objectives

By the end of this module, you will be able to:

- demonstrate a sound grasp of classical tools used in strategic analysis and to capably apply them to different cases and contexts
- outline the underlying theories on which these tools are based and the academic research from which they have been developed
- think deeply and rigorously and address the fundamental ideas in strategy research and challenges in strategic management

Teaching Staff:

Dr Anna Dempster

Content

This module explores the rich field of strategic management and how strategic analysis and strategy formulation contribute to firm performance. The module will provide practically relevant ideas and frameworks that facilitate strategy design and implementation – and help you appreciate and assess the work of a ‘strategists’. You will be expected to develop a sound grasp of classical tools used in strategic analysis and to capably apply them to different contexts and cases. You will also be expected to acquire an appreciation of the underlying theories on which these tools are based and the academic research from which they have been developed. This assumes that you are willing to think deeply and rigorously and to address the fundamental ideas in strategy research and the challenges in strategic management. We begin by considering the question ‘*what is strategy?*’, which will be re-evaluated as we proceed. Subjects covered in the syllabus will include aspects of both strategy *process* and *content*, as well as its *evolution* and *design*. We will consider methods for firm-based *internal analysis* of resources and competencies as well as *external analysis* of industry and the competitive environment. We will consider strategy at different levels of analysis including *functional*, *business* and *corporate*. Strategies for a variety of contexts will be assessed, with special consideration given to high-tech-environments and international settings. Over the course of these sessions a range of relevant academic theories will be covered and discussed.

Assessment

The deadline for coursework is 9th April 2012 (Absolute Cut-Off deadline – 30th April 2012)

Background reading

You will be informed in the first lecture which specific books are recommended for purchase. The main sources of journal articles will be Strategic Management Journal, Academy of Management Journal, Academy of Management Review and Harvard Business Review. Supplementary and key reading material will be advised throughout the duration of the module.

MSc Dissertation

Aims

In the MSc dissertation a student will be able to demonstrate his or her skills in organising and completing a task that goes beyond a typical coursework assignment. That means either (i) planning and undertaking an orderly piece of social science research in an Information Systems & Management context or (ii). planning and executing a major piece of information systems development work, and presenting also, existing approaches in the problem area (placing the student's own approach in the wider context),

Students are encouraged to come up with their own ideas for dissertations. In order to arrange supervision for the dissertation, a student should discuss possible dissertations with the Programme Director, Project Co-ordinator or with the lecturer who seems the most appropriate for the topic.

Students intending to take a non-implementation dissertation, as (i) above, are strongly advised to take RMM1.

Teaching Staff

Project Co-ordinator Roger Mitton
Supervisor as appropriate

Assessment

Written dissertation proposal (of about 2000-3000 words) and written dissertation report (of about 10,000 words for an Implementation Project and 20,000 words for a Research Dissertation), weighting 20% and 80%, respectively.

Online material

TBA

Syllabus

The main part of the module will be undertaken by a student on his or her own (supported by the supervisor). There is a small taught part of the module in which the students are acquainted with

- how to formulate the objectives/aims of an MSc dissertation
- how to write a dissertation proposal
- how to organise and plan the project
- how to research literature
- how to write a dissertation report

Reading

As recommended by the supervisor.

Student Support

Every student is allocated a personal tutor in the first weeks of the programme. The personal tutor is someone whom 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 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. A more detailed complaints procedure is given in the Department's Student Handbook and in the College's "Student Complaints Procedure" which is available from the Registry's webpages at <http://www.bbk.ac.uk/reg/>

Another forum for discussion is the Student-Staff Exchange Committee. Student representatives, who are elected by the students, meet lecturing staff on the programme once a term to exchange ideas about the programme. This allows students to communicate their shared concerns in an informal manner, and for the staff to react and respond speedily to address their concerns. More details regarding student support are described in the Department's Student Handbook.

Administration and Assessment

Requirements for the Award of the MSc/PGDip

Each taught module comprises 15 credits and is assessed by a written exam and, in most cases, by additional coursework. The dissertation module comprises 60 credits and is assessed by the dissertation proposal document (20%) and the dissertation report (80%). For each module, a Pass requires at least 50% of the available marks.

Level 6 Optional Modules, which are originally developed as BSc or BA 3rd/4th Year offerings are not included in the weighted average but must be passed at the Masters Level mark, if selected.

Each taught module has a written exam. Up to 2 taught modules which have been failed with a mark above 40% can be compensated, provided the total weighted average mark for the taught modules is above 50%.

To gain an award the following is required:

- Postgraduate Certificate (PGCert): pass the two compulsory taught modules and two more optional taught module or the four compulsory modules (management intake).
- Postgraduate Diploma (PGDip): pass all 8 taught modules
- Master of Science (MSc): pass all 8 taught modules and pass the dissertation.

The final grade is computed by taking the weighted average (according to number of credits) of the individual module assessment marks:

- Pass requires at least a 50% weighted average mark
- Merit requires at least a 60% weighted average mark
- Distinction requires at least a 70% weighted average mark.

Announcement of Results

The Examination Board meets in July to consider the results of the written exams and coursework, and in November to consider the results of the dissertations and to award degree.

Shortly after the meeting of the Exam Board you will receive a letter from the Department about your results. Your results and grades will be confirmed officially by a letter some time later by the College.

Please keep the Department notified of any change of address; the letters sent to you after the Exam Board go to whatever address the Department holds for you. The College letters go to whatever address you put on your examination entry forms.

Candidates are also offered the option of receiving photocopies of their marked exam scripts. The letter that goes out after the July Exam Board contains a form on which candidates can make this request. A charge is made for this service.

Students who have not paid their fees are given *no information at all* about their examination results.

Exam Entry Forms

You receive your exam entry forms from the Registry and return them to the Programme Administrator in the Department's administrative office. You have to list all modules (including the dissertation) that you want to be assessed that year.

Deferral

In **exceptional cases**, students may be permitted to defer the written exams and/or the dissertation to the following year. They must apply by filling in a deferral form (available from the Programme Administrator) setting out the reasons for wishing to defer. They have to do this before **1 May**. A student who defers an element of assessment has to enter for that element the following year; normally no further deferrals are permitted.

Simply not turning up for an exam or failing to submit a coursework or dissertation, 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. If you have a valid excuse for not turning up for the exam, such as illness, you should send details in writing to the Programme Director within 28 days of the exam. In the case of illness, this should be accompanied by a doctor's certificate.

Re-sitting Elements of the Assessment

One resit (but only one) is allowed for each element. You may resit a written exam or the dissertation if your marks for that element are below 50%

There are no special resit exams; students resit alongside the other candidates. They normally do so a year after their first attempt. Where the syllabus has changed, we set a paper that is suitable for resit candidates, providing alternative questions where necessary. Note, however, that we do this only for candidates from the previous year, not from further in the past.

Enrolment as a Revision Student or Dissertation-Only Student

It is not essential to re-enrol as a student in order to resit the written exams; you may simply complete the examination entry forms (obtainable from the Programme Administrator in February/March) and pay an exam entrance fee. Non-enrolled students may not attend lectures or use the Department's facilities. They may, however, make use of the Birkbeck library, for a fee of £50 (you need a letter from the Programme Administrator confirming your status).

If, however, you wish to re-enrol, perhaps to attend some of the lecture courses again, you may enrol as a part-time Revision Student; you enrol in October and you pay half the regular part-time fee for the year.

Students who wish to use the departmental equipment to do any necessary extra coursework should enrol as Revision Students.

It is also possible to enrol as a Revision Student at Easter, for the remainder of the year (until the start of the next academic year). In this case the fee is one quarter of the year's regular part-time fee. If students wish to attend the revision lectures in the summer term or wish to submit answers to old exam questions to the relevant lecturers for marking, they should enrol as part-time Revision Students, at least from Easter.

Candidates who enrol as Revision Students do not have to pay a further fee for the examination entrance.

Students who wish to resit the dissertation have to enrol as a Dissertation-Only student for the period that they receive supervision for their dissertation.

Examinations

Exams are scheduled by the College examinations office on specified dates: these are posted well in advance on the College and programme web sites 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 day, so part-time students will have to make arrangements with their employers to take leave of absence.

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 dissertation.
- 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 obtain permission from the copyright owner. See the 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 dissertation.
- 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 from someone else. According to paragraph 3.2 of the College's “Procedures for Dealing with Plagiarism by Students on Taught Programmes of Study”, “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 Registry's web page:

<http://www.bbk.ac.uk/reg/regs/>

The College offers the learning module “Avoiding Plagiarism” on Blackboard 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).

Referencing

References should include the full bibliographic information about the source, such as the author(s) name(s), date of publication, title of work, place of publication, and publisher. This information is usually listed in a section called Reference List or Bibliography at the end of your document. 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:

Lewin, K., 1951. *Field Theory in Social Science*. New York: Harper and Row.

When you are referring to a chapter in a book, where 'ed.' means editor, and 'edn.' means 'edition':

Piaget, J., 1970. Piaget's theory. In: P. Smith, ed., *Handbook of Child Psychology*. 3rd edn. New York: Wiley, 1970, pp. 34-76.

When you are referring to a journal article:

Holmqvist, M., 2003. A Dynamic Model of Intra- and Interorganizational Learning. *Organization Studies*, 24(1), 95-123.

When you are referring to a webpage:

W3C, Web Accessibility Guidelines and Techniques, available online at <http://www.w3.org/WAI/guid-tech.html>. Last accessed 12/05/2007.

Independent of their type (e.g. book, article, webpage), all references should be 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 extract is given, 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 impact 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.

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* on Mondays between 17.00 & 19.00.
- **Drop-In Advice Service** – Monday-Thursday, 14.00-16.30 – 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**.

Enrolled students of Birkbeck who are following degree and postgraduate courses lasting one year or longer courses may use the services of SICS *free of charge* up to the end of July of the year they finish (September for postgrads).

For more information visit **The SICS** website at <http://www.careers.lon.ac.uk/sics> . SICS is located at: 4th Floor, ULU Building, Malet Street, WC1E 7HY, 020 7866 3600; email: sics@careers.lon.ac.uk

Birkbeck College Resources

Birkbeck Library

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 the Birkbeck and Institute of Education Libraries and it is important that you familiarise yourself with these Libraries 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 – see <http://www.bbk.ac.uk/lib/> for details of opening hours.

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 co-operation. 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.

You can access a whole host of electronic journals and databases from any PC in College. The majority of resources can also be accessed from outside College with your IT Services (ITS) username and password.

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.

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.

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, **Kate Purcell**, directly. Telephone: 020 7631 6062. Email k.purcell@bbk.ac.uk

Birkbeck eLibrary

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 (**LibrAry 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.

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/> which has a module in it on 'Researching a topic'.

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.

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For more information and opening times visit the SICS website at:

<http://www.careers.lon.ac.uk/sics> .

Disability Statement

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

The Disability Office

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

Mark is your first point of referral for disability enquiries at the College whilst Steve is for dyslexia. They can provide advice and support on travel and parking, physical access, the Disabled Students' Allowance, special equipment, personal support, examination arrangements etc. If you have a disability or dyslexia, we recommend you come to our drop in session where we can discuss support and make follow up appointments as necessary. The drop in sessions are between 4pm and 6pm Monday to Friday.

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

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

Access at Birkbeck

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

The Disabled Students' Allowance

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 Steve for information on this scheme.

Support in your School

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

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

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 (TextHELP Read and Write and Inspiration), screen reading and character enhancing software for students with visual impairments, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs etc. For advice and assistance please contact 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 Steve, he can screen you and where appropriate refer you to an Educational Psychologist for a dyslexia assessment. These assessments cost £215. Some students can receive assistance in meeting this cost from their employer. In exceptional cases students may receive assistance from the Access 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 Psychologist's 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.

The Disability Handbook

The Disability Handbook provides detailed information on the support available from the College. Copies are available from all main reception areas, the Disability Office and from the College disability web site at:

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

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

Disability and Student Support Team Contact details:

Mark Pimm

Disability Co-ordinator
Room G057 Registry
Birkbeck College
Malet Street
London WC1E 7HX
Telephone: 020 7631 6315
Email: m.pimm@bbk.ac.uk

Steve Short

Disability Administrator
Room G057 Registry
Birkbeck College
Malet Street
London WC1E 7HX
Telephone: 020 7631 6336
Email: disability@bbk.ac.uk

Lisa Mayer

Assistant Examinations Officer
Telephone: 020 7631 6598
l.mayer@bbk.ac.uk

The Student Financial Support Office

Telephone: 020 7631 6362

Jackie Barnes

Examinations Officer
Telephone: 020 7631 6385

President of the Student Union

Telephone: 020 7631 6365
Email: president@bcsu.bbk.ac.uk
Web address: www.bbk.ac.uk/su

IT Services (ITS)

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:

- PC workstation rooms
- Wireless network
- Wide range of general office and specialist computer applications
- Web-based electronic mail
- Blackboard 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

Students are allocated personal storage space on a networked file server. Files will remain on the server for one year after you leave.

Your ITS 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.

ITS Helpdesk Opening Hours

Ground Floor, Malet Street Main Building

Term time: Monday to Friday 9:00am to 8:00pm

Vacations: Monday to Friday 9:00am to 6:00pm

Tel: 020 7631 6543

Email: its-helpdesk@bbk.ac.uk

Your ITS username and password will not necessarily work on systems that are locally managed by Schools or departments. Schools/Departments provide details of access to these.