



MSc in Learning Technologies

COURSE ARRANGEMENTS 2010-2011

Contents

Contents	2
Overview of the MSc in Learning Technologies Programme.....	3
Dates	6
Timetables	7
Syllabus and reading lists.....	12
Information about the Modules	13
Student Support	17
Administration and Assessment	18
Career Development.....	24
Disability Support Services	25
IT Services (ITS)	27
Library Services.....	29

Overview of the MSc in Learning Technologies Programme

Programme Directors:	Diana Laurillard (d.laurillard@ioe.ac.uk) & Alex Poulouvasilis (ap@dcs.bbk.ac.uk)
Admissions Tutors:	Diana Laurillard (d.laurillard@ioe.ac.uk) & Alex Poulouvasilis (ap@dcs.bbk.ac.uk)
Projects Co-ordinator:	Richard Noss (r.noss@ioe.ac.uk)
Programme Administrator:	Thomas Epineau (thomas@dcs.bbk.ac.uk)

This programme provides academic grounding for the profession of Learning Technologist in all its forms. It is taught by staff from the London Knowledge Lab, a multi-disciplinary research centre of Birkbeck and the Institute of Education aiming to explore the ways in which digital technologies and new media are shaping the future of knowledge and learning. The programme is administered by Birkbeck, but students have full access to the facilities and services of both institutions, as well as to those of the London Knowledge Lab.

The MSc in Learning Technologies aims to provide students with the technical and pedagogic knowledge to be able to critique, develop and improve on the use of technology from the perspective of state-of-the-art AI and computer science techniques, learning theory, teaching practice, and curriculum design. Students will learn how to design, develop, test and evaluate software for use in supporting teaching and learning, to different levels of expertise, depending on their background and interests.

What makes this MSc distinctive is its twin focus on the computer science *and* the learning theory that together underpin the optimal use of learning technologies. There is widespread use of learning technology now in Higher Education, Further Education and Lifelong Learning, but it may under-exploit the potential of the technology for two reasons: through a lack of understanding of the range of functional capabilities of digital technologies; and through using an insufficiently sophisticated model of learning with which to challenge technology. Equally, the research products and practical applications that do exploit current technical capability in their development of learning technologies often remain in research labs, not penetrating through to practice and large-scale implementation. The London Knowledge Lab is unique in the UK in bringing together world-class researchers in both education and computer science, to combine their expertise in a course specially designed for researchers, academics and professionals in this field.

This MSc is targeted towards those who are:

- a. already working the learning technologies sector and who wish gain advanced knowledge and skills in implementation and evaluation methods;
- b. those with a Computing background (academic or practitioner), who wish to move into a career in developing learning systems;
- c. those with an Education background wishing to move into a career in evaluating or developing learning systems;
- d. those from either background who wish to undertake a one-year (or two years part-time) postgraduate degree, possibly with a view to then continuing on to an MPhil/PhD.

Students who complete this programme successfully will be able to:

- demonstrate an advanced level of understanding and ability to make decisions about a wide range of learning technologies
- critique the use of technology from the perspective of learning theory, teaching practice, and curriculum design
- assess the pedagogic potential of new digital technologies, testing educational theory, feeding back into theoretical issues relating to teaching, learning and communication
- advise and guide the appropriate design and use of technology for learning, in terms of its potential pedagogic value
- critique, redesign and evaluate a conventional learning design that exploits digital technology to achieve planned improvements in quality and productivity of the learning experience
- demonstrate an advanced level of understanding of the use of AI techniques, user modelling, user-centred design and participatory design in the development of learning technologies
- design, implement and evaluate software systems in specific settings
- critically compare their work with existing approaches, place their approach in the wider context, and evaluate critically their contribution
- communicate complex ideas, concepts, approaches and techniques to others, possibly from different disciplines
- develop the capability to take an interdisciplinary perspective on the respective roles of Computer Science and Education, and the ways they can be combined, in the use of technologies for learning.

Full-time students follow 8 taught modules over one year and undertake a 3-4 month project. Part-time students follow 8 taught modules over the two years and undertake project in the second year. The programme is delivered through lectures, demonstrations, tutorials, computer laboratory-based practical activities, classroom-based individual and group work, group discussion, collaboration and presentations, and tutored and student online discussions using the institutions' VLE. Each student undertakes an individual project of their own devising, supervised by academic staff at the London Knowledge Lab. The project provides an opportunity for students to investigate an aspect of the subject that particularly interests them, enabling them either to build a larger and more complex system than they encounter in the taught module coursework, or to perform a substantial piece of social science or education research into a currently emerging technology-oriented phenomenon in teaching and learning.

There are two routes through the programme, Route A and Route B. Route A is appropriate for those without significant prior experience of computing. Route B is appropriate for those with significant prior experience of computing, including prior experience with using an object-oriented programming language.

Students who are following Route A take the following modules:

- Pedagogy, Adaptivity and Technology (PAT) – 30 credits
- Research Methods in Learning Technologies (RMLT) – 30 credits
- Introduction to Software Development (ISD) – 15 credits
- The Project – 60 credits
- 45 additional credits of optional modules selected from:
 - Technologies for Mobile and Ubiquitous Learning (TMUL) – 15 credits
 - Learning and Teaching with Technologies (LTT) – 30 credits
 - Semantic Web (SW) – 15 credits
 - Object-Oriented Design and Programming (OODP) – 15 credits
 - Component-Based Software Development (CBSD) – 15 credits

Students who are following Route B take the following modules:

- Pedagogy, Adaptivity and Technology (PAT) – 30 credits
- Research Methods in Learning Technologies (RMLT) – 30 credits
- The Project – 60 credits
- 60 additional credits of optional modules selected from:
 - Technologies for Mobile and Ubiquitous Learning (TMUL) – 15 credits
 - Learning and Teaching with Technologies (LTT) – 30 credits
 - Semantic Web (SW) – 15 credits
 - Intelligent Technologies (IntTech) – 15 credits
 - Object-Oriented Design and Programming (OODP) – 15 credits
 - Component-Based Software Development (CBSD) – 15 credits

Please note that the list of optional modules available may vary from year to year, and that choices may be subject to timetabling constraints.

The above modules will be taught partly at the London Knowledge Lab (<http://www.lkl.ac.uk/>) and partly at the Birkbeck main building (<http://www.bbk.ac.uk>). Students will have access to facilities and services at both buildings, as well as to those at the main building of the Institute of Education (<http://www.ioe.ac.uk>).

In this booklet, ‘Department’ refers to the Department of Computer Science and Information Systems at Birkbeck, which is administering this programme and many of whose staff are members of the London Knowledge Lab. In this booklet, ‘College’ refers to Birkbeck.

The information in this booklet is specific to the MSc in Learning Technologies. More information about the programme is available from the web page www.dcs.bbk.ac.uk/courses/lt/. 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

Introductory talks for new students

Part-timers: 23 September 2010 at 18:00, Room 407 Department of Computer Science, Birkbeck, 4th floor, Malet Street.

Full-timers: 23 September 2010 at 18:00, Room 407 Department of Computer Science, Birkbeck, 4th floor, Malet Street.

These introductory talks, which all new students must attend, will include a short hands-on introduction to the Department's computer systems. We will then walk over to the London Knowledge Lab building and tour the facilities there as well.

Term dates

The taught course covers two terms of eleven weeks each. The summer term is given over to revision, exams and the beginning of projects. The term dates for the coming year are:

Autumn	Mon 4 Oct. 2010	-	Fri 17 Dec. 2011
Spring	Mon 10 Jan. 2011	-	Tue 29 March 2011
Summer	Wed 27 April 2011	-	Fri 8 July 2011

Lectures begin on Monday 4th October in the Autumn term, and on Monday 10th 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 wishes to withdraw from the course should discuss this in the first instance with the Programme Director. Students who simply stop turning up for lectures are still held liable for fees.

Timetables

Please note, all sessions marked LKL will be held in the Large Seminar Room in the London Knowledge Lab (23-29 Emerald Street). This is a ten minute walk from the Birkbeck and IOE main buildings and is located between Holburn and Russell Square tube stations (further directions are available online at www.lkl.ac.uk or use WC1N 3QS as the postcode in Googlemap/Multimap)

Full-time Timetable, 2010/2011

Full-time students must select 120 credits of taught modules.

Provisional Full-time lecture timetable 2010/11						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday	SW	2-5pm	MAL404	PAT	5-8pm	LKL
Tuesday	PAT	5-8pm	LKL	OODP RMLT	1.30-5pm 5.30-8.30pm	MAL404 LKL
Wednesday	LTT	5-8pm	LKL	CBSD TMUL	2-5pm 6-9pm	MAL404 MAL407
Thursday	ISD IntTech	6-9pm 6-9pm	MAL404 V221 Vernon Square, 1 Penton Rise, London, WC1X 9EW			
Friday						

KEY

- Pedagogy, Adaptivity and Technology (PAT) – 30 credits
- Research Methods in Learning Technologies (RMLT) – 30 credits
- Introduction to Software Development (ISD) – 15 credits
- Technologies for Mobile and Ubiquitous Learning (TMUL) – 15 credits
- Learning and Teaching with Technologies (LTT) – 30 credits
- Semantic Web (SW) – 15 credits
- Object-Oriented Design and Programming (OODP) – 15 credits
- Component-Based Software Development (CBSD) – 15 credits
- Intelligent Technologies (IntTech) – 15 credits

Part-time Year 1 Timetable, 2010/2011

Year 1 part-time students must select 75 to 105 credits of taught modules.

Provisional Part-time Year 1 timetable 2010/11						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday				PAT	5-8pm	LKL
Tuesday	PAT	5-8pm	LKL	RMLT	5.30-8.30pm	LKL
Wednesday	LTT	5-8pm	LKL	TMUL	6-9pm	MAL407
Thursday	ISD IntTech	6-9pm 6-9pm	MAL404 V221 Vernon Square, 1 Penton Rise, London, WC1X 9EW			
Friday						

Part-time Year 2 Timetable, 2010/2011

Year 2 part-time students must select as many options as necessary to complete a total of 120 credits of taught modules.

Provisional Part-time Year 2 timetable 2011/2012						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday	SW	6-9pm	BBK			
Tuesday						
Wednesday	LTT	5-8pm	LKL	CBSD	6-9pm	BBK
Thursday				OODP	6-9pm	BBK
Friday						

KEY

- Pedagogy, Adaptivity and Technology (PAT) – 30 credits
- Research Methods in Learning Technologies (RMLT) – 30 credits
- Introduction to Software Development (ISD) – 15 credits
- Technologies for Mobile and Ubiquitous Learning (TMUL) – 15 credits
- Learning and Teaching with Technologies (LTT) – 30 credits
- Semantic Web (SW) – 15 credits
- Object-Oriented Design and Programming (OODP) – 15 credits
- Component-Based Software Development (CBSD) – 15 credits

- Intelligent Technologies (IntTech) – 15 credits

Timetable selectors

It is suggested that you use the blank matrices below to tentatively plan your programme prior to the induction evening when you are expected to agree your module selections with the Programme Director.

Full-time Timetable, 2010/2011

Provisional Full-time lecture timetable 2010/11						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Part-time Year 1 Timetable, 2010/2011

Provisional Part-time Year 1 timetable 2010/11						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Part-time Year 2 Timetable, 2010/2011

Provisional Part-time Year 2 timetable 2011/2012						
Day	Autumn			Spring		
	Module	Time	Room	Module	Time	Room
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

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. 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 London Knowledge Lab web site and in the Department's Student Handbook.

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. Birkbeck and the Institute of Education 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.

Information about the Modules

Pedagogy, Adaptivity and Technology

Please see <http://www.dcs.bbk.ac.uk/courses/modules/PAT.php>

Research Methods in Learning Technologies

Please see <http://www.dcs.bbk.ac.uk/courses/modules/RMLT.php>

Introduction to Software Development

Please see <http://www.dcs.bbk.ac.uk/courses/modules/COIY067H7.php>

Technologies for Mobile and Ubiquitous Learning

Please see <http://www.dcs.bbk.ac.uk/courses/modules/TMUL.php>

Semantic Web

Please see <http://www.dcs.bbk.ac.uk/courses/modules/COIY053H7.php>

Intelligent Technologies

Please see <http://www.dcs.bbk.ac.uk/courses/modules/COIY065H7.php>

Object-oriented design and programming

Please see <http://www.dcs.bbk.ac.uk/courses/modules/COIY062H7.php>

Component-based software development

Please see <http://www.dcs.bbk.ac.uk/courses/modules/COIY029H7.php>

Learning and Teaching with Technologies

This module provides a critical introduction to key theories and methodologies relevant to learning with technologies in face-to-face, online and 'blended' settings. The module aims to help students develop a critical awareness of the potential and realities of 'technology enhanced learning' (TEL) - emphasising the development and evaluation of the whole learning environment. This includes a focus on the teacher/lecturer, a range of technological tools (both new and old) and a focus on learning. Case studies of innovative teaching and learning initiatives are used to provide a focus for critical evaluation.

The objectives of this module are:

- **Theories of TEL:** to introduce key theories in the fields of psychology, cognitive science and education of relevance to technology enhanced learning;
- **Experience of TEL and evaluation:** to provide experience of a wide range of technologically mediated learning environments and of evaluating such environments for teaching and learning;
- **Practice in light of theory:** to relate practical uses of technologies in educational settings to appropriate theories of learning and teaching.

Subjects covered by this module are:

- What are the key theories underpinning how we work with technologies for learning and teaching?
- How might we best use technologies to support learning?
- How might we best use technologies to support teaching?
- How might we best use technologies to assess learning?
- How do we design, develop and implement technologies that support learning?
- How do we evaluate technology-based learning environments?

Module tutor: Kaska Porayska-Pomsta

Other lecturers: Neil Selwyn, Harvey Mellor, Sara Price, Diana Laurillard, Niall Winters, Martin Oliver

Assessment

The module assessment will consist of one 5000-word assignment at the end of the module. Students will be given a choice of essay questions that will allow them to *EITHER* produce a desk-based review of theoretical literature *OR* create and reflect critically upon a theoretically informed pedagogic design. In the latter case, students will be expected to submit a 3500 word essay assignment with a 1500 word design output (such as a storyboard for a learning design, or a lesson plan for blended learning). These two components will be assessed holistically as one piece of work (with one overall mark).

Indicative Reading

- Pachler, N. (2005) 'Theories of learning and ICT' in Leask, M. and Pachler, N. (eds) *'Learning to Teach Using ICT in the Secondary School: A Companion to School Experience'* London, Routledge
- Leask, M and Younie, S (2001) 'Communal constructivist theory: information and communications technology pedagogy and internationalisation of the curriculum' *Journal of Information Technology for Teacher Education*, 10, 1&2, pp. 117–134.
- Cher Ping, L. (2002) 'A theoretical framework for the study of ICT in schools: a proposal' *British Journal of Educational Technology*, 33, 4, pp. 411-421
- Crook, C. (2002) 'The Social Character of Knowing and Learning: Implications of Cultural Psychology for Educational Technology' *Journal of Information Technology in Teacher Education*, 10, 19-36.
- Cox, M., Webb, M., Abbott, C., Blakeley, B., Beauchamp, T. and Rhodes, V. (2005) *'ICT and pedagogy: A review of the literature'* Nottingham, DfES
- Buzzetto-More, N. and Alade, A. (2006) 'Best Practices in e-Assessment' *Journal of Information Technology Education* 5, pp.251-269

- Richards, C. (2005) 'The design of effective ICT-supported learning activities: exemplary models, changing requirements, and new possibilities' *Language Learning & Technology* 9, 1, pp.60-79
- Winters, N. and Mor, Y. (2008) 'IDR: A participatory methodology for interdisciplinary design in technology enhanced learning' *Computers & Education*, 50, 2, pp. 579-600
- Mwanza, D. and Engeström, Y. (2003) 'Pedagogical Adeptness in the Design of E-learning Environments: Experiences from the Lab@Future Project' in G. Richards (Ed.) '*Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*' Chesapeake VA, AACE.

The Project

Each student on the MSc in Learning Technologies will undertake an individual project of their own devising, supervised by academic staff at the London Knowledge Lab. This may be *EITHER* an Implementation Project aiming to design, develop and evaluate a substantial software system targeted at a specific learning setting; *OR* a Research Dissertation, aiming to perform a substantial piece of social science or education research into a currently emerging technology-oriented phenomenon in teaching and learning.

An Implementation project will need to show also an appreciation and knowledge of the pedagogical aspects of the learning setting being targeted. Conversely, a Research dissertation will need to show also an appreciation and knowledge of the capabilities and potential of the digital technologies being applied to the particular education issue under investigation.

Each project has a primary supervisor whose expertise best matches the primary focus of the project. Each project also has a secondary supervisor, who is able to provide guidance on pedagogical aspects (for Implementation projects) or technology aspects (for Research Dissertations). Students are encouraged to come up with their own ideas for projects, and to arrange their own locations for evaluation studies with appropriate target users. In order to arrange supervision for their project, a student should discuss their ideas with the Project Tutor in the first instance, or with the lecturer who seems the most appropriate for the topic.

The project proposal, critical literature review and research methodology aspects of the project will be undertaken during the Spring term as part of the Research Methods in Learning Technologies (RMLT) module. These aspects of the project will comprise a written report of 2000-3000 words that will be assessed as part of the overall assessment for the RMLT module.

Work on the project will continue during the Summer term, to be completed by early September by full-time students and by early September of Year 2 by part-time students.

In carrying out the project students will be able to demonstrate skills in planning and undertaking a research, design, development and evaluation task that goes beyond the coursework assignments of the taught modules in its scope and depth. They will be expected

to critically compare their work with existing approaches, place their approach in the wider context, and evaluate critically their own contribution. They will also gain experience in communicating complex ideas, concepts, approaches, methodologies and techniques to others, possibly from different disciplines, by writing a comprehensive, self-contained project report.

Students who wish to work in schools as part of their project will need to be aware of CRB requirements for user studies, and any students working in this context will receive appropriate training and advice.

Teaching Staff

Project Tutor: Richard Noss

Primary and secondary supervisor

Assessment

Written project report of *either* 8,000-12,000 words for an Implementation Project, plus related technical Appendices, *or* 18,000-22,000 words for a Research Dissertation.

Reading

As recommended by the supervisors

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 MSc in Learning Technologies 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

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

To be awarded the MSc degree, students must pass the project module (which is 60 CATS points) and taught modules amounting to 120 CATS points; they must in addition obtain an average mark of at least 50% over all the modules. Up to 30 credits of taught modules can be failed provided the mark obtained in each of these modules is 40% or higher.

To be awarded the MSc with a mark of Merit, students must obtain an average mark of at least 60% over all the modules.

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

In making its recommendation, the Exam Board will take into account all aspects of the student's performance on the programme.

Several modules will be assessed through coursework only: PAT, RMLT, Project, TMUL, LTT. There will be a 2-hour written exam in ISD, OODP, CBSD, SW and IntTech, with also a coursework component in all of these except IntTech. The written exams, coursework and project will all be double-marked. All examination elements will be submitted electronically, and will be subjected to plagiarism detection software.

First year part-time students: the taught modules taken in the first year will be examined in May/June of that year. Normally five to seven 15-credit modules (or pro-rata 30-credit ones) will be taken in the first year of study. Students must normally pass at least 30 credits of modules in order to proceed to the second year of study.

Second year part-time students: the taught modules taken in the second year will be examined in May/June of that year. Students must pass at least 90 credits, obtain an average mark of at least 50%, and a mark of at least 40% in any failed module, in order to proceed with the programme of study. The project report will be submitted in September of the second year.

Full-time students: the taught modules taken will be examined in May/June. Students must pass at least 90 credits, obtain an average mark of at least 50%, and a mark of at least 40% in any failed module, in order to proceed with the programme of study. The project report will be submitted in September.

Attendance: Students are expected to attend all lectures, tutorials and laboratory sessions for the modules they are taking. Attendance lists will be kept and monitored.

Resit policy: Students who fail to meet one of the criteria for the award of the MSc may be allowed to resit a failed project or failed taught module. A student who fails any module at the first attempt is allowed just one more attempt to pass it, normally in the following year.

Students may ask the Examination Board to consider the award of a **PgDip in Learning Technologies** provided they have passed taught modules to the value of 120 credits (no compensation for failed taught modules is allowed).

Late Submission of Assessment: Follows the College's CAS regulations.

Mitigating circumstances: Follows the College's CAS regulations.

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 projects 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 Postgraduate Administrator in the Department's admin office. You have to list all modules (including the project) that you want to be assessed that year.

Deferral

In **exceptional cases**, students may be permitted to defer the written exams and/or the project to the following year. They must apply by filling in a deferral form (available from the Postgraduate 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 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. 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.

Resitting Elements of the Assessment

One resit (but only one) is allowed for each element. You may resit a written exam or the project 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 Project-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 Postgraduate 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 Postgraduate 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 project have to enrol as a Project-Only student for the period that they receive supervision for their project.

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 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 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 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 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

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, HIV, M.E., respiratory conditions etc. Many of them have benefited from the advice and support provided by the College's disability service.

The Disability Office

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

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

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

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

The Disabled Students Allowance

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

The Personal Assistance Scheme

Some students need a personal assistant to provide support on their course, for example a note-taker, sign language interpreter, reader, personal assistant, disability mentor or dyslexia support tutor. Birkbeck has a Personal Assistant's Scheme to assist you with recruiting, training and paying your personal assistant. Please contact Steve for information on this scheme.

Support in your Department

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

As mentioned above your Department 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 Department.

If you experience any difficulties or require additional support from the Department then you can contact the Programme Directors, tutors and the course Administrator.

Support in Central Computing Services and Library Services

There is a comprehensive range of specialist equipment for students with disabilities in Central Computing Services. This includes screen reading and character enhancing software for students with visual impairments, specialist scanning software, large monitors, dyslexia software, ergonomic mice and keyboards, specialist orthopaedic chairs etc. For advice and assistance please contact the Disability IT Officer. There is also some specialist equipment in the Malet Street Library, including a CCTV and students with disabilities may benefit from using the Library's LAMP service for postal deliveries.

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 £300. Some students can receive assistance in meeting this cost from their employer. In exceptional cases students may receive assistance from the Access Fund.

Examinations

Students with disabilities and dyslexia may be eligible for special arrangements for examinations e.g. extra time, use of a word processor, amanuensis, enlarged examination papers etc. In order to receive special arrangements students must provide Medical Evidence of their disability (or an Educational Psychologists Report if you are dyslexic). The closing date for making special examination arrangements is the 15th March and beyond this date consideration will only be given to emergency cases.

The Disability Handbook

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

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

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:

- 8 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

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.

ITS Helpdesk Opening Hours

Room 151, Main Building, Malet Street

Term time: Monday to Friday 10:00am to 8:00pm

Vacations: Monday to Friday 10:00am to 6:00pm

Tel: 020 7631 6543

Email: [**its-helpdesk@bbk.ac.uk**](mailto:its-helpdesk@bbk.ac.uk)

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 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.

Birkbeck Library

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 10.00am – 10.30pm
- Saturday – Sunday 10.00am – 8.00pm

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