



**Department of Psychosocial Studies**

# **Master of Science in**

# **The Psychodynamics of**

# **Human Development**

## **Course Handbook**

## **2021 - 2022**



## Contents

CONTENTS	1
INTRODUCTION	4
THE BRITISH PSYCHOTHERAPY FOUNDATION	4
THE DEPARTMENT OF PSYCHOSOCIAL STUDIES AT BIRKBECK	5
COURSE MANAGEMENT STRUCTURE	7
THE COURSE MANAGEMENT COMMITTEE	7
COURSE TEAMS	7
THE LIBRARIES	8
OTHER FACILITIES AT BPF KILBURN AND BIRKBECK COLLEGE	9
TERM DATES AND TIMES OF SEMINARS	10
STUDY DAYS	11
STRUCTURE OF THE COURSE	12
GENERAL AIMS AND OBJECTIVES	16
FIRST YEAR COURSE COMPONENTS	17
PSYCHOANALYTIC OR JUNGIAN ANALYTIC THEORY: COURSE COMPONENT PSSL001H7 (15 CREDITS)	17
WORK DISCUSSION: COURSE COMPONENT PSSL002H7 (15 CREDITS)	19
ANALYTIC REFLECTION ON INFANT OBSERVATION: COURSE COMPONENT PSSLO16S7 (30 CREDITS)	20
ASSESSED WORK YEAR 1	23

<b>FAILED ASSIGNMENTS</b>	<b>24</b>
<b>FEEDBACK AND SUPPORT</b>	<b>25</b>
<b>CONFIDENTIALITY STATEMENT</b>	<b>25</b>
<b>ASSESSMENT CRITERIA FOR ALL FIRST YEAR ASSIGNMENTS</b>	<b>26</b>
<b>THE DISSERTATION MODULE (PSSL003D7): YEAR 1</b>	<b>28</b>
<b>SECOND YEAR COURSE COMPONENTS</b>	<b>29</b>
<b>CONTEMPORARY ISSUES IN PSYCHOANALYTIC OR JUNGIAN ANALYTIC THEORY COMPONENT</b>	<b>29</b>
<b>WORK DISCUSSION TWO</b>	<b>31</b>
<b>INFANT OBSERVATION 2: COURSE COMPONENT PSSL002D7 (60 CREDITS)</b>	<b>33</b>
<b>THE INFANT OBSERVATION PAPER</b>	<b>34</b>
<b>DISSERTATION: COURSE COMPONENT PSSL003D7 (60 CREDITS)</b>	<b>35</b>
<b>THE DISSERTATION</b>	<b>37</b>
<b>DISSERTATION DEVELOPMENT TASKS</b>	<b>40</b>
<b>ASSESSED WORK - YEAR 2</b>	<b>42</b>
<b>PROCEDURE FOR ASSESSMENT</b>	<b>42</b>
<b>FINAL AWARD FOR THE MSC</b>	<b>43</b>
<b>ASSESSMENT CRITERIA FOR DISSERTATION</b>	<b>45</b>
<b>ASSESSMENT CRITERIA FOR THE FINAL INFANT OBSERVATION PAPER</b>	<b>47</b>
<b>WITHHOLDING POSTGRADUATE CERTIFICATE/DIPLOMA AND MSC RESULTS</b>	<b>49</b>

**PG Diploma/MSc in the Psychodynamics of Human Development**

<b>PLAGIARISM</b>	<b>50</b>
<b>REFERENCING</b>	<b>51</b>
<b>COMMON AWARDS SCHEME POLICIES – ASSESSMENT, LATE WORK, MITIGATING CIRCUMSTANCES, DEFERRALS</b>	<b>52</b>
<b>LATE WORK AND MITIGATING CIRCUMSTANCES</b>	<b>53</b>
<b>DISABILITY AND DYSLEXIA SUPPORT</b>	<b>55</b>
<b>BIRKBECK STUDENTS UNION</b>	<b>55</b>
<b>BIRKBECK CAREERS &amp; EMPLOYABILITY SERVICE</b>	<b>55</b>

## **Introduction**

Welcome to the MSc in the Psychodynamics of Human Development, taught jointly by the British Psychotherapy Foundation and the Department of Psychosocial Studies at Birkbeck College, University of London. This course handbook contains information currently available to guide you through the course. We hope that you will find the handbook helpful; please let us know about anything which you think should be added.

## **The British Psychotherapy Foundation**

### **History and aims**

The MSc Psychodynamics of Human Development was established in 1996 as a collaboration between Birkbeck College and the British Association of Psychotherapists. In 2013 the BAP merged with two other psychotherapy organisations to become the [British Psychotherapy Foundation](#) (BPF). The aim of the foundation is to make a serious contribution to emotional well-being and mental health in the UK by providing access to psychotherapy treatment for the public, comprehensive support to members and education and training for the next generation of psychotherapists.

### **Clinical training**

The BPF offers professional training programmes in [Psychoanalytic Psychotherapy](#), [Jungian Analysis](#), and [Child and Adolescent Psychotherapy](#) as well as providing [introductory courses](#) and continuing professional development for psychotherapists and others working in therapeutic settings.

This MSc will not lead to an automatic offer of a place on a BPF clinical training as there is a separate selection process for this.

The BPF is a member of the [British Psychoanalytic Council](#).

## The Department of Psychosocial Studies at Birkbeck

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

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

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

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

- Social and Personal Identities and Relationships
- Gender and Sexuality
- Feminist and Queer theory
- Postcolonial Theory, Diaspora and Racialisation
- Pedagogic Theory and Educational Practice
- Psychoanalytic and Social Theory
- Psychotherapeutic Studies
- Psychological and Political Engagements
- Applied Social Psychology

- Qualitative Research

The Department of Psychosocial Studies offers a number of academic Masters programmes, along with the provision of applied postgraduate programmes in the field of the psychotherapies, taught both 'in house' (two programmes in Psychodynamic Counselling) and in collaboration with a number of psychotherapy training institutions.

There are a substantial number of PhD students attached to the Department and all members of staff contribute to their supervision. Current academic staff members of DPS are Dr. Lisa Baraitser, , Professor Claire Callendar, Dr. Benjamin Gidley, Ms. Viviane Green, Professor Stephen Frosh, Dr. Amber Jacobs, Dr. Brendan McGeever, Dr.

Yasmeen Narayan, Dr. Margarita Palacios, Dr. Silvia Posocco, Professor Bruna Seu,. DPS participates in the Birkbeck Institute for Social Research and has links with the Birkbeck Institute for the Humanities and the Birkbeck Institute for the Moving Image.

For further information contact: [psychosocial-studies@bbk.ac.uk](mailto:psychosocial-studies@bbk.ac.uk)

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

# Course Management Structure

The MSc is run by a Course Management Committee which meets once a term to discuss arrangements for the course. An annual meeting of the Joint Steering Committee, chaired by the Head of the Birkbeck Department of Psychosocial Studies, reviews all aspects of the course.

## The Course Management Committee

### BPF

Course Director Dorothee Magni

Head of Research Katerina Sarafidou

### Birkbeck College

Programme Director Prof. Bruna Seu

Administrator Emma Yick

## Course Teams

Course Director	Dorothee Magni
Head of Research	Katerina Sarafidou
Course administrator	Sandra Pereira

Position	Psychoanalytic Course	Jungian Analytic Course
MSc Tutors	Anna Riddiford Holly Dwyer Hall Sheila Levi Stewart Beever Alison Bruce Elaine Pinnicott Jane Lowe	Eugenia Baybazarova Valerie Mortin Dee Ingham Kay Senior Aneta Stamenova Holly Dwyer Hall
Teaching Staff	Robert Fleming Sara Leon Juliet Newbigin Marianne Parsons Sarah Peter Inge Pretorius Olivia Thompson Mark Carter Jonathan Shann Rachel Acheson Eleanor Mongey	Katerina Sarafidou Ann Addison George Bright Karen Gold Birgit Heuer Trevor Jameson Jane Johnson Emilia Kiehl Ann Kutek Julian Masters Jane Johnson Karen Gold

**Visiting (External) Examiners**

Psychoanalytic: Jenny Riddell, Council for Psychoanalysis and Jungian Analysis College

Jungian Analytic: David Henderson, Centre for Psychoanalysis, Middlesex University

## The Libraries

### The BPF Library

The BPF Library is located at 37 Mapesbury Road where the library of the British Association of Psychotherapists was originally established in 1991 with the help of a generous grant from the Nationwide Anglia Building Society. It contains over 3,000 books and subscribes to 9 current journals with back runs of these and other journals. It also holds some audio-visual material. The main focus of the collection is Psychoanalytic, Jungian Analytic and Child Psychotherapy with some material from related areas.

Students are entitled to borrow library books and will be given access to BPF online journal subscriptions. The library stocks several copies of books that are essential reading for MSc students. These are available for borrowing and reference within the library.

*COVID 19 - September 2021 update*

*The BPF building is currently closed to the public due to the COVID-19 pandemic. Further information will be provided in due course.*

### The Birkbeck Library

Students can use the library at Birkbeck and are encouraged to become familiar with its wide range of resources and study support from the beginning of their first year. The [Library and Information Skills module](#) is a good introduction to making the most of this library.

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

The [Birkbeck e-library](#) can be accessed via the workstations in the library, Birkbeck ITS workstation rooms or from students' home or office computers.

Please consult the library page and the '[News and updates](#)' page for up-to-date information about the library opening hours.

Students also have access to [other University libraries](#) including ones close to where they live or work via the Sconul Access scheme. Birkbeck students also have access to the University of London's Senate House Library, which has an excellent social sciences collection. To join Senate House, students need to print off the membership form,

**MSc/PGDip in the Psychodynamics of Human Development**

accessible via their [My Birkbeck profile](#). Birkbeck Library aims to be accessible and convenient for all. [Assistive technology and library support services](#) are available for those with disability or dyslexia please go to  
<https://www.bbk.ac.uk/library/disability-service>

. Contact the Access Support team at [library-disability@bbk.ac.uk](mailto:library-disability@bbk.ac.uk) or telephone 020 3926 1441 for issues related to accessibility of the library.

The Psychosocial Studies librarian is Peter Williams ([peter.williams1@bbk.ac.uk](mailto:peter.williams1@bbk.ac.uk))

## Other Facilities at BPF Kilburn and Birkbeck College

### BPF Kilburn

#### COVID 19 - September 2021 update

*The BPF building is currently closed to the public due to the COVID-19 pandemic. Further information will be provided in due course. No teaching will take place in Kilburn in 2021.*

These premises at 37 Mapesbury Road, London NW2 4HJ have small and large seminar rooms that are used for Wednesday evening teaching. Rooms are located on ground and first floors, with access by staircase only. A large kitchen is available for students to use as a social meeting area and for the preparation of snacks and meals. Tea, coffee and milk are provided.

A small number of free parking places is available at the front of the building, and metered on-street parking is available nearby.

Free Wi-Fi is available throughout the building.

The course secretary, Sandra Pereira, is based at BPF Kilburn and can be contacted at [sandrap@bpf-psychotherapy.org.uk](mailto:sandrap@bpf-psychotherapy.org.uk)

### Birkbeck College

The main building of the central London campus is at Malet Street, Bloomsbury, London WC1E 7HX. The library, IT support and My Birkbeck help desks are located here. The college also uses nearby buildings for the delivery of seminars. A location map can be downloaded [here](#).

Students are enrolled with Birkbeck College from the beginning of the course and so are entitled to access the full range of facilities available to students of the university. The first port of call for students to gain information about facilities and locations is the [My Birkbeck](#) page of the College website to find information on these facilities that include the use of the library, learning support and skills training, computing and IT support, disability and dyslexia support, along with guides for new students and catering services. Students are strongly advised to use this page.

## Term Dates and Times of Seminars

### Term Dates 2021/2022

Autumn Term            22 September – 1 December  
(Terms 1 and 4)       Half Term: 20 October

Spring Term            12 January – 23 March  
(Terms 2 and 5)       Half Term: 16 February

Summer term           27 April – 6 July  
(Terms 3 and 6)       Half Term: 1 June

### Times

The course is taught on Wednesdays.

#### First Year

5.00 – 6.15 pm	Work Study (terms 1-2)
6:15-6:45 pm	Research Preparation Seminars (term 3)
6.45 – 8.00 pm	Meetings, tutorials and personal study time
8.00 – 8.30 pm	Infant Observation Seminars (terms 1-3)
8.30 – 10.00 pm	Meetings, tutorials and personal study time
	Theory Seminars (terms 1-3)

#### Second Year

5.00 – 6.15 pm	Dissertation Support (term 4)
6:15-6:45 pm	Work Study Seminars (terms 5-6)
6.45 – 8.00 pm.	Meetings, tutorials and personal study time
8.00 – 8.30 pm.	Observation Seminars (terms 4-6)
8.30 – 10.00 pm.	Meetings, tutorials and personal study time
	Theory Seminars (terms 4-5)

**PG Diploma/MSc in the Psychodynamics of Human Development**  
**Study Days**

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

**First Year**

<b>Term</b>	<b>Date</b>	<b>Times</b>	<b>Location</b>	<b>Topic</b>
1	22 September	13:00 – 20.00	Online	Induction
2	23 February	13.00 – 20.00	TBC	Work Study: Psychoanalytic and Jungian Analytic concepts
3	22 June	13.30 – 20.00	TBC	Dissertation Directions

**Second Year**

<b>Term</b>	<b>Date</b>	<b>Times</b>	<b>Venue</b>	<b>Topic</b>
4	27 October	13.30 – 20.00	TBC	Methodology and Epistemologies
5	9 March	13.30 – 20.00	TBC	Dissertation
6	8 June	15.00 – 20.00	TBC	Infant Observation

*Please note that due to the COVID-19 pandemic access to BPF Kilburn and Birkbeck College may be restricted. You will be informed in due course of the location of the study days.*

# Structure of the Course

## Course Delivery

### **September 2021 Update**

Seminars in the first and the second year are currently delivered online on MS Teams. Details on how to access your seminar will be sent separately. Further information about teaching in person will be sent in due course.

Seminars in the first year of the course take place at the premises of the BPF in Kilburn, North London. Study Day 3 takes place at Birkbeck.

Seminars in the second year of the course take place at Birkbeck College in Bloomsbury, Central London. Study Day 6 takes place at the BPF, Kilburn.

Observation of an infant and research work for the dissertation take place outside formal teaching time.

Some of the course materials will become available through [Moodle](#), a Virtual Learning Environment. On enrolment, students are issued a username and password that allows them to access this area.

## Tutorial and Student Support

### **Personal tutorials**

Each student is allocated a personal tutor at beginning of the course with whom they meet once a term for pastoral and academic support and to reflect on their progress and engagement with the course.

### **Personal Therapy**

Students are recommended to undertake personal psychodynamic therapy throughout the course. While students on this course are entitled to use counselling facilities at Birkbeck it should be noted that, due to the nature of the course and the fact that this service can only offer short term counselling, it is highly likely that the recommended psychodynamic therapy will need to be found outside the university setting.

### **Dissertation**

Dedicated seminars and study days on research and dissertation development are provided to help students prepare for their dissertation and their infant observation paper.

Birkbeck College runs a system of [academic support](#) workshops, seminars (including those on academic writing skills), guides and interactive tutorials.

## **PG Diploma/MSc in the Psychodynamics of Human Development**

### **Support for students with Disabilities, Dyslexia and Mental Health Needs**

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions (hereinafter referred to as disabled students). Many of them have benefited from the advice and support provided by the [College's Wellbeing Centre](#). The Wellbeing Centre is located in G26 on the Ground floor of the Malet Street building.

All enquiries should come to [the Wellbeing Centre](#), on 020 3907 0700, who will determine the appropriate referral to specialists in the Disability and Dyslexia Service and Mental Health Service. They can provide advice and support on travel and parking, physical access, the Disabled Students' Allowance, specialist equipment, personal support, examination arrangements, etc.

On enrolment you need to complete a Study Support Plan (SSP), which will set out the reasonable adjustments that we will make with physical access, lectures, seminars, assessments and exams. After you complete this and provide disability evidence, we confirm the adjustments you require and then your department and examinations office will be informed that your SSP is available and adjustments can be made. You should contact the Wellbeing Service if any of your adjustments are not in place.

### **Access at Birkbeck**

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

### **The Disabled Students' Allowance**

Disabled students on undergraduate and postgraduate courses are eligible to apply for the [Disabled Students' Allowance](#) (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help (e.g., study skills tutors, mentors and BSL interpreters) and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and all the evidence shows that students who receive it are more likely to complete their courses successfully. The Wellbeing Centre can provide further information on the DSA and can assist you in applying to Student Finance England for this support. From September 2016, new students will receive their note-taking support from the University rather than the DSA.

### **Support in your Department**

Your Department is responsible for making reasonable adjustments in learning and teaching and assessment, including permission to record lectures, specialist seating, extensions on coursework, etc. Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they may also be able to assist you. They may be contacted through the Programme Administrator.

## **Support in IT Services and Library Services**

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

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

## **Examinations and Assessments**

Many disabled students can receive support in examinations, including additional time, and use of a computer. In exceptional circumstances, students may be offered an alternative form of assessment.

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

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

### **Further information**

For further information, please call the Wellbeing Centre on 020 3907 0700 or email [disability@bbk.ac.uk](mailto:disability@bbk.ac.uk)

### **Peer Support**

Students are encouraged to form small study groups and to work in pairs with colleagues to collaborate on assignment tasks, develop ideas and to offer editing and feedback on written work. This is particularly important whilst studying remotely. Students are encouraged to create opportunities to meet outside of the course.

## **Appeals and complaints**

### **Complaints Procedure**

The BPF has a complaints procedure that is available from the course secretary. Complaints should in the first instance be taken up with either the BPF Course Director or the Birkbeck Course Tutor. If students are unhappy with the outcome of this, they should refer to the [Birkbeck student dispute resolution policy and procedure](#)

### **Appeals Procedure**

Students may appeal against the decision of the board of examiners in certain circumstances. Details of this and other policies can be found on [here](#).

## **Student Representation and Feedback**

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

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

## **Awards and attendance**

The MSc course lasts for two academic years, with an exit point at the end of the first year for students who successfully complete Year 1 and who wish to leave with the award of *Postgraduate Certificate in the Psychodynamics of Human Development*.

Students who wish to continue into the second year to complete the Infant Observation module but who elect not to submit a dissertation may be awarded a *Postgraduate Diploma in the Psychodynamics of Human Development*.

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

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

# General Aims and Objectives

## AIMS

### The course aims to:

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

## OBJECTIVES

### Students will be able to:

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

## First year Course Components

### **Psychoanalytic or Jungian Analytic Theory: Course Component PSSL001H7 (15 credits)**

#### **AIMS**

**This component aims to:**

- Provide a view of the human life cycle through the study of the conjunction of elements of developmental psychology and psychoanalytic or Jungian analytic literature.
- Provide a forum for critical discussion of the different theories outlined and to explore their application to the other course components and to the students' own life experience.

#### **OBJECTIVES**

**Students will be able to:**

- Show an understanding of and a capacity to critically evaluate significant psychoanalytic or Jungian analytic concepts.
- Demonstrate an understanding of the human developmental process and key developmental tasks.

#### **CURRICULUM**

##### **Psychoanalytic Stream**

**Term 1** begins with an introduction to the core concepts of psychoanalytic thought. Central texts of Freud and Klein are presented together with more modern commentaries.

**Term 2** examines pregnancy and the origins of the relationship between the mother and her baby. It explores the contributions and interactions of the mother, baby, the wider family and environment in the first six months of life to understand how, as Daniel Stern writes, 'in the short span of the first six months of life, the infant emerges as a social human being'.

**Term 3** continues by exploring some of the emotional, social, cognitive and perceptual and especially communicative skills and attributes of the baby's development as it completes and moves beyond the first year of life and becomes a toddler. It then looks at the key psychoanalytic concepts of symbolisation, transitional objects and oedipal resolutions (classical and modern positions), moving through toddlerhood to the school-aged child.

## Jungian Analytic Stream

**Term 1. The Jungian Psyche: The Self and the Collective** introduces a Jungian analytic model of the psyche. Key readings facilitate a critical understanding of key Jungian concepts such as the self as the centre and totality of the psyche, individuation, the personal and collective unconscious, archetypes, the transcendent function, symbol formation and dreams.

**Term 2. The Jungian Baby & Child: The Developing Self** examines the development of the self and mind in infancy. It starts with Fordham's integration of clinical work with children, infant observation studies and Jungian analytic theory, and the work of Klein, Bion and Winnicott. It considers their contributions to the discussion of central issues in infancy: the self; defences; creativity and the capacity to symbolise.

**Term 3. The Jungian Life Cycle: Individuation** considers the unfolding of the self during the life-long process of individuation. It focuses on the developmental stages and the archetypal contexts throughout the life cycle, from childhood, adolescence, through young adulthood, mid-life, the third age to death.

# Work Discussion: Course Component PSSL002H7 (15 credits)

## AIMS

### This component aims to:

- Provide students with a forum for reflecting on their work practice.
- Apply psychoanalytic or Jungian analytic thinking to understanding processes between workers and client or client group.
- Apply psychoanalytic or Jungian analytic theory to the understanding of institutional and organisational processes.
- Enhance students' practice through developing a capacity for participant observation and reflection.
- Provide a forum for the safe presentation of complex and confidential material.
- Encourage detailed and honest presentation of processes and dilemmas within the work setting.
- Facilitate group learning and co-operation.
- Introduce students to the epistemological issues involved in being a participant observer

## OBJECTIVES

### Students will be able to:

- Demonstrate the ability to organise material from their work setting and make detailed presentations to the group.
- Demonstrate a capacity to express their ideas verbally within group discussion.
- Develop the capacity to reflect on and apply psychoanalytic or Jungian analytic thinking to the issues raised in individual, institutional and interactive terms.
- Demonstrate openness to learning and a growing capacity to reflect on and to make use of the ideas of others.
- reflect on the epistemological issues involved in being a participant observer

## CURRICULUM

Students take it in turns to present detailed studies of their work and their work situations for discussion. This provides a wider understanding of the different settings in which the students are working. The seminars also provide a forum for integrating concepts from the theoretical seminars. There is an emphasis on observation and reflection and an attempt to consider how powerful defences against pain can operate at an institutional level to stop thinking and change. The conscious and unconscious meanings and alternative approaches to dealing with the work situation being presented are explored and the seminars reflect on how institutional dynamics can affect individual work with different client groups.

Reading is suggested at appropriate points according to the needs of the group.

# Analytic Reflection on Infant Observation: Course Component PSSLO16S7 (30 credits)

## AIMS

**This component aims to:**

- Provide an opportunity for students to observe the development of an infant in a family.
- Provide a forum for reflecting on the process of being a participant observer.
- Introduce theoretical concepts as tools for reflecting on and understanding parent-infant observation.

## OBJECTIVES

**Students will be able to:**

- Demonstrate the development of observational skills.
- Show an ability to reflect on the experience of infant observation.
- Show a capacity to distinguish between the observed infant and the infant self in the observer.
- Show a capacity to tolerate difference, including cultural difference.
- Show a capacity to record in detail their observations both of the observed setting and of the responses evoked in them.
- Develop the capacity to share their observations with the group in presentations and through the following discussion to use the group to enhance their understanding.
- Demonstrate the ability to integrate observations and theoretical understanding and structure these into a final report.

## CURRICULUM

Students are required to observe an infant in his or her family environment for one hour a week over two years and to write up the observation as soon after the visit as possible. Each student takes it in turn to present their observations to the seminar which meets once a week. In this way the development of a small number of babies is followed over two years by a small discussion group. Prior to the course beginning the seminar leader helps the group to think about finding a baby to observe and in the early seminars, the initial interview with the parents, the stance to be taken in the family and issues of roles and boundaries are discussed. The observer is encouraged to record what he/she sees, hears and feels during the weekly observation of the infant in its family context and in the seminar discussions often other details are recalled.

The aim of the seminars is to help the observer think about the developing infant in the context of the relationship between infant and mother and infant and the whole family;

to tolerate the intense emotional experience of such intimate contact; to continue to think about the meaning of the changing relationships observed and their impact on the development of the infant's internal world; to be sensitive to emerging patterns without being closed to unanticipated change and development.

## **Special Requirements for Infant Observation**

It is a *course requirement* that students find a baby to observe in Year 1. Students are not able to progress to year 2 unless they have begun weekly observations by the half term of term 3 (summer term). Students are expected to observe at least the infant's first 15 months of life and to complete a minimum of fifty observations between the start of the observation and the May half term in year two, when the observation normally ends.

While observing the baby in the family, students should demonstrate a capacity for analytic observation, which includes:

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

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

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

## Requirements for the Infant Observation for Students Considering Clinical Training

There may be additional requirements for the Infant Observation if the student wants it to be taken into account for any future clinical training. Students are advised to clarify the infant observation requirements of any given training programme with a representative of the respective training committee.

### Disclosure and Barring Service

Because MSc students undertake an infant observation it is necessary for Police Checks to be done with the [Disclosure and Barring Service](#). **If at all possible this should be done before starting the course, and failing that immediately on starting the course, because an observation cannot begin unless a satisfactory enhanced level DBS check has been completed.**

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

Students should contact Sandra Pereira ([SandraP@bpf-psychotherapy.org.uk](mailto:SandraP@bpf-psychotherapy.org.uk)) to start the DBS application.

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

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

## Assessed Work Year 1

### **Component PSSL001H7: Psychoanalytic or Jungian Analytic Theory**

One essay of between 2,500 and 3,000 words to be submitted electronically via Turnitin and by email attachment to the MSc Course Secretary  
by 11:59 pm on 12 January 2022

### **Component PSSL002H7: Work Discussion**

One essay of between 3,000 and 4,000 words to be submitted electronically via Turnitin and by email attachment to the MSc Course Secretary  
by 11:59 pm on 27 April 2022

### **Component PSSL016S7: Analytic Reflection on Infant Observation**

One ‘take away’ examination of between 3,000 – 4,000 words (consists of 2 questions; 1,500 – 2,000 words *per question*) to be received electronically from the MSc course secretary on 8 June 2022 and submitted electronically via Turnitin and by email attachment to the MSc Course Secretary  
by 11:59 pm on 22 June 2022.

Titles for the assignments will be confirmed during the course.

All assignments have a minimum word count and work that does not meet this requirement will be awarded a fail grade and students permitted one further opportunity for submission.

All assessment components in Year 1 have to be passed to qualify for the Postgraduate Certificate and for entry into second year to the Dip/MSc. In addition, for entry to the Dip/MSc students must have established an infant observation by the half term break in the summer term of year 1 (see Special Note on Requirements for Infant Observation).

The grade awarded for the Postgraduate Certificate for those students leaving at the end of the first year is calculated by the credit weighting (see the [Common Award Scheme regulations](#)) of the Year 1 Components, with an overall mark of 50-59% being a Pass, 60-69% a Merit and 70+% a Distinction (all rounding to be upwards).

### **Procedure for Assessment**

All first year assignments need to be submitted electronically on Moodle via Turnitin, where they will be checked for plagiarism and word count. In submitting any work, whether on paper or electronically, students agree to abide by the College's regulations on [assessment offences](#). Students also undertake that the work is their own, that they have properly acknowledged and cited all materials used from the published or unpublished works of others, and that the work has not previously been submitted for any other module. Students also agree, in submitting the work, that the College may take steps to authenticate the material submitted, including (but not limited to) submitting the work to a plagiarism checking service and copying the work to another

member or members of staff.

One electronic copy of all assignments should be submitted to the BPF office by the due dates no later than 5.00pm. All assignments must be typed with double line spacing. Pages should be numbered consecutively, including the list of references.

The first year assignments are marked by internal examiners. You will be allocated a different assignment code by the course secretary and you should use this to identify your work. Please do not use your name on any part of the assignment (including headers and footers). While every effort is made to preserve the anonymity of candidates when assessing work in year 1 it is inevitable that, in some instances, an examiner will become aware of the identity of the candidate submitting work (for instance in modules with very few candidates, or where candidates have discussed coursework in detail with an examiner before submitting).

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

Assignments will be marked and moderated according to the scheme laid out below. Students will be informed of the provisional marks for their assignments within one month of their submission. It should be noted that these marks are issued for the guidance of students only and are subject to confirmation by the final Board of Examiners that meets in November each year. Marks may be adjusted up or down by this Board.

All formal academic assessment is double-marked with a final mark agreed between the internal examiners. This may include the use of a third examiner where there is disagreement. The overall assessment and marking process is scrutinised by two external Visiting Examiners (one for each stream) whose comments have material effects on the conduct and nature of the assessment process.

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

## **Failed assignments**

Essays with a provisional grade of 'fail' (mark below 50%) may be resubmitted once within 4 weeks of receipt of the mark for the first submission (Psychoanalytic or Jungian Analytic Theory Component PSSL001H7 and Work Discussion Component PSSL002H7) for remarking by internal examiners.

Students who fail Analytic Reflection on Infant Observation Component PSSL016S7 will be allowed to retake the examination on one occasion, during the September before the second year of their course begins (date to be announced).

## **Feedback and support**

Students receive individualised feedback on all assessed work carried out during the course, subject to the regulations on confidentiality of exam material. The assessment procedures are structured to be formative as well as summative, in that students receive feedback on work submitted at various points (effectively, the beginning or end of each academic term) and can utilise this feedback when preparing for their next assessment. Students who fail essays are supported in resubmitting them in time for the requisite exam board, so as not to hamper unnecessarily their progress through the course.

## **Confidentiality Statement**

When a confidentiality statement has not been included in written work submitted by the student, or when it becomes clear that the confidentiality of an observed family or research participants or others referred to has not been protected, markers are advised not to mark the coursework. This will result in a Fail mark and the student will be asked to re-submit their work.

## Assessment Criteria for all first year assignments

Your assignment will be evaluated in terms of its content, structure, clarity and the quality of its analysis.

### **Content**

Your essay needs to contain evidence of knowledge of the area, key issues and concepts and where appropriate research or clinical evidence. If you include quotations, use quotation marks and indicate the source of your quotation. Please include a list of all your references at the end of your essay.

### **Structure**

A good essay presents a coherent argument backed up by evidence. Planning your essay carefully enables you to stay within a structure throughout the essay. Ensure your structure answers all aspects of the essay question.

### **Clarity**

Ideas and arguments need to be presented clearly. Terms need to be explained explicitly.

### **Quality of Analysis**

It is important that you demonstrate evidence of your understanding, rather than a list of facts or other people's explanations.

## Assessment Grades

Throughout the two years of the course four grades are used for assessed work:

<b>80-100% High Distinction</b>	Marks in this range indicate an exceptionally high level of scholarship and outstanding performance in terms of all of the dimensions outlined. While work at this level exhibits scrupulous completion of the requirements of the assignment, it will also exhibit a high degree of initiative, high quality of analysis, academic sophistication, comprehension and critical assessment, making a novel contribution to psychosocial studies.
<b>70%-79% Distinction</b>	Marks in this range indicate high levels of scholarship, and high performance in terms of all of the dimensions outlined. Comprehensively argued writing of interest and originality which is also well organized and presented exhibiting a sound, critical and analytical grasp of the relevant literature(s) and drawing on an extensive range of relevant academic sources. The work will display an excellent understanding of underlying theory as well as employing appropriate analytical techniques, resulting in an argument of interest and significance.

## PG Diploma/MSc in the Psychodynamics of Human Development

<b>60%–69%</b> <b>Merit</b>	<p>Work that demonstrates a good command of the subject and relevant literature(s) as well as a sound grasp of critical issues, with evidence of independent thought and a high standard of argument as well as good presentation. Work towards the bottom of this range may have occasional weaknesses and flaws but will nevertheless show a generally high level of competence. Work towards the top of this range will be highly competent on all dimensions.</p>
<b>50%–59%</b> <b>Pass</b>	<p>Marks in this range indicate general capability, but with moderate levels of weaknesses on one or more dimensions indicated above. Work in this range may contain inaccuracies, the arguments may lack clarity or rigour, or there may be a lack of critical understanding. It will however be coherently structured and presented, showing a sound command of the subject, some awareness of critical debate, and the ability to construct a generally coherent argument.</p>
<b>40%–49%</b> <b>Fail</b>	<p>Marks in this range do not quite meet the minimum standards for a pass, with considerable levels of weaknesses on one or more dimensions. Work in this range may suffer from flawed arguments, weak structure and presentation, an inadequate command of course materials, or a serious failure to reflect on those materials. It will however demonstrate a basic understanding of psychosocial studies and show evidence of reasonable attention to the course materials.</p>
<b>30%–39%</b> <b>Low Fail</b>	<p>Marks in this range display major levels of weaknesses on two or more dimensions. The work may be reliant on a minimal range of reading and reflection with poor attention to detail. Work in this range may be characterised by assertions lacking supporting evidence or argument, or by seriously flawed understanding of key concepts.</p>
<b>0%–29%</b> <b>Very Low Fail</b>	<p>Marks in this range indicate general incompetence, with highly serious levels of weaknesses on two or more dimensions. Work in this range will either fail to present any real argument or opinion, or fail to engage at all with the topic in question. Work may quote heavily from a small number of sources, but fail to integrate them and provide little or no narrative to explain their relevance.</p>

## The Dissertation Module (PSSL003D7): Year 1

The dissertation is submitted in mid-May in the second year of study but students start work on their dissertations in Year 1. Further information is given in the section on the dissertation later in this handbook.

This component is not assessed in Year 1 but for students wishing to do an empirical dissertation (rather than a theoretical one) these conditions apply:

- attendance at the 'Research Preparation' sessions in Term 3 is a *requirement* (and is recommended for all students)
- students must have a minimum of 80% attendance

## Second Year Course Components

### Contemporary Issues in Psychoanalytic or Jungian Analytic Theory Component

#### AIMS

**This component aims to:**

- Provide an understanding of psychoanalytic or Jungian analytic theory in relation to human development, including the foundation and development of key theories and contemporary issues and debates in relation to them.

#### OBJECTIVES

**Students will be able to:**

- Demonstrate an understanding of and a capacity to critically evaluate contemporary topics and issues in psychoanalytic or Jungian analytic theory.
- Demonstrate an understanding of psychoanalytic or Jungian analytic theories of human development

#### CURRICULUM

##### **Psychoanalytic Stream**

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

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

### **Jungian Analytic Stream**

These seminars focus on contemporary Jungian and psychoanalytic thinking and in particular the application of Jungian analytic thinking to broader socio-cultural concerns. They provide an opportunity for students to apply their understanding of key Jungian concepts introduced in year 1 of the course to learning about and engaging with current debates in three broad areas:

#### **The contemporary subject**

This includes seminars on sexuality, gender, mind / body relationship and neurobiological development.

#### **The world we live in**

This includes seminars on politics, the individual and the collective, war and conflict, race and racism, ecology and the environment and the place of religion and spirituality in contemporary Western society.

#### **Symbols and reality**

Based on the idea that cultural production can be seen as symbolic activity, seminars in this series include those on images in, visual and performing arts and music as a symbol.

# **Work Discussion Two**

## **CURRICULUM**

- Optional seminars will take place in the fifth and sixth terms of the course.
- Students will continue to take turns to present detailed studies of their work situations for discussion in weekly seminars. In addition, they may complete a written portfolio for submission to their seminar leader for feedback. The portfolio should be submitted in September 2022 (date to be announced). It will not be formally assessed as part of the MSc award.

## **PORTFOLIO**

### **Aim**

- The portfolio will build on your presentations in the work in the work discussion seminars and include your later reflections on the seminar discussions and understanding of the professional role (either voluntary or salaried) in the light of these.
- The portfolio will consist of the written presentation of two interactions to demonstrate your understanding of dynamics in the work situation, illustrate particular themes and inferences, demonstrate an awareness of your own impact in the interaction, and illustrate your ability to use relevant psychoanalytic or Jungian analytic theory to inform your thinking.
- Your writing should draw on your experiences in the seminars, the presentations you give to the group, the thinking of the group, your reflections on the presentation and discussion, and the impact on your practice.
- You may also draw upon what you have learnt from other presentations (without identifying them) and their discussion.
- There is no fixed word count for the portfolio, but 4,000 words would be an appropriate target figure.
- The portfolio should:
  - Introduce the work setting and your work role
  - Present a process record of two interactions detailing actions, speech, your own emotions and your inferences of the emotional states of others.  
Normally these will be the interactions you present to the group.
  - Reflect on the process of presentation to the work discussion seminar
  - Present an analysis of themes emerging in the interactions.
  - Use relevant literature to support your understanding of the interactions.

## **Objectives**

The portfolio will therefore:

- Demonstrate your ability to observe, record and reflect on your work
- Show your awareness of difference, including differences in perspective, culture and class which impact on interaction.
- Demonstrate your empathy and insight.
- Show your ability to learn from group discussion and co-operation

## **Infant Observation 2: course component**

### **PSSL002D7 (60 credits)**

#### **AIMS**

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

#### **OBJECTIVES**

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

#### **CURRICULUM**

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

## The Infant Observation Paper

Component PSSL002D7 is assessed by an infant observation paper of 5,000 – 8,000 words. The paper has to be submitted on Turnitin and by email to the BPF Course Administrator

by 23:59pm on 27 July 2022

**The paper should:**

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

# **Dissertation: course component PSSL003D7 (60 credits)**

## **AIMS**

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

## **OBJECTIVES**

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

## **CURRICULUM**

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

### **Psychosocial Research Methods**

The Psychosocial Research Methods consists of pre-recorded lectures. The lectures on the course will introduce students to the epistemological and ontological principles of psychosocial research and to specific research methods.

All sessions of the taught element will:

- attend to issues of reflexivity, ethics, power and inequality in the research process as an integral element of the teaching;
- attend to the epistemological and ontological assumptions of the particular method(s)/ approach;
- interrogate what validity and reliability mean in relation to the particular method(s)/ approaches being discussed;
- have a focus on exploring answers to the module's central question, "what is psychosocial research?"

# **The Dissertation**

Component PSSL003D7 is assessed by a dissertation of 10,000-15,000 words, which is undertaken as a substantial piece of supervised work. This may be either empirical or theoretical. The word count for the dissertation does not include the bibliography, figures and tables, or any appendices. The dissertation has to be submitted on Turnitin and by email to the BPF Course Administrator by 23:59pm on 26 May 2022.

## **Selecting a Dissertation Topic**

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

The selected topic should reflect the subject matter of the course; i.e. it should focus on some aspect of the psychoanalytic or Jungian analytic study of human development. **It is an essential requirement that the selected topic can be investigated psychosocially.**

The onsite and online resources available through the Birkbeck library offer important opportunities for exploring the literature available on possible topics of study.

## **Content of the Dissertation**

**The dissertation must apply a psychosocial approach to knowledge and research. As such it needs to consider both socio-cultural and political factors and biographical and emotional factors.** The dissertation should demonstrate knowledge of the appropriate psychodynamic and research literature and other specialist literature in the field. The aims of the study should be clearly defined and research questions (whether theoretical or empirical) clearly stated. For theoretical studies, it is likely that literature review and argument are more closely intertwined throughout the dissertation. For empirical projects, the literature review should be about one third of the total dissertation.

There should be a careful description of the approach taken in the study, including the psychosocial context. In an empirical investigation this is likely to involve a clear *method* section including descriptions of subjects (participants), measures used and the investigative procedures. The presentation of data should be clear, using tables and figures where appropriate. Appropriate qualitative analytic procedures should be employed. Findings of the investigation should be thoroughly discussed and linked

back to the literature review.

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

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

## **Draft Dissertation Proposal**

Students in year 1 will be supported to develop their draft dissertation proposal and application for ethical approval of research during seminars in term 3.

**The IRM taught by Birkbeck will be available online via Moodle. For students intending to carry out an empirical project it is compulsory to view the online pre-recorded IRM (Independent Research Methods) lectures.**

Lectures can be accessed [here](#)

## **Theoretical dissertations**

A completed draft dissertation proposal should be submitted to the BPF course team by 16 June 2022.

The aim of the draft proposal is to provide sufficient information to ensure that plans for the dissertation are appropriate, properly developed, and feasible. It also guides the allocation of an appropriate supervisor.

The proposal will include the following components:

- A description of the research question and/or main thesis/argument to be developed.
- An exploration of the benefits and difficulties for the researcher embarking on the research topic.
- An account of the rationale for the study.
- An initial literature search.
- An account of the proposed methodology.
- A statement about the next step.

## **Empirical dissertations**

Students doing empirical research must submit a draft dissertation proposal to the Birkbeck Programme Director by 16 June 2022. Following this you will be allocated a supervisor.

All empirical dissertations must have been granted ethical approval by the Ethics Committee of the Department of Psychosocial Studies. Information is available [here](#).

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

You will be supported in developing the ethics submission in the ‘dissertation preparation’ seminars in term 3. You will also have received a copy of the submission form and guidance on its completion. You must discuss the completion of the application with your Birkbeck supervisor and obtain his/her approval and signature before being allowed to submit the ethics proposal.

## **Code of Ethical Conduct**

Guidelines on ethical conduct and procedures for ethical approval for empirical studies conducted for the dissertation can be found on the Research Integrity website.[here](#)

# DISSERTATION DEVELOPMENT TASKS

You are required to write two dissertation developmental tasks in preparation for submitting your completed paper.

Typed copies of each 2500 to 3000 word task should be submitted electronically to the appropriate supervisor by 1 December 2021 and 12 January 2022. They will be read by BPF/Birkbeck staff as appropriate and returned to you with formative feedback.

## **Students writing an empirical dissertation:**

### Task due on 1 December 2021

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

### Task due on 12 January 2022

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

## **Students writing a theoretical dissertation:**

### Task due on 1 December 2021

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

### Task due on 12 January 2022

Present a second chapter of the dissertation reviewing a second selected aspect or theme drawn from the theory relevant for the dissertation topic.

You should discuss the orientation and content of these tasks with your BPF supervisor if writing a theoretical dissertation or the literature review, or with your Birkbeck supervisor if writing the account of the methodology.

## Supervision

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

## Timetable for the Dissertation

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

### **Year 1: Term 3: Summer 2022**

- Brainstorming dissertation topics in seminar groups
- Selecting dissertation topic and developing a research question
- Submitting a draft proposal / application for ethical approval
- Meeting BPF dissertation supervisors
- Completing a preliminary literature search

### **Year 2: Term 4: Autumn 2021**

- Attending lectures given as part of the Independent Research module (Thursday evenings)
- Attending dissertation support seminars which include seminars on research methodology (a requirement for those intending to do an empirical dissertation)
- Empirical: developing the research design; beginning data collection
- Theoretical: developing literature analysis and theory
- Attending supervision
- Completing literature search
- Completing the first dissertation development task

### **Year 2: Terms 5 - 6: Spring and Summer 2022**

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

*Students writing empirical dissertations must complete the research process; write up the results and submit these to their empirical supervisors by 9 March 2022.*

*Students who wish their supervisors to comment on a final draft of the dissertation must submit this to their BPF supervisor by 27 April 2022.*

## Assessed Work - Year 2

### **Component PSSL003D7: Dissertation**

A dissertation of 10,000-15,000 words to be submitted by 23:59 on 26 May 2022.

### **Component PSSL002D7: Infant Observation 2**

One infant observation paper of 5,000-8,000 words to be submitted by 23:59 on 27 July 2022.

Students who fail the Dissertation (Component PSSL003D7) and/or the Infant Observation paper (Component PSSL002D7) may resubmit these in May 2023 (date to be advised).

### **Procedure for Assessment**

One electronic copy of the dissertation and the infant observation paper should be submitted via Turnitin on Moodle by 5.00 pm on the due date. All assignments must be typed with double line spacing. Pages should be numbered consecutively, including the list of references and appendices. A word count should be included at the end of assignments.

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

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

Details of the marking and assessment procedure can be found earlier in the handbook.

## Final Award for the MSc

Students have to pass all three assessed components in year 1 and both assessed components in year 2 to be awarded the MSc. All marking will be on the numerical scale described above and all components will be taken into account when awarding the final MSc degree at the end of two years study. The final overall mark will be calculated by the credit weighting described in the Common Awards Scheme regulations for all Components

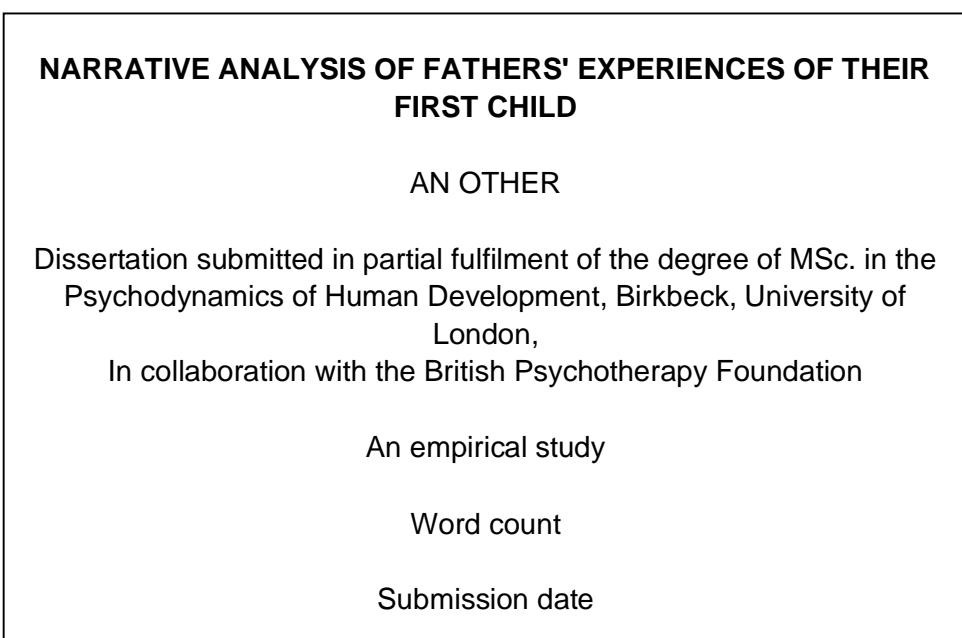
- Psychoanalytic or Jungian Analytic Theory (PSSL001H7): 15 credits
- Work Discussion (PSSL002H7): 15 credits
- Analytic Reflection on Infant Observation (PSSL016S7): 30 credits
- Dissertation MSc Psychodynamics of Human Development (PSSL003D7): 60 credits
- Infant Observation 2 (PSSL002D7): 60 credits

# Submission and Presentation Guidelines for the Dissertation

Students must submit one electronic copy of the dissertation via Turnitin on Moodle by 23:59 on 26 May 2022. In addition, they should send a PDF copy of the dissertation by email to the Course Administrator by the same date and time.

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

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



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

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

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

## Assessment Criteria for Dissertation

There are four grades: Distinction (70-100%), Merit (60-69%), Pass (50-59%) and Fail (0-49%). Dissertations will be marked according to the criteria specified below with each marker giving a % mark which is then converted to an agreed grade. [A more detailed description of the assessment grades](#) can be found earlier in this handbook/ Please note that the key requirement is for the candidate's dissertation to relate to psychoanalytic or Jungian analytic perspectives; wider perspectives may also be drawn on where appropriate.

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

# Presentation Guidelines for the Infant Observation Paper

Students must submit one electronic copy of their Infant Observation paper of 5,000 to 8,000 words via Turnitin on Moodle by 23:59 on 27 July 2022. In addition, students must submit their Infant Observation paper by email to the BPF Course Administrator by the same date and time.

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

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

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

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

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

## Draft Infant Observation Paper

Prior to submission of the final Infant Observation Paper, tutors are willing to read a draft. The latest date for submission of this draft to the infant observation tutor is 23 June 2021. Exact arrangements for reading of, and feedback on, drafts must be made in advance with the infant observation tutor.

# Assessment Criteria for the Final Infant Observation Paper

## Assessment Grades

There are four grades for assessed work: Distinction, Merit, Pass and Fail. [A detailed description of the assessment grades](#) can be found earlier in this handbook.

## Assessment Criteria

### The Infant:

- Does the narrative bring this particular infant's experience of developing within their environment alive to the reader?
- How well described are the challenges that the baby faces, and the ways that they respond to them?
- Does the paper reflect upon the nature of the baby's internal world?
- Is thought given to the baby's discovery of their body, the exploration of their world and the symbolic nature of play?

### The baby's inter-personal relationships:

- Is the reader given a clear sense of the baby's relationships as they develop – especially with their mother, but also with father, siblings, grandparents, friends etc.?
- Are we given a sensitive account of how the milestones in the mother & child relationship are negotiated – feeding, weaning, separation etc.?

### The Observer:

- Does the paper convey the writer's experience of taking part in an infant observation?
- How well was the observer able to use themselves as an instrument of observing – remembering detail, feeling into the baby's experience, maintaining appropriate boundaries, tolerating and respecting difference, including cultural difference, viewing difficulties empathically, observing their own defences, tolerating not-knowing, understanding unconscious identity, managing anxiety and the impulse to criticise etc.?

- Are unconscious dynamics discussed thoughtfully?
- Is the baby's developing relationship with the observer and its possible significance considered?
- Has the writer been able to reflect on their development as an observer, including their use of the seminar group in this development?

**Reflection on epistemology:**

- Does the paper examine the use of infant observation as a method of social enquiry?
- Does the observer consider the impact of the conscious and unconscious processes and interactions experienced during the observation on the generation, selection and the attribution of meaning to observational material?
- Does the observer reflect on the role of the seminar group in developing awareness of unconscious process ?
- Is there reflection on ethical dilemmas raised by the observation, including how it was introduced to the infant's family?

**Theory:**

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

**Writing:**

- Is the paper structured to read fluently and coherently?
- Are extracts from observations well chosen to illustrate key points?
- Has attention been paid to issues of confidentiality?

## **Confidentiality Statement**

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

## **Withholding Postgraduate Certificate/Diploma and MSc Results**

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

All other candidates who remain in debt to the College will have their results withheld and/or not be permitted to re-enrol at the College until the debt has been settled in full.

Students who are recorded as in debt when the results are released are warned that when their debt is cleared there will be a delay before their results are released.

# Plagiarism

Plagiarism is the most common form of examination offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an examination offence.

This section of the Course Handbook is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism is the publication of borrowed thoughts as original, or in other words, passing off someone else's work as your own. In any form, plagiarism is unacceptable in the Department, as it interferes with the proper assessment of students academic ability.

Plagiarism has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (Linley, 1952, p2). Therefore, using another person's ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

## **Borrowing others' words, ideas or data without acknowledgement**

It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both 'hard-copy' material and electronic material, such as Internet documents. Examples include copying someone else's form of words, or paraphrasing another's argument, presenting someone else's data or line of thinking.

This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.

Further information can be found at <https://www.bbk.ac.uk/student-services/exams/plagiarism-guidelines>

## Referencing

The system of referencing that students are required to use in all written course work is the Harvard System. Further information can be found at

<https://www.bbk.ac.uk/student-services/learning-development/preparing-for-study>

**It is essential you reference your work appropriately. Marks will be deducted for poor or incorrect referencing. Unreferenced work can be regarded as plagiarism (see above).**

# Common Awards Scheme Policies – Assessment, Late Work, Mitigating Circumstances, Deferrals

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

Detailed guidance on Birkbeck Policies is given on the [Birkbeck Rules and Regulations web page](#).

## The University Regulatory Framework for Assessment:

The Course consists of five Level M modules, credit-rated as 180 credits at level 7. All five modules are core modules, which means they must be taken and passed to allow the student to complete the degree.

## Degree Classification

Postgraduate awards may be made with Pass, Merit or Distinction. Distinctions are normally awarded to students who achieve an average result of 70% or more, including a mark of 70 or over in their dissertation, for all level 7 modules on their programme. A Merit is normally awarded to students who achieve an average result of 60% or more for all level 7 modules. A Pass is normally awarded to students who achieve an average result of 50% or more for all level 7 modules.

## Failure and Re-assessment of a Module

If a student is given a fail grade for an assessed component on first submission they are permitted to make one further submission. Individual course component sections earlier in the handbook contain resubmission deadlines. A 50% cap is placed on any resubmission (except where mitigating circumstances have been accepted on the failed assessment, when the student will be permitted to re-submit without penalty).

[The Regulations for Taught Programmes of Study](#) outline how an examination board should treat a failed module when considering progression and awards. However, each examination board is responsible for judging, within these regulations, whether you will need to re-take the module or whether you will be able to attempt a re-assessment. A ‘compensated credit’ is not available for core modules). Students should be aware that all modules on this programme are designated as core modules and must be passed.

# Late Work and Mitigating Circumstances

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

## Late work

If, for good reason, you have been prevented from undertaking or completing an assessment at the appropriate time you must immediately inform the BPF Course Director and the Birkbeck Course Tutor. You must also submit a mitigating circumstances form as soon as possible (and no later than 2 weeks after the deadline) via your My Birkbeck profile (<http://www.bbk.ac.uk/mybirkbeck>) , along with written evidence, medical or otherwise, as to why your work was submitted late. The work must then be submitted as soon as possible after the deadline.

The mitigating circumstances form can be accessed on your My Birkbeck profile ; here you can also find further information on [the college's policy on mitigating circumstances](#): This form will then be put to the Mitigation Sub-Committee of the Exam Board.

Coursework submitted late is given two marks: a penalty mark and the ‘real’ mark that would have been awarded if the work had not been late. Coursework that is submitted up to 7 calendar days late will receive a late penalty mark and deduction of 10% of marks awarded from the ‘real’ mark, to a minimum of the 50% postgraduate pass mark. Any coursework that is submitted more than 7 calendar days will receive a capped mark of 50% assuming it is of a pass standard. If the coursework is returned to you, both marks are given on a cover sheet. If the coursework is not of a pass standard a single mark is given. You will be notified where appropriate of the absolute cut-off deadline for late submission and accompanying documentation.

If students submitting coursework late do not provide any mitigating documentation prior to the meeting of the Mitigation Sub-Committee, the ‘real’ mark will not be considered and the penalty mark will stand. The results of all cases dealt with at Mitigation Sub-Committee will then be presented to the full Exam Board.

## Deferrals

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

**MSc/PGDip in the Psychodynamics of Human Development**

You will need to submit in writing your formal request, and where appropriate you should

supply documentary evidence supporting your application for deferral. The latest date for application for deferral of the dissertation is two weeks before the submission date.

It is Birkbeck policy that students complete the deferred elements at the next available opportunity. In most cases that would be the next academic year.

Additional fees for deferral of examination may also be incurred. The amount depends on the resources from BPF and Birkbeck that you require to complete your studies. (See also Section 30: Deferral in the Whole Module)

## **Breaks in Study**

Students may apply for a break in studies for a maximum of two years in total during their programme of study and this will normally be for a period of one academic year. Students who are considering requesting a shorter break will need to bear in mind the impact on the infant observation. Requests for breaks in study must be made in writing to both the relevant BPF Course Director and the Birkbeck Course Tutor, and requested formally via your My Birkbeck profile:

<https://www.bbk.ac.uk/student-services/student-status/break-in-study>

## Disability and dyslexia support

We welcome students with disabilities. Our commitment is to help you meet the challenges and seize the opportunities that study at Birkbeck presents. We aim to provide all of our students with a study environment that enables them to participate fully in our courses.

Further information on the support and services available can be found [here](#)

## Birkbeck Students Union

Birkbeck Students' Union is the representational and corporate body of all students enrolled at Birkbeck, University of London. The Students' Union is a democratic and member-led organisation that is legislated to promote the interests of the students of the College.

Further information can be found [here](#).

## Birkbeck Careers & Employability Service

Birkbeck's Careers and Employability Service has been designed to enhance the student experience from enrolment to graduation. We have a number of interventions, services and options which students can take advantage of.

Further information can be found [here](#)