

# UNIVERSITY OF WESTMINSTER

College of Liberal Arts and Sciences

5CLST005W Democratic Engagement in an International Context



MODULE CONVENOR

### Welcome and Introduction

This handbook contains all the necessary information about the module's content and assessment requirements. It covers the module's objectives, assessment criteria and weightings, lecture and seminar topics, essay questions, reading lists, referencing and bibliography guidelines, as well as the university's assessment regulations.

### Why Study this module?

Over the course of the last two decades, there has been a considerable transformation in the landscape of higher education, especially the far-reaching effects of the COVID-19 pandemic. This shift has led to an expanding opportunity for online learning, introducing novel and inventive approaches for students to access education that extends beyond the confines of traditional classroom environments. The Democratic Education Network (DEN) at the University of Westminster has been pioneering the development of online extracurricular activities during the COVID-19 era. For example, the virtual field trip to Vietnam has played a significant role in uniting students from diverse geographical locations in an immersive online classroom experience. As the COVID-19 pandemic draws to a close, DEN has made the decision to persist with hybrid activities as a means to actively involve students in their educational pursuits. This module is the result of DEN's success at the University of Westminster and its effort to expand its approach, innovation, and platform to students at the College of Liberal Arts and Sciences. This hybrid multidisciplinary face-to-face and online module engages students 'democratically' by promoting values, practices, and participation locally and internationally.

The primary goal is to enhance students' collaborative leadership and comparative research skills by providing them with opportunities for collective and creative work with universities and organisations within the University of Westminster as well as globally. This includes fostering partnerships with countries such as Vietnam, Turkey, Thailand, and Uzbekistan. The choice of country may vary from year to year, depending on political and environmental conditions. Nonetheless, the focus will be on exploring different countries and encouraging students to make meaningful comparisons with regard to their economic, political, social, geographical and cultural settings in relation to their course of study.

Throughout the module, we will provide a series of interactive workshops by both academics from the University of Westminster and international partners and organisations. Students will be immersed in an exploration of the current transformative trends taking place in higher education, and they will engage in comparative research to gain insights into global academic transition and its implications. The second part of the

workshops will provide students with a comprehensive introduction to the historical, geographical, societal, political, and cultural dynamics of a specific country. By exploring these multifaceted aspects, students will gain a better understanding and appreciation of the context and background of the chosen destination in relation to their own research before embarking on a field trip.

The module will culminate with a field trip visit by the students to one of our partner institutions to complete their research. This hands-on experience will allow students to effectively implement the concepts and theories they have acquired during the workshops into practical, real-world scenarios. Furthermore, the field trip will provide them with exposure to diverse perspectives, alternative ways of thinking, and invaluable opportunities to network with seasoned professionals in their respective fields of study.

### **Learning Outcomes**

By the end of the module, the student will be able to:

1. To have an understanding and apply cross-cultural research
2. appreciate the value of collaborative working in an international context;
3. understand and value the dynamics of knowledge creation in transnational and cross-cultural settings;
4. demonstrate their leadership skills by working collectively and co-creatively (with equality, diversity and inclusion at the forefront);
5. develop creative solutions for managing projects in a wide range of cultural contexts, specifically with an international focus;
6. make connections with international partners, including locating the value of their learning for the 'real' world;
7. take the lead in developing opportunities for international collaboration, with research and knowledge exchange at the forefront.

### **What do we want to achieve?**

Upon successful completion of the module, students will be able to demonstrate the following Level 5 learning outcomes, including:

- An understanding of the current global education agenda and the primary issues in cross-cultural research.
- Recognising the importance of using a multidisciplinary approach to education and understanding its impact on research.
- An understanding of the responsibilities of global citizens, especially as it relates to conceptions of civic responsibility and global engagement through cross-cultural and cross-national perspectives
- Understanding research methodologies, especially the comparative method, and improving research skills through collaboration

- An understanding of the various approaches to constructing and interpreting international education within different cultural settings
- The ability to use communication and information technology, including audio-visual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information, and to synthesise material from a wide range of sources in academic and professionally relevant tasks.

### Teaching Pattern

The module is conducted in a hybrid format, combining in-person workshops and online components, allowing for close coordination and collaboration between the University of Westminster and its partner institutions. The module will encompass five main areas of study and offer an optional component: an international student conference aimed at fostering a platform for students to showcase and present their research findings to a global audience.

#### **1. Democratic engagement in a cross-global context**

In the first two weeks, students are expected to write a 500-word blog summary about the module, democratic engagement, and collaboration within a cross-global context. During workshops, students will review each other's blogs to become familiar with each other and what is expected from them.

#### **2. Learning beyond boundaries**

Students will develop their understanding of the social and historical evolution of the country where they will be conducting their fieldwork.

#### **3. Transnational and cross-cultural collaboration**

We aim to include one student from a partner university to work in each team. Depending on student numbers, we anticipate that groups will be between 2-3 students each. Students identify relevant literature related to their discipline and their project. They will also develop the relationship between the research project and cultural settings and explore through a detailed examination. The module leader will meet each group online or in-person to check their progress once every two weeks.

#### **4. Preparing for collaborative learning and leadership**

Students will play an active role in developing an international field trip's understanding and teaching agenda. This will involve scheduling events, including experiential opportunities for Westminster students and students at the partner university.

#### **5. Field trip**

The 9-day fieldwork will include study visits, guest lectures from local universities, and workshops, providing students with opportunities to explore alternative learning methods outside the university.

#### **6. Democratic Education Network annual conference and publication**

Students will be encouraged to present their research findings in a symposium that will be structured as a one-day workshop with 'critical friends' or 'discussants' at DEN's annual conference. The conference will be hybrid to ensure students and project collaborators from partner universities will join us. Students' final report will be considered for Publication in DEN's annual book.

### **Teaching and learning methods**

All sessions will be conducted in a workshop format, where students may be assigned as chairs and note-takers for each session. The module leader will provide an overall structure and agenda for the sessions, but students will be expected to actively lead each workshop. The materials, module handbook, session agenda, and guidelines will be available on a dedicated Google Drive (to enable access for our international partners) and Blackboard. The sessions will include both face-to-face and online interaction with students and staff from our partner university.

Students will attend workshops. Lecturers introduce essential knowledge, theoretical perspectives and debates as a framework for further study.

During the second part of the module, different lectures will introduce the country chosen for the field trip and the practicalities of undertaking an intensive research programme in an international setting. The fieldwork will be based on study visits, guest lectures from local universities, and seminars, and it will provide students with opportunities to explore modes of learning beyond the university.

**Workshop, Regent Steer 214, Wednesday: 13:00:16:00.**

<b>Part One: Introduction</b>	
25 <sup>th</sup> of Sep	1- Introduction to the module <ul style="list-style-type: none"> <li>• <b>Dr Farhang Morady</b></li> </ul>
<b>Part Two: explanations</b>	
2 <sup>nd</sup> of October	2- Exploration and innovation in cross-cultural contexts <ul style="list-style-type: none"> <li>• <b>Dr Kalpana Surendranath</b></li> </ul>
9 <sup>th</sup> of October	3- Local and global dimensions of Higher Education <ul style="list-style-type: none"> <li>• <b>Dr Andy Pitchford</b></li> </ul>
16 <sup>th</sup> of October	4: Co-creating Sustainable Solutions <ul style="list-style-type: none"> <li>• <b>Dr Pooja Basnett &amp; Soumya Sharma</b></li> </ul>
23 <sup>rd</sup> of October	5: Challenges of cross-cultural collaboration: Development Work in Rwanda <ul style="list-style-type: none"> <li>• <b>Darrell Kofkin and Dr Farhang Morady</b></li> </ul>
30 <sup>th</sup> of November	<b>6: Student Engagement Week</b>
<b>Part Three: A Case Study</b>	
6 <sup>th</sup> of November	7: Introduction to Vietnam <ul style="list-style-type: none"> <li>• <b>Dr Farhang Morady &amp; Ha Thi Kieu Trinh (Hanoi University)</b></li> </ul>
13 <sup>th</sup> of November	8: Higher Education in Vietnam <ul style="list-style-type: none"> <li>• <b>Dr Farhang Morady and Trang Vu (Hanoi University)</b></li> </ul>
20 <sup>th</sup> of November	9: What to Consider When Researching as a Student in Hanoi <ul style="list-style-type: none"> <li>• <b>Dr Farhang Morady and Thuy Linh (Hanoi University)</b></li> </ul>
<b>Students' presentation and preparation for the field trip</b>	
27 <sup>th</sup> of November	10: Cross-cultural research methods <ul style="list-style-type: none"> <li>• <b>Dr Olivia Porter, Centre of Buddhist Studies Research Associate, School of Oriental &amp; African Studies</b></li> </ul>
4 <sup>th</sup> of December	11: Students presentation from Hanoi and Westminster
11 <sup>th</sup> of December	12: Field Trip in Hanoi, Vietnam

The dates for the upcoming field trip are scheduled from Thursday, December 5th to Saturday, December 14th, providing a 9-day window for the trip.

### Online Discussion Board

An online forum, message board, or Google Drive, where you can hold conversations in the form of posted messages. This differs from normal classrooms, face-to-face discussions or chat rooms in that messages are longer than one line of text and are at least temporarily archived.

Online workshops will be an avenue to check your understanding of the lectures, examine different issues raised and encourage engagement and critical thinking.

**Workshops:** Every other Wednesday: 13:00-16:00, online Blackboard Ultra

Attendance will be electronically recorded – please log on time

### Assessment Methods

Rank	Assessment Name	Assessment type	Weighting %	Qualifying Mark	Qualifying set (where the minimum mark required applies across multiple assessments)
001	Portfolio: write and review 4 blogs of 500 words each	Portfolio	25%		B1- 01-10-24 B2- 28-10-24 B3-18-11-24 B4-19-12-24
002	Presentation (10 minutes)	Presentation	25%		Hanoi University, Vietnam
003	Report (2000 words)	Coursework	50%		9-01-2025

### Assessment rationale

The assessment methods have been chosen to ensure the best possible alignment in relation to the assessment of student achievement concerning the module's learning outcomes. There are two types of assessment in this module – formative and summative

## **Assessment criteria: what criteria will be used to assess my work on this module?**

### **CW1: Portfolio: write and review blogs.**

- The module leader and students will facilitate a variety of blogs during workshop sessions to support in the learning process.
- Peer review of the blog, learning and feedback.
- It must reflect students' understanding of the module, the subject they study, and their project plan.

### **Blog 1**

- Read the module handbook and demonstrate your understanding of the course and its expectations. Ensure to cover the module's key areas or sections and the relevant concepts and theories. Explain the nature of the coursework and why it is designed the way it is.
- Why are these concepts and theories important for you to learn?
- Discuss how this module would help you develop your understanding of knowledge and skills.

### **Blog 2**

- How relevant are sessions 2, 3, and 4 to your course?
- Identify two articles that have helped you to develop your knowledge and skills in the module.

### **Blog 3**

- Discuss the critical points from sessions 5, 7, and 8, and explain their relevance to your course.
- Identify at least two articles that will assist you with your research or project. You should have read these articles and explained why and how they will support your project.

### **Blog 4:**

- In what ways the module has developed you academically?
- Specifically, what has the field trip taught you, and how do you plan to use this experience in the future?

### **CW2: Presentation**

- Presentation (10-minute presentation followed by a Q+A session).
- Provide a summary of the research project considered for development whilst on the field trip.
- Provide and reflect critically on the concepts and theories related to the project.
- Defend a detailed analysis of the debates surrounding the project.
- Develop an appropriate structure, introduction, arguments, conclusion and referencing.



### **CW3: Report**

- A project report based on research contextualised in the relevant literature and reflecting upon findings from working with international colleagues and the field trip;
- Demonstrates understanding of team working, with reflection on collaborative approaches used in developing the project;
- must be written up individually to reflect upon the theoretical and methodological issues involved in researching specific issues of the country and their subject of study;
- outline the limitations and constraints for the project or research.
- it must have correct use of the English language and is written in a clear and scholarly style.

### **Week 1: Introduction to the Module and Higher Education**

In this introductory lecture, we will delve into the fundamental definitions, concepts, and theories that form the bedrock of the international higher education landscape. We will explore the multifaceted nature of higher education within a global context, examining topics such as cross-cultural learning, educational policies, and the impact of globalisation on higher education institutions.

#### **Additional Reading**

Altbach, P. G. (2016), *Global Perspectives on Higher Education*, Johns Hopkins University Press: USA. Chapter 1.

Rajakumar, M. (2018). *Western Higher Education in Global Contexts (Expansion and Internationalization of Higher Education in Asia, North Africa, and the Middle East)*, RLP/Galleys. Chapter 1

### **Week 2: Exploration and Innovation in Cross-cultural Contexts**

This session examines innovation in cross-cultural contexts. We will explore new opportunities, ideas, and solutions while taking into account the influence of different cultural perspectives. Additionally, we will assess the limitations and ethical considerations of conducting research within various cultural settings. We will examine the importance of research, collaboration, and idea generation in developing products, services, or initiatives that are relevant across diverse cultural backgrounds.

#### **Additional Reading**

Ayanoğlu FB, Elçin AE, Elçin YM. Bioethical issues in genome editing by CRISPR-Cas9 technology. *Turk J Biol.* 2020 Apr 2;44(2):110-120.

Bonetto, E., Pichot, N., & Adam-Troïan, J. (2022). The Role of Cultural Values in National-Level Innovation: Evidence from 106 Countries. *Cross-Cultural Research*, 56(4), 307-322.

Brokowski C, Adli M. CRISPR Ethics: Moral Considerations for Applications of a Powerful Tool. *J*

Mol Biol. 2019 Jan 4;431(1):88-101.

Schuijff, M., De Jong, M.D.T. & Dijkstra, A.M. A Q methodology study on divergent perspectives on CRISPR-Cas9 in the Netherlands. *BMC Med Ethics* 22, 48 (2021).

### **Week 3: Local and Global Dimensions of Higher Education**

One crucial aspect of the transition in education is the process of formalisation. This involves establishing clear guidelines, regulations, and structures within the educational system to ensure consistency, standardisation, and accountability. Formalisation also encompasses the development of official curriculum frameworks, assessment methods, and administrative processes to enhance the overall effectiveness and quality of education.

#### **Additional Reading**

Ritzer, G. (2015) *The McDonaldisation of Society: An Investigation into the Changing Character of Contemporary Social Life*. London: Pine Forge Press.

George Ritzer, Petar Jandrić & Sarah Hayes (2018) The velvet cage of educational con(pro)sumption, *Open Review of Educational Research*, 5:1, 113-129, DOI: [10.1080/23265507.2018.1546124](https://doi.org/10.1080/23265507.2018.1546124)

### **Week 4: Co-creating Sustainable Solutions**

This session will examine the pivotal role of collaboration and comparative applied research in offering practical solutions for environmental challenges. We will assess an ecosystem that fosters the exchange of unique ideas, allowing students to collectively engage with their peers, academics, and local communities in addressing pressing real-world issues such as food waste, plastic pollution, and wastewater through innovative and creative means.

This session also seeks to pave the way for students to explore potential research endeavours concerning environmental issues in Vietnam, particularly in Hanoi. This city has gained notoriety for its high pollution levels. We aim to establish collaborative partnerships with the academic community, students from Hanoi University, and the United Nations office in Hanoi.

### **5: Challenges of cross-cultural collaboration: Development Work in Rwanda**

This session addresses the growing importance of high-quality education beyond national borders. As technology continues to play an increasingly pivotal role, it has significantly impacted the field of education, broadening the scope of learning. We will examine the evidence demonstrating how learning has surpassed geographical boundaries, creating new educational opportunities for students worldwide. We examine the case study of Rwanda to showcase the efforts made by the University of Westminster in developing this intriguing project.

### **Additional Reading**

Illich, I. (2000), *Deschooling Society*, Marion Boyars, London. Available online [https://monoskop.org/images/1/17/Illich\\_Ivan\\_Deschooling\\_Society.pdf](https://monoskop.org/images/1/17/Illich_Ivan_Deschooling_Society.pdf)  
Read pages 3-13 (chapter 1) from Ivan Illich's *Deschooling Society*.

Watch this 12-minute video:

<https://www.youtube.com/watch?v=4-C2i9lq9vY>

### **Week 5: Challenges of cross-cultural collaboration**

This session examines the significant role of fostering a collaborative culture within higher education institutions. We will specifically focus on the benefits of peer-to-peer learning inside and outside the classroom. Our discussion will centre on the value of active participation in collaborative learning, involvement in group-based activities, and their influence on enhancing students' critical thinking skills, verbal communication capabilities, effective self-regulation, and potential for leadership development.

### **Additional reading**

Slator, J. (2010), *Collaboration in Education*, London. Chapter 1.

### **Week 6: Student Engagement Week**

#### **Week 7: Introduction to Vietnam**

In this forthcoming session, students will be introduced to the multifaceted dimensions of Vietnam. We will explore the intricate and diverse geographical features of Vietnam, assessing its mountainous regions, lush deltas, and stunning coastline. Furthermore, students will examine the intricacies of Vietnam's dynamic and developing economy, as well as its political framework, societal structure, and the country's rich and vibrant cultural heritage. This comprehensive exploration aims to equip students with a deep and nuanced understanding, providing them with a solid foundation for their future research endeavours.

### **Additional Reading**

Elliott, D. (2012), *Changing Worlds: Vietnam's Transition from Cold War to Globalization*, Oxford University Press: Oxford.

#### **Week 8: Higher Education Vietnam and Hanoi**

Continuing from Week 6, our goal is to provide students with a thorough understanding of the higher education landscape in Vietnam, with a specific focus on the city of Hanoi. Throughout this session, we will explore the degree programs offered by Hanoi University and examine their unique approaches to administering academic degrees and research initiatives. Our objective is not only to contextualise higher education within students' research endeavours but also to cultivate a deeper appreciation for the

diverse methodologies, academic culture, and ethical considerations that underlie research conducted by higher education students in the Vietnamese context.

### **Additional Reading**

Ashwill, M. A. (2024, July 24). *Lies, damned lies and statistics: Overseas study edition*. University World News.

<https://www.universityworldnews.com/post.php?story=20240717153909525>

Hang, T., & Tam, D. (2024, August 20). Vietnam hosts 22,000 international students, highest in 9 years. *VnExpress International – Latest News, Business, Travel and Analysis From Vietnam*.

<https://e.vnexpress.net/news/news/education/vietnam-hosts-22-000-international-students-highest-in-9-years-4783627.html>

MOET. (2022). *Higher education statistics for the school year 2021 - 2022*.

The Global Economy. (2022). *Vietnam female to male ratio, students at tertiary level education*. TheGlobalEconomy.com.

[https://www.theglobaleconomy.com/Vietnam/Female\\_to\\_male\\_ratio\\_students\\_tertiary\\_level\\_education/#:~:text=Ratio%20of%20female%20to%20male%20students%20in%20tertiary%20level%20education&text=The%20latest%20value%20of%202022,to%202022%20is%200.8%20percent](https://www.theglobaleconomy.com/Vietnam/Female_to_male_ratio_students_tertiary_level_education/#:~:text=Ratio%20of%20female%20to%20male%20students%20in%20tertiary%20level%20education&text=The%20latest%20value%20of%202022,to%202022%20is%200.8%20percent).

Tran, L., Marginson, S., Do, H., Le, T., Nguyen, N., Vu, T.,

*Higher Education in Vietnam: Flexibility, Mobility and Practicality in the Global Knowledge Economy*, Palgrave Macmillan: UK.

### **Week 9: Comparative Research in Hanoi**

This session will critically examine the essential considerations when conducting research in Hanoi. It will cover identifying reliable sources of information, navigating cultural nuances, overcoming language barriers, and understanding any regional regulations or restrictions that may affect the research. Additionally, we will explore the local expertise and potential challenges or biases that may arise when gathering data in this specific location.

### **Additional Reading**

#### **Week 10: Methodology for Conducting Cross-Cultural Research**

This session will delve into the various methodological approaches used in cross-cultural research. It will explore the strengths and weaknesses of these approaches and discuss the possibilities for developing meaningful and impactful research in diverse cultural settings.

### **Additional Reading**

Allibang, S. (2020), *Research Methods: Simple, Short, and Straightforward Way Of Learning Methods of Research*, Independent Publisher.

### **Week 11: Students Presentation from Westminster and Hanoi**

You will present your research outline. We expect you to give an overview of your research, including the title of your project, the reasons for conducting the research, and the methods you will use to carry it out. Each student will have 10 minutes to present in class. As this is a collaborative project, we hope each student has discussed their research with their assigned colleague from Hanoi University.

### **Week 12: Field Trip in Hanoi, Vietnam**

The tentative dates for the upcoming field trip have been scheduled from Thursday, December 5th to Saturday, December 14th. These dates have been chosen to provide a 9-day window for the trip.

### **Link to the online reading list**

Reading Lists are available on Blackboard.

The current reading list for this module can be accessed via:

<https://rl.talis.com/3/westminster/lists/E0542D84-DF68-B110-0AC2-915EB9C3EA92.html?lang=en&login=1>

### **General reading**

Doorley, Scott & Witthoft (2012), *Make Space: How to Set the Stage for Creative Collaboration*, Hoboken, NJ: John Wiley.

Gauntlett, D. (2011), *Making is Connecting: The social meaning of creativity, from DIY and knitting to YouTube and Web 2.0*, Cambridge: Polity.

Garvey, B., Stokes, P. & Megginson, D (2014) *Coaching and Mentoring: Theory and Practice*.

Law, H, Ireland, S. & Hussain, Z (2013) *The Psychology of Coaching, Mentoring and Learning*.

Sawyer, R. K. (2012), *Explaining Creativity: The Science of Human Innovation*, New York: Oxford University Press.

Wenger, E. (1998), *Communities of Practice: Learning, Meaning, and Identity*, New York: Cambridge University Press.

### **Reading – Vietnam**

Bradley, M. & Young, B. (2008), *Making sense of the Vietnam Wars: local, national, and transnational perspectives*, Oxford University Press: New York.

Goscha, C. (2016), *Vietnam: A New History*, Basic Books: London.

Elliott, D. (2012), *Changing Worlds: Vietnam's Transition from Cold War to Globalization*, Oxford University Press: Oxford.

Heyton, B. (2011), *Vietnam: Rising Dragon*, Yale: Yale University Press.

Masina, P. (2009), *Vietnam's Development Strategies*, London: Routledge.

Miae K. A. (2008), *Learning to be Capitalists*, Oxford: Oxford Press.

Womack, B. (2006), *China and Vietnam: The Politics of Asymmetry*, Cambridge: Cambridge University Press.

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### **Feedback on assessment**

Feedback will be available via Blackboard within 3 weeks of submission (15 working days). Feedback can also be obtained by discussing with a module leader during feedback and support hours.

### **Word Limit Policy**

Each assessment will have a specified word length range (i.e. a word count which includes the main text and notes but excludes the bibliography). The department does not permit a margin of 10% over the stated word limit: the word count is the absolute maximum. Students should be aware that the marker will not consider any work after the maximum word limit has been reached within the allocation of marks. Please note that the exclusion of concluding material in excess of the permitted maximum word count may substantively reduce the quality of the coursework submitted. It may also mean that the eligible part of the submission fails to include information needed to meet the stated learning outcomes for the assessment. In this way, students will be penalised for a failure to be concise and for failing to conclude their work within the word limit specified.

### **SUBMISSION OF COURSEWORK**

All coursework on this module is submitted via Blackboard only. It will automatically be scanned through the Turnitin Plagiarism Detection Service software.

- i. You DO need to include your name and student ID on the first page of your assignment.

To submit your assignment:

- i. Log on to Blackboard at <http://learning.westminster.ac.uk>;
- ii. Go to the relevant module Blackboard site;
- iii. Click on the 'Assessments' link on the left-hand side;
- iv. Click on the link to the relevant assignment;
- v. Follow the 'upload' and 'submit' instructions.

A two-minute video showing the submission process can be found by following this link:

ii. <http://www.youtube.com/user/SSHUniWestminster#p/u/0/l-ZQs4nSWL4>

You will receive separate instructions about how and when you will receive feedback on your work.

It is a requirement that you submit your work in this way. All coursework must be submitted by 1pm on the due date. If you submit your coursework late but within 24 hours or one working day of the specified deadline, 10% of the overall marks available for that element of assessment will be deducted, as a penalty for late submission, except for work which obtains a mark in the range 40 – 49%, in which case the mark will be capped at the pass mark (40%).

If you submit your coursework more than 24 hours or more than one working day after the specified deadline you will be given a mark of zero for the work in question.

Late work and any claim of mitigating circumstances relating to coursework must be submitted at the earliest opportunity to ensure as far as possible that the work can still be marked. Late work will not normally be accepted if it is received more than five working days after the original coursework deadline.

Once the work of other students has been marked and returned, late submissions of that same piece of work cannot be assessed.

### **Online feedback via GradeMark**

The Department of Politics and International Relations offers online feedback on written coursework via GradeMark (accessed via Blackboard). Failure to submit your essay via Blackboard will mean that your coursework will not be graded and subsequently will not count towards your assessment for this module.

## **FURTHER INFORMATION REGARDING COURSEWORK**

In addition to the information contained in this Module Handbook, which is specific to the assessment for the module, you need to be aware of general guidance and policies for coursework submission in Politics & IR.

Instructions and guidance relating to these and other procedures can be found in the **PIR Red Book**. You should consider this your 'How To' guide. The *PIR Red Book* can be found on the [Politics and International Relations Blackboard site](#).

The current version of the **Politics and IR Course Handbook** provides detailed information about regulations relating to:

- Submitting your work
- Late submission
- Plagiarism and referencing
- Mitigating circumstances
- Word limits

- Essay grading

The *Politics and IR Course Handbook* can be found on the [Politics and International Relations Blackboard site](#).

For information about Academic progression, condoned credits, and referral opportunities, see the [Handbook of Academic Regulations](#) (section 17).

### **USEFUL INFORMATION & CONTACTS**

**Fitzrovia Registry**, [fitzregistry@westminster.ac.uk](mailto:fitzregistry@westminster.ac.uk) 020 7911 5884, first floor, 115 New Cavendish Street: all the rules on modules/changing modules/course, changing seminar group + mitigating circumstances.

**Disability:** if you have an undeclared disability and/or are in need of support, you sign-up for a drop-in appointment or a longer appointment by calling 02350668800 or emailing [DLS@westminster.ac.uk](mailto:DLS@westminster.ac.uk). You can also sign-up for a disability advisor appointment, a Specific Learning Difficulty advisor appointment, or a Specialist Study Skills appointment. For those who suspect they have dyslexia and dyspraxia, there is a preliminary screening (not a diagnosis) that they can do online and they can discuss the results in person. The DLS also provide mental health mentors who help registered students manage the impact of their conditions on their studies. For more information visit: [www.westminster.ac.uk/disability](http://www.westminster.ac.uk/disability).

**Counselling & Wellbeing** ([counselling@westminster.ac.uk](mailto:counselling@westminster.ac.uk)): if you need any support with mental health/counselling issues, the University has a free counselling service at the Cavendish Campus. For more information visit: [westminster.ac.uk/counselling](http://westminster.ac.uk/counselling).