



PROGRAMMES HANDBOOK

2020/2021

**BA (Hons)
Counselling and Coaching**

**BA (Hons)
Social Sciences**

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Counselling and Coaching**

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Social Sciences**

Programmes Handbook

Moscow School of Social and Economic Sciences

Справочник по обучению на британской части программы

(Университет Ковентри)

Bachelor programmes

Counselling and Coaching

Name	Room	Phone	E-mail
Director – Vladimir Spiridonov, PhD in Psychology		tel.: (495) 150-80-91	spiridonov-vf@universitas.ru
Administrators – Ksenia Klimova	240	tel.: (495) 150-80-91	klimova-k@universitas.ru

Social Sciences

Director – Victor Vakhshytayn, PhD in Sociology	234	tel.: (495) 150-80-91	avigdor2@yahoo.com
Administrator – Ksenia Makshanova	234	tel.: (495) 150-80-91	ks.makshanova@universitas.ru

Coventry University

Link Tutor - Gill Cressey	aa7824@coventry.ac.uk	https://pureportal.coventry.ac.uk/en/persons/gill-cressey	
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Introduction

The Moscow School of Social and Economic Sciences (MSSES) merges best practices of Russian and British university education. At the very start of higher education, MSSES students have an opportunity to gain international academic and research experience in the chosen field. BA programmes Counselling and Coaching and Social Sciences are validated by Coventry University, UK. Beginning with their 3-year studies, students may be admitted to Coventry University and earn both the British and Russian Bachelor of Arts degrees upon graduation.

As the British curriculum does not fully match the Russian curriculum, only part of the BA programme is validated by Coventry University, and the disciplines taught in the first and second years are not included into the British curriculum. However, the second year of the Russian programme is regarded as the foundation year aimed at preparing students for admission to Coventry University. Because of this, second-year students' academic achievement and feedback from the studied disciplines is annually supervised by Coventry University experts.

In their third and fourth years, students study the disciplines validated by Coventry University. Both teaching and assessment are in English. Sample final papers and reviews in the disciplines are submitted to external examiners, and term papers in each semester are verified by the joint examination board of the MSSES and Coventry University. Organized this way, the validating system allows Coventry University to supervise the quality of teaching, validity of assessment, and quality of students' papers in the British part of the programme, and the students to earn the British BA degree while studying in Russia.

About the programmes

Counselling and Coaching

The demand for professionals in counselling and coaching is increasing due to psychological challenges faced by the society in the rapidly changing global cultural and social environment. The programme Counselling and Coaching employs the best educational practices in training professional psychologists accumulated in Russian and Western universities.

The programme provides students with knowledge and skills essential to develop individual approaches to solving real-life situations in their future profession and to proceed their studies in masters and PhD programmes. While studying in the BA programme, students participate in professional training sessions and get engaged in the activities practiced by psychologists in a variety of contexts, which helps them obtain professional experience.

The programme is aimed at helping students develop

- flexibility of mind in apprehending large amounts of information,
- ability to cope with model situations when working with various issues,
- ability to apply relevant psychological technologies in achieving professional goals,
- critical thinking,
- public speaking skills,
- efficient communicative and collaborative skills,
- responsibility for their individual professional outcomes.

Programme structure

1st Year		
	Mandatory	Credits
1	Clinical Psychology	20
2	Developmental psychology	20
3	Personality Psychology	30
4	Psychophysiology	10
5	Qualitative and Quantitative Methods in Psychology	20
6	Social Psychology	20
7	Soft skills development practice	10
8	Professional experience 1	20
	Required	
	Total year required	

2nd Year		
	Mandatory	Credits
9	Professional Experience 1: Psychotherapy Context	20
10	Diversity and Difference: Social Context of Practice	20
11	Introduction to Neuroscience and Neuropsychology	10
12	Communities of Practice: Career Planning and Entrepreneurship	10
13	Counselling and Coaching: Models and Approaches	20
14	Counselling and Coaching for Education, Employment and Training	20
15	Experimental Research	20
	Required	
	Total year required	

3rd Year		
	Mandatory	Credits
16	Professional Experience 2: Organisational Context of Practice	20
17	Technology Enhanced Practice	10
18	Assessment Technologies	20
19	Interpersonal Skills and Communication	10
20	Emotions and Cognition	20
21	Independent Research Study	40

Programme graduates are expected to become skillful professionals in practical psychology, capable of applying their knowledge and skills in counselling, psychotherapy, coaching, organizational consulting, corporate training, and career counselling.

About the programmes

Social Sciences

This programme aims to equip a new generation of social scientists with the requisite theoretical knowledge and practical skills for their full participation in the academic world and professional environment, both in Russia and abroad.

Specifically, it aims to

- foster a deep understanding and appreciation for the theoretical frameworks of the social sciences;
- introduce students to the methodological foundations of social scientific research;
- promote core skills of academic writing and integrity;
- create an open platform for discussing contemporary issues in social science, both practical and theoretical.

Programme structure

The first year will introduce students to social sciences perspectives, theories, and methods drawn particularly—but not exclusively—from sociology, social psychology, and communication studies. Four broad and interrelated areas of social scientific enquiry (Ethnicity, Migration and Nationalism/Capital, Poverty, and Social Justice/Media and Society/Religion and Society) are then explored to illustrate how social science theories can be used to analyze global challenges from different perspectives. For example, taking the challenge of living peacefully in a multi-ethnic country involves the following questions: How do people cope with cultural differences? What is it like to be a marginalized migrant in a foreign country? or How do old ethnic tensions re-emerge in immigration?

Training will also be given in key study skills, academic integrity, the use of information technology, and library resources. This lays the foundations for developing rigorous research approaches to gain a better understanding of important social issues.

In the second year, learning focuses on global and local challenges. We will cover how to draw upon theoretical perspectives and empirical evidence, such as ethnographic materials, quantitative and qualitative data, and participant-observatory methods to study contemporary challenges, such as discrimination, inequality, and changing mobilities in the context of rapid urbanization. We will expand on the range of research methods available to social scientists, emphasizing the need for ethical, rigorous collection and analysis of data, comparative across time and place. Students should gain hands-on experience of problem and enquiry-based learning; for example, undertaking exercises to define a social problem they are concerned about, explore the extent of the problem and its causes, and come up with possible solutions to test.

The final year considers in further detail the application of social science theories and methods to working in organizations, engaging in social scientific research and making sense of the impact of science and technology on our everyday lives, developing evidence-based policies, interventions and social action. There is an emphasis on values, ethics and social research. This stage of the course offers an opportunity to develop your own academic and professional interests in preparation for employment or postgraduate study, depending on your choice of topic for the individual research project.

1st Year		
	Mandatory	Credits
1	Social Sciences Perspectives (Contemporary Theories in Social science)	20
2	Social Science Research Methodologies	20
3	Qualitative Ethnographic Methods: Roots and Current Approaches	10
4	Social Psychology (Self and Others)	20
5	Capital, Poverty, and Social Justice	10
6	Ethnicity, Migration, and Nationalism	20
	Required	100
	Optional	
7	Sociobiology – Between Nature and Nurture	20
8	Religion and Society	20
	Required	20
	Total year required	120
2nd Year		
	Mandatory	Credits
9	The Sociology of Everyday Interaction	20
10	Theories of Political Action and Emancipation	20
11	Power and Inequality	10
12	Communication in Media, Organizations, and Civil Society	20
13	Interpretive Perspectives in Social Science	20
	Required	90
	Optional	
14	Economic Sociology	20
15	Contemporary Approaches to Culture	20
16	Gender Studies	10
17	Society, Mobility, and the City (Urban Studies)	10
	Required	30
	Total year required	120

3rd Year		
	Mandatory	Credits
18	Philosophical Foundations of Scientific Knowledge	20
19	Dialogue, Interaction, and Society	20
20	Organizational Studies	20
21	Social Sciences Research Project	40
	Required	100
	Optional	
22	Philosophy and Ethics: Thinking and Acting	20
23	Science, Technology, and Human Values	20
	Required	20
	Total year required	120

To be admitted to Coventry University programme, students need to

- 1) meet all academic liabilities before 25 September;
- 2) have no disciplinary penalties;
- 3) have no financial indebtedness;
- 4) achieve the overall score of 6.0 or higher in the IELTS test (Academic Module) with the minimal score of 5.5 in each component. The test is taken as an internal examination after the first year. In case the minimal score is not achieved in the first year, students will have to present a valid IELTS Academic Module certificate with the required score in the second year before the end of May.

Students' status. Upon the admission, students are eligible for all the rights and obligations of Coventry University students. They will receive welcome letters from Coventry University with personal identification codes which provide access to online resources of the university.

About Coventry University



Coventry University is a rapidly developing academic institution that provides students with high quality education.

Coventry University has a long tradition as a provider of education. Roots of Coventry University go as far back as Coventry College of Design in 1843. It was in 1970 that Coventry College of Art amalgamated with Lanchester College of Technology and Rugby College of Engineering Technology.

The resulting institution was called Lanchester Polytechnic: 'Lanchester' after the Midlands automotive industry pioneer, Dr Frederick Lanchester, and 'Polytechnic' meaning 'skilled in many sciences and arts'.



Identity

The phoenix was a mythical bird with splendid plumage, reputed to live in the Arabian Desert. Fabled to be the only one of its kind, the phoenix lived for five or six centuries, after which it burned itself to death on a funeral pyre of aromatic twigs ignited by the sun and fanned by its own wings. The phoenix rose from the ashes with renewed youth to live through another cycle. Such a symbol is a fitting reminder of the way in which the city of Coventry rebuilt itself after suffering devastation during the Second World War. It is a symbol with which Coventry University is proud to be associated and to have adopted as its own.

Support and guidance

During your period of study, you will be assisted and supported by the School's staff:

Undergraduate administrators are responsible for the running of the programmes.

Programme Director is responsible for the delivery of the programme and available for consultation on any academic and professional aspects of the programme, such as course unit choices, topics in Individual Research Project, exams, or personal matters, should they affect your studies.

Students may address the Dean or Programme Director on any problem they consider important. In case their interests are in conflict with the programme in general, they may ask Pro-Rector Evgeny Mironov for assistance (evgeny.mironov.lac@gmail.com).

Library of Coventry University

As a collaborative student of Coventry University, you are automatically allocated a student e-mail address and granted access to a selection of key databases and resources provided by the Library. Lanchester Library offers a wealth of support to our international students to help use the print and electronic resources and other library facilities.

Library website: <https://libguides.coventry.ac.uk/pals>

On this site you can find out about searching for books in the library, the facilities available to you and how to seek help. The information has been designed specifically for the needs of International Students and reflects student feedback.

How to access the Library

1. You will need a username and password to access the library, to do this please register with IT services by going to: <http://webapp.services.coventry.ac.uk/ITRegister>

2. Once registered, you will have access to the library through our student portal: <https://share.coventry.ac.uk/sites/apustudents/Pages/default.aspx>

Take a tour through the Library of Coventry University at <https://libguides.coventry.ac.uk/c.php?g=598215&p=4141316>

How to find a book https://www.youtube.com/watch?time_continue=1&v=r7luZGGRd4Y&feature=emb_logo

The Coventry University Guide to Referencing in Harvard Style:

<https://libguides.coventry.ac.uk/cuharvard>

Teaching, learning and assessment

All the disciplines in the British part of the programme are taught in English, and English is the language of communication between students and teachers in all seminars and workshops.

All assessment in the disciplines validated by Coventry University is in written format, which includes testing, exams, case studies, and essays. All the information on students' academic achievement is reported in English.

Written papers in all subjects are submitted within the required deadlines. There are no penalties for delays, but if you fail to submit the paper on time, you will have to retake the exam.

Assessment scales and criteria

Each paper is assessed by the teacher in the discipline, who fills in an assessment form which is forwarded to the student via Moodle.

Assessment in all subjects in the British part of the programme applies a 100-score scale:

0 -39 – fail (the work does not meet the requirements)

40 - 49 – satisfactory (the work meets the requirements at a minimal level)

50 - 69 – good (the work is of adequate quality, showing knowledge, understanding and argument)

70 - 100 – excellent (work of good quality or exceptional merit, showing original thinking and clear, well-balanced argument)

According to commonly accepted British educational principles, a paper gains score 80 or higher only in case of its exceptional quality, for instance, when the quality of research in a student's essay is worth publishing in a scholarly journal. Otherwise, the score of 80 is typically the highest.

Teachers are eligible for designing their own sets of criteria, which should match the unified scale. The scale with sample criteria is given in the end of this section. Teachers should give feedback for each paper except for tests. The process of assessment is blinded, students' names being substituted by personal codes that appear on title pages and assessment forms (different for each subject).

Evaluation by external examiners

Sample students' papers and assessment forms with feedback are sent to external examiners for a second blinded review. External examiners are experts from UK institutions who monitor the assessment process in your programme, ensuring fairness and compliance with the standards. In their reports, they state whether the examination processes have been followed and that decisions on grades have been fair and balanced. Their concern is also to ensure that standards of awards and levels of student performance are comparable with other higher education institutions where similar programmes are run.

External examiners' reports will be shared with students in programme committee meetings. However, it is considered inappropriate for students to directly contact their external examiners, particularly with regard to their individual performance. If students have questions about the work of external examiners, they should address them to the programme administrators or the programme director.

External examiners are eligible to raise or lower a teacher's grades in case they consider these grades inappropriate or subjective.

Exam Board

All the changes in marking are considered by the joint Exam Board of the MSSS and Coventry University, which is held after each term. The Exam Board includes teachers of the disciplines taught during the term, programme directors, the MSSS pro-rector, the external examiner of the programme, and Coventry University supervisors.

Final assessment forms in the disciplines included into the British part of the programme are sent by Coventry University to the MSSS both electronically and on paper. The forms are then immediately forwarded to the students, each of whom receives an individual form containing grades in all the subjects taught during the term.

While the Exam Board is held, Coventry University representatives analyze not only the objectivity and appropriateness of assessment but also reports on students' papers from the Antiplagiarism system, and students' feedback on the efficiency of administration and quality of teaching. Exam Board members can meet students to discuss their learning and get feedback on how satisfied they are with the content and quality of the programme.

General Grades and Criteria*

Class	Mark range	Criteria				
		Argument/Analysis	Structure	Reference	Language	Use of Sources
Class I (5)	80 - 100	outstanding answer that could hardly be bettered. High degree of understanding, critical/analytic skills and original research, where specified. Outstanding in all respects.	excellent structured work	the reference format (in-text citation and bibliography) is used accurately throughout	<ul style="list-style-type: none"> - uses language in an accurate way and punctuates correctly - impressive use of academic style and vocabulary 	has sourced, evaluated and incorporated appropriate material to support the argument which includes and substantially goes beyond that specified on the reading list
	70 - 80	<ul style="list-style-type: none"> - answers the question fully and thoughtfully in a way that links to broader discussions in the discipline and/or develops new perspectives on the question - presents a strong, focused argument, well supported by impressive analysis and evidence - the points being made are very clear to the reader 	<ul style="list-style-type: none"> - has a very clear and engaging introduction that states the subject and the purpose of the essay and the line of argument that will be taken - has very well-structured paragraphs that have one main idea and strong supporting material - has good links between paragraphs that result in an essay that flows well - has a very clear and powerfully convincing conclusion 	the reference format (in-text citation and bibliography) is used almost accurately throughout	<ul style="list-style-type: none"> - uses language in an accurate way and punctuates correctly - very good use of academic style and vocabulary 	- has sourced, evaluated and incorporated appropriate material to support the argument which includes that specified on the reading list and lots of additional material

Class II.II (4)	60-69	<ul style="list-style-type: none"> - answer demonstrating a good understanding of relevant theories, concepts, issues and methodology - presents an argument with relevant analysis and supporting evidence - the points being made are clear to the reader 	<ul style="list-style-type: none"> - has a clear introduction that states the subject and purpose of the essay and line of argument that will be taken - has well-structured paragraphs that have one main idea and supporting material - links between paragraphs are there but could be stronger - has a clear conclusion which brings together the main points 	the reference format (in-text citation and bibliography) is used accurately except for some minor errors	<ul style="list-style-type: none"> - uses language in an accurate way and punctuates correctly but may contain minor errors - accurate use of academic style and vocabulary 	has sourced, evaluated and incorporated appropriate material to support the argument which includes that specified on the reading list and some additional material
Class II.I (4)	56-59	<ul style="list-style-type: none"> - answers the question set in a comprehensive way - presents an argument with some analysis but lapses into description and summary - the points being made can be followed, sometimes with effort 	<ul style="list-style-type: none"> - has an introduction that states the subject and purpose of the essay, but not totally clearly - has separate paragraphs that have one main idea and some supporting material - some links between paragraphs are unclear - has a conclusion which only repeats the main points 	the reference format (in-text citation and bibliography) contains errors	<ul style="list-style-type: none"> - generally uses language in an accurate way and punctuates correctly but contains errors - shows a reasonable grasp of academic style and vocabulary but with some lapses 	- has sourced, evaluated and incorporated appropriate material to support the argument specified on the reading list

	50-55	<ul style="list-style-type: none"> - answers the question but with some irrelevance or wandering - presents an argument with some analysis but lapses into description and summary - the points being made can be followed, sometimes with effort 	May not be particularly well-structured, and/or clearly presented.	the reference format (in-text citation and bibliography) is inconsistent or contains errors	<ul style="list-style-type: none"> - uses language in an accurate way and punctuates correctly but contains errors - often shows a reasonable grasp of academic style and vocabulary but with some lapses 	<ul style="list-style-type: none"> - Some errors may be present and inclusion of irrelevant material. - Some reading/research beyond that recommended may be present.
Class III (3)	48-49	<ul style="list-style-type: none"> - addresses the question but in a roundabout way and/or goes off on a tangent - the argument is not clear and the answer is more summary than analysis - the point of the essay is lost in places 	<ul style="list-style-type: none"> - it is difficult to discern the subject and purpose of the essay in the introduction - has poor paragraph development: main ideas are left undeveloped or there is more than one main idea in a paragraph - links between paragraphs are absent or not clearly stated - has a conclusion with little or unclear detail or which is insufficiently related to the main points 	the reference format (in-text citation and bibliography) is used inaccurately	<ul style="list-style-type: none"> - uses language and punctuation in ways that occasionally get in the way of meaning - likely to show inappropriate use of academic style and vocabulary 	has sourced, evaluated and incorporated appropriate material to support the argument specified on the reading list in a limited way and has relied on inappropriate material from websites or other sources

	46-48	Answer demonstrating a reasonable understanding of theories, concepts, issues and methodology. Answer likely to show some errors of understanding.	May not be well-structured and expression/presentation may be unclear at times	the reference format (in-text citation and bibliography) is used largely inaccurately	<ul style="list-style-type: none"> - uses language and punctuation in ways that occasionally get in the way of meaning - often shows inappropriate use of academic style and vocabulary 	May be significant amount of irrelevant material.
	44-46	An understanding demonstrated, but may be incomplete and with some errors.	Likely to be poorly structured and not well-expressed/presented.	Limited use of material with limited reading/research on the topic.	<ul style="list-style-type: none"> uses language and punctuation in ways that get in the way of meaning shows inappropriate use of academic style and vocabulary 	Irrelevant material likely to be present
	40-44	Basic understanding demonstrated, with some correct description. Answer likely to be incomplete with substantial errors or misunderstandings.	May be poorly structured and poorly expressed/presented.	Little use of material and limited reading/research on the topic in evidence.	<ul style="list-style-type: none"> - uses language and punctuation in ways that get in the way of meaning - shows inappropriate use of academic style and vocabulary 	Some material may be irrelevant to the assignment requirements.
Marginal fail (2)	35-39	<ul style="list-style-type: none"> - fails to answer the question set - very limited or no evidence of an argument or any use of evidence - the point of the essay is confused throughout 	<ul style="list-style-type: none"> - has an introduction which is confused or serves little purpose - has little sense of paragraphing: paragraphs are too long or too short, main ideas and supporting material are confused - has a conclusion which serves little purpose 	<ul style="list-style-type: none"> - the reference format (in-text citation and bibliography) is largely incorrect or missing - no bibliography 	<ul style="list-style-type: none"> - uses language and punctuation in ways that often get in the way of meaning so that understanding takes effort - uses more general / basic English than acceptable academic level style and vocabulary 	has not sourced, evaluated and incorporated appropriate material to support the argument from the reading list and has overly relied on inappropriate material from websites or other sources

Fail (2)	20-29	Inadequate answer with little relevant material and poor understanding of theories, concepts, issues and methodology, as appropriate. Fundamental errors and misunderstandings will be present.	Poorly structured and poorly expressed/presented	<ul style="list-style-type: none"> - the reference format (in-text citation and bibliography) is incorrect or missing - no bibliography 	<ul style="list-style-type: none"> - uses language and punctuation in ways that gets in the way of meaning so that understanding takes effort - uses more general / basic English than acceptable academic level style and vocabulary 	material may be largely irrelevant
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*All grades are universal. Descriptions can be modified depending on the specificity of the discipline, assignment, or profile.

*The assessment criteria set out above are provided for guidance in relation to undergraduate degree courses. They are to be used for all forms of student assessment, which includes both examinations and coursework. Student assessment includes written work and different types of presentation (oral, visual, etc.). These generic guidelines have been devised to provide indicative qualities that should be typical of work at a particular degree classification and at a band within a classification. It is recognised that some student-assessed work may not readily be related to the assessment criteria provided above.

Credit and award framework

The British programmes are much less time-served and much more outcomes based compared with typical Russian UG programmes. Each course provides a certain number of credits, so in order to be awarded a BA(Hons) degree, you'll have to accumulate 360 credits. If you leave before the completion of your studies, you may be entitled to an exit award. Please see the table below for clarity.

Award level	Credits	ECTS	FHEQ level
Bachelor Degree with honours	360	180	6
Ordinary Bachelors Degree	300	150	6
Diploma of Higher Education	240	120	5
Certificate of Higher Education	120	60	4

Please note that one British credit is equivalent to two European (ECTS) credits.

RULES OF EXPULSION DURING THE ACADEMIC YEAR

1. Grounds for a student's expulsion during the academic year

A student can be expelled from the MSSES during the academic year on the following bases:

- 1.1. On their own violation.
- 1.2. If the payment of the tuition fee is delayed for more than a month.
The terms of payment are fixed in the individual contract with the MSSES.
- 1.3. As a result of poor academic performance; as a result of plagiarism (see Supplement on Plagiarism).
- 1.4. For breach of basic principles formulated in the MSSES Statute as well as the MSSES and Faculty internal regulations.
- 1.5. For causing the MSSES a substantial material or moral damage.

2. Expulsion procedures

Having been expelled from the MSSES, the student is obliged to

- return books and the library card to the Library;
- settle all the financial matters with the Accounting Office;
- return to the secretary of the MSSES his/her pass giving the access to the premises of the Russian Presidential Academy of National Economy and Public Administration;
- adequately compensate any material damage in case it was incurred to the MSSES.

Representatives of the MSSES faculties make notes in the checklist that the student is clear of any indebtedness.

Undergraduate degree classification scheme

The classification is based on weighted average using a 0-100 mark scale.

Bachelor degree First Class	70.0 and higher
Upper second Class	60.0 – 69
Lower Second Class	50.0 – 59
Third Class	40.0 - 49

Academic malpractice

Before submitting your paper, you must make sure it is properly presented and contains outcomes of your own research. This means that you should avoid plagiarism and other forms of academic malpractice.

In your previous educational experience, you might have encountered more or less lenient attitude to plagiarism, but the British education considers it a major academic offence. Penalties for plagiarism can be severe and result in obtaining a lower classification degree, losing degree credits, or being expelled from the programme. It is therefore essential to study the guidelines on plagiarism before signing for this handbook.

Most students do not intend to plagiarize, but might do it unintentionally, unwittingly, or through mere ignorance, which may result from being used to other conventions in their prior education. Your ignorance will not be accepted as an excuse to avoid penalty.

The guidelines below will help you understand what malpractice is. Academic malpractice includes plagiarism, collusion, fabrication or falsification of results; it encompasses any attempt to earn the credit you do not deserve. Therefore, any work you submit will be checked electronically against other materials available on the web.

Plagiarism is an unwarranted presentation of other people's ideas as your own, without clear acknowledgement that they belong to somebody else. It includes self-plagiarism, which implies quoting your own work submitted before.

You should bear in mind that

- when gathering information on the topic you are going to write about, always take a note of the source, even if it is one sentence.
- copying and pasting others' work is unacceptable. If you reproduce what somebody wrote exactly, you must use quotation marks for a direct quote. However, do not overuse direct quotations, for if your text consists of numerous quotes, even acknowledged, it is also a form of plagiarism.
- Any idea, unless it is your own, should be referred to the source, and authors should be mentioned.
- Proper academic conventions for referencing and acknowledgment should always be observed. Ask your programme director or tutor for clarification if you need advice.
- Another form of plagiarism is a close paraphrasing of other people's work or a slightly adapted version of original texts or graphic materials without proper acknowledgment. Paraphrase should be complete, without repetition of words, nor sentence structure.

Please remember that if you plagiarized, no mitigating circumstances will save you from penalty.

Collusion is submitting a work as your own without mentioning (hiding) the input of other people who contributed to it, with the intention of getting a

higher grade. Allowing somebody to copy your work and presenting it as if it were written by him/her independently is also a case of collusion.

Academic collaboration is perfectly legitimate if it is part of your programme; for example, it may involve working on a project where your personal work is specified and graded properly.

Fabrication and falsification of results is unacceptable. While working on your paper, especially without close supervision, you should demonstrate your activities and the processes by which you obtained your results so that the results could be verified. If, for some reason, you present the data which are not properly obtained or do not follow your argument, you may be charged with fabrication or falsification of results.

Although malpractice may seem to be a shortcut to what you want to achieve, it is likely to damage your intellectual growth and reputation; your losses will outweigh your doubtful gains.

Feedback

Our feedback to you

In the course of your studies you will be receiving feedback on your progress. Our feedback may vary; it may be diagnostic at the start of the course, showing your level of knowledge and skills; formative in the mid-course, showing what exactly can be improved in your performance; or summative at the end of a course, rating your performance in the whole course.

Your first submission grade will reach you roughly in two weeks after turning your work in. It may take longer (up to six weeks) when it goes through the second marking or/and is sent to an external examiner. In any case, your grades are not final until they are ratified by the Exam Board.

Do not expect your feedback, especially formative, to be always formal and written. It can be informal, given during your class by your tutors or by your peers; just make sure you record all the feedback, even a single comment in your log. Even these fragmented comments will help you identify your strengths and weaknesses and make your work stronger.

Your feedback to us

At the end of the first and second semesters, you will be asked to fill in a questionnaire and comment on the general well-being of the programme, the tutors' performance, and the quality of the learning environment. This, as well as other issues relating to the programme delivery, will also be discussed at Programme Committee meetings with student reps. The MSSES considers this feedback valuable, and in further meetings, the Committee will report how it responded to students' comments.

The feedback can take a variety of forms, but the aim is always to make student voices heard and quality of the programme further enhanced.

Supplement 1. PLAGIARISM

Individual Research Projects, essays and other types of written papers produced by students of the Moscow School on all course modules of their training programmes are considered to be students' original works, except for cases where research has been carried out as part of group assignments. In that latter case the fact should be explicitly mentioned in the text.

Plagiarism can be defined as unauthorised use of somebody else's whole text (or some other product) or part thereof. The term «unauthorised» here means «done without proper notification». Plagiarism is regarded a serious ethic misdemeanour and is bound to entail appropriate disciplinary sanctions in accordance with the existing regulations.

Use of borrowed texts and materials in students' written work is considered legitimate only with appropriate citing of all sources. Improper referencing or lack of it leads to ambiguities concerning the authorship of the materials presented. Reproducing verbatim an excerpt from any text written by somebody else, we must always put it into quotation marks and provide references to the original source. The borrowed fragment (if more than three lines in length) can also be presented as a separate paragraph (without quotation marks but shifted to the right). Proper referencing is again indispensable.

Paraphrase is a free rendering of somebody's ideas. It occurs when certain words and phrases of the original text are substituted by their semantic equivalents. Paraphrasing, similar to direct quoting, should be properly referenced. But care should be taken of not abusing this method of text construction. Otherwise it will be considered as plagiarism. For example, it is unacceptable to produce a text relying exclusively on long quotes from one or several sources even with some slight modification of wording. Such manner of writing is virtually tantamount to plagiarism.

All literary and other sources referred to in the text should be listed in the References section. The list is to be placed at the end of the paper and arranged according to generally accepted rules.

Texts or any other kinds of information given without a proper reference to their real author (authors) and source are considered to be instances of plagiarism. It may be:

- use (full or partial) of texts written by other people;
- extended paraphrase (rendering) of printed texts;
- borrowings from any published sources (books, written reports, articles from journals, magazines, etc.) as well as from any other sources including written papers produced by other students;
- use of various materials existing in digital form (e.g., on Internet sites, in electronic databases, etc.).

Since the described phenomenon is a grave academic misdeed, detection of it will entail strict disciplinary measures. Cases of repeated plagiarism may result in the student being expelled from the Moscow School.

Deciding upon the course of action to be taken when plagiarism is detected, the following factors will be considered: the stage of professional training at which the incident took place, the scope of plagiarism, the assumed awareness of the fact by the perpetrator, etc.

For dealing with cases of plagiarism, a special Appeals Committee can be created by the Dean's or Rector's decree.

In order to combat plagiarism, the Moscow School is asking all its students to sign a special declaration at the outset of their studies. The document explicitly states that the signer knows what plagiarism is, what cases are regarded as possible instances of it, and what disciplinary measures may ensue if it will be detected.

The statement signed by the student is kept in his/her personal file.

Students can perform a self-test for plagiarism on the platform: <https://ranepa.antiplagiat.ru/>

Supplement 2. SAMPLES OF TITLE PAGES FOR WRITTEN PAPERS

Образец титульного листа программы "BA in Counselling and Coaching"

КОД ДИСЦИПЛИНЫ - НАЗВАНИЕ ДИСЦИПЛИНЫ

Causes and Consequences of Divorce on Newly Married Couples

BA (Hons) in Counselling and Coaching

A report presented in the Faculty of Health and Life Sciences,
Moscow School of Social and Economic Sciences in collaboration with
The School of Psychological, Social and Behavioural Sciences,
towards the degree of Bachelor of Psychology in
BA (Hons) in Counselling and Coaching

день, дата, год

Word Count:

MOSCOW SCHOOL OF SOCIAL AND ECONOMIC SCIENCES
Social Sciences Faculty
Social Sciences

Module code and title

Example: MSS505SS Interpretive Perspectives in Social Science Essay

Topic

Student:
Professor:
Date:
Amount of words:
E-mail:

Moscow
2020/2021

Supplement 3. SUBMISSION AND ASSESSMENT OF WRITTEN WORKS

Submission and assessment of written works as well as filling in the «Course unit as seen by the student» is now done via the distanty.ru site. The site is controlled by the Moodle system and can be accessed either through a regular browser or through a mobile application.

Login to work with the site is the email address given by you in the MSSES application form. All the information required to register with site will be sent to this address. You need not register at the distanty.ru site.

The assessment goes anonymously. That means that the marker will get the work to be assessed under a digital name. Therefore, the title page of the uploaded file should NOT have your name.

The process of submitting

At the distanty.ru portal click the «center» hyperlink and then enter your login and password

Entering the site, choose the appropriate Faculty (programme) and course unit and then go by «course materials» hyperlink

Русский (ru) Студент Образцовый

Материалы курса

Эссе по курсу SC009

Итоговое эссе по дисциплине, объем 3000 слов, крайний срок сдачи 22 июня 2016 г.

Click on the «task» hyperlink

Последние новости

Предстоящие события

Последние действия

Русский (ru) Студент Образцовый

Главная > Социология пространства > Материалы курса > Эссе по курсу SC009

Эссе по курсу SC009

Итоговое эссе по дисциплине, объем 3000 слов, крайний срок сдачи 15 июня 2016 г.

Состояние

Press «Add a response to the task»

Добавить ответ на задание

Русский (ru) Студент Образцовый

Главная > Социология пространства > Материалы курса > Эссе по курсу SC009 > Редактировать ответ

Эссе по курсу SC009

Итоговое эссе по дисциплине, объем 3000 слов, крайний срок сдачи 15 июня 2016 г.

Ответ в виде файла

Drag the file with the mouse or use upload dialogue by clicking the arrow

Русский (ru) Студент Образцовый

Главная > Социология пространства > Материалы курса > Эссе по курсу SC009 > Редактировать ответ

Выбор файла

Choose a file from your device

Русский (ru) Студент Образцовый

Главная > Социология пространства > Материалы курса > Эссе по курсу SC009 > Редактировать ответ

Эссе по курсу SC009

Итоговое эссе по дисциплине, объем 3000 слов, крайний срок сдачи 15 июня 2016 г.

Ответ в виде файла

Сохранить Отмена

Click Save. Note that once a file is uploaded, you still have the option to edit the response (for example, if the wrong file has been downloaded). Once submitted for review, you can only replace an incorrectly downloaded file with the help of a faculty administrator.

Русский (ru) Студент Образцовый

Итоговое эссе по дисциплине, объем 3000 слов, крайний срок сдачи 15 июня 2016 г.

оФормыОценкиПисьменныхРабот1Blended.rtf

Состояние ответа

Номер попытки	Номер этой попытки - 1. (Разрешено попыток - 2)
Состояние ответа на задание	Черновик (не представлен)
Состояние оценивания	Не оценено
Последний срок сдачи	Суббота, 18 Июнь 2016, 23:55
Оставшееся время	16 дн. 6 час.
Последнее изменение	Четверг, 2 Июнь 2016, 17:01
Ответ в виде файла	deti.png
Комментарии к ответу	Комментарии (0)

Резервировать ответ

Внесение изменений в представленную работу

После отправки вы больше не сможете изменить его.

Please note: after file is submitted you will be able to edit an answer or send for assessment.

Эссе по курсу SC009

Действия оценивания

Выберите...

Видимые группы: Все участники

Reset table preferences

Выбрать	Идентификатор	Статус	Ответ в виде файла	Комментарии к ответу	Последнее изменение (оценка)	Отзыв в виде комментария	Аннотация PDF
<input type="checkbox"/>	Участник95178	Ответы для оценки Оценка Изменение ответов не допускается Оценено	Редактировать Четверг, 2 Июнь 2016, 17:04 deti.png	Комментарии (0)	Четверг, 2 Июнь 2016, 17:18	Отличная работа	

С выбранными Заблокировать ответы Применить

Course leader will assess your work anonymously. You will receive notification when the work is assessed.

Отправить на проверку

Вы у

Confirm that you are familiar with Statement on plagiarism

Ознакомлены с политикой использования работ других людей? Вы больше не сможете изменить свой ответ.

Ознакомлен

Обязательные для заполнения поля в этой форме помечены *.

Эссе по курсу SC009

Итоговое эссе по дисциплине, объем 3000 слов, крайний срок сдачи 15 июня 2016 г.

оФормыОценкиПисьменныхРабот1Blended.rtf

Состояние ответа

Номер попытки	Номер этой попытки - 1. (Разрешено попыток - 2)
Состояние ответа на задание	Ответ
Состояние оценивания	Не оценено
Последний срок сдачи	Суббота, 18 Июнь 2016, 23:55
Оставшееся время	16 дн. 6 час.
Последнее изменение	Четверг, 2 Июнь 2016, 17:04
Ответ в виде файла	deti.png
Комментарии к ответу	Комментарии (0)

Administrator will receive a note that your written work is submitted

Supplement 4. GUICEINES FOR THE STRUCTURE AND LAY-OUT OF THE WRITTEN WORK (ESSAYS, BACHELOR INDIVIDUAL RESEARCH PROJECTS AND QUALIFICATION PAPERS)

The topic of the final work must be either chooses from a list provides by the course leader or suggested by the student and then approved by the supervisor. The expected length of bachelor Individual Research Project should be 12 to 13 thousand words if written in Russian and 8 to 10 thousand words if written in English. Supplements are not counted, but their total length should not exceed 30 percent of the text itself.

The lay-out of a written work

Each written paper should be presented appropriately, otherwise it will be rejected prior to assessment.

The file name referring to the electronic text of the paper should contain the module official code. Numbers added with a hyphen indicate whether it is a first essay or a second essay on the given taught module (for example, LW082-1 or LW082-2).

All written papers (except for examination papers) should have a separate title page (see example below).

The text is typed with a 1.5 interval using Times New Roman font (font size 12).

Page numbering is continuous beginning with the title page, though the page number is not printed on it.

Introduction, each chapter, conclusion and references must start on a new page.

References are given as footnotes.

Numbering of footnotes is continuous. At the first mentioning of the source, the full description of the source is given. When quoted again further on, a brief description is used.

Example:

Kutepov V.I., Vinogradova A.G. Art of the Middle Ages. M.: Prospekt, 2016. P.144

If a fragment is cited not from the original text but from other document, than the reference should start with the words: «Цит. по:» (cited by) and then the document is to be indicated.

Example:

Цит. по: Флоренский П. А. У водоразделов мысли. М., 1990. Т. 2. С. 27.

A repeated reference to the same document (a group of documents) or part of it must be given in an abridged form:

Example:

original reference: Андреева В. И. Делопроизводство. М.: КНОРУС, 2010. С. 19.

repeated reference: Андреева В. И. Делопроизводство. С. 23.

When a repeated reference follows the original on the same page, the text of the repeated reference is substituted by the words «Там же» for documents in Russian or by «Ibid.» (ibidem) for documents in languages using the Latin graphics. When a repeated reference follows the original on the same page, the text of the repeated reference is substituted by the words «Там же» for documents in Russian or by «Ibid.» (ibidem) for documents in languages using the Latin graphics. When a repeated reference mentions the document earlier cited on a different page, the words «Там же» or by «Ibid.» should be followed by the indication of the page. In case when another volume (number, issue etc.) of the same document is mentioned, the volume number must also be indicated.

Examples:

original reference: Бороздина Г. В. Психология делового общения: Учебник. 2-е изд. М.: ИНФРА-М, 2004. С. 58.

repeated reference: Там же. С. 81.

original reference: Patton M. Q. Developmental evaluation: applying complexity concepts to enhance innovation and use. New York: Guilford Press, 2010. Pp. 27.

repeated reference: Ibid. Pp. 96.

When a repeated reference does not immediately follow the original reference, then the name (names) of the author (authors) must be given again while the consecutive elements of the description are substituted by the words «Указ. соч.» (opus mentioned) or «Цит. соч.» (opus cited) for documents in Russian. For documents in languages using the Latin graphics, words «Op. cit.» (opus citato) are used. When a repeated reference mentions the document earlier cited on a different page, the words «Указ. соч.» or by «Op. cit.» should be followed by the indication of the page. In case when another volume (number, issue etc.) of the same document is mentioned, the volume number must also be indicated.

Examples:

original reference: Козырев Г. И. Введение в конфликтологию. М.: Владос, 1999. С. 86.

repeated reference: Козырев Г. И. Указ. соч. С. 140.

original reference: Putnam H. Mind, language and reality. Cambridge: Cambridge University Press, 1979. Pp. 12–13.

repeated reference: Putnam H. Op. cit. P. 25.

References comprising a list at the end of the work must have a continuous numbering. Official documents in the list should precede all the other documents (books, journal papers etc.)

Example:

Федеральный закон «О банках и банковской деятельности» от 3 февраля 1996 г. // Собрание Законодательства РФ. 1996. № 6. Ст. 492.

All the other documents must be arranged alphabetically – first in Russian and then in English. The names of the authors must precede their initials. If the reference list contains several works of the same author, monographic works should precede those written together with others. To distinguish books or articles published in the same year, add letters, for example, 2007a, 2007b and so forth.

Each item description should contain the author's name, his or her initials, and the title of the book or article. For books, the following information is necessary: place and year of publishing, the number of pages. For articles – the name of the journal or the collective monograph, the year, the volume, the issue, the pages.

Examples of describing books:

Бахтин М. М. Формальный метод в литературоведении: критическое введение в социальную поэтику. М.: Лабиринт, 2003. 192 с.

Гуманистический подход к охране здоровья / Отв. ред. Н. Берковитц. М.: Аспект Пресс, 1998. 213 с.

Campbell P. H. The integrated programming team. London: Ashgate, 1987. 176 p.

Helping people change: a textbook of methods / Eds. F. H. Kanfer, A. P.

Goldstein. Boston: Allyn and Bacon, 1991. 285 p.

Examples of describing articles:

Владимирова И. М., Овчинников Б. В. Методика психологического консультирования в социальной работе // Вестник психосоциальной и коррекционно-реабилитационной работы. 1996. № 2. С. 14–30.

Шульман Л. Консультации // Энциклопедия социальной работы: В 3 т. / Под ред. Л. Э. Кунельского, М. С. Мацковского. М.: Центр общечеловеческих ценностей, 1994. Т. 2. С. 31–34.

Øvretveit J. Five ways to describe a multidisciplinary team // Journal of Interprofessional Care. 1996.

№ 2. Pp. 48–63.

While describing electronic references, we use the abbreviation «URL» (Uniform Resource Locator) to indicate the electronic address.

Example:

Жилищное право: актуальные вопросы законодательства: Электронный журнал. 2007. № 1. URL: <http://www.gilpravo.ru> (дата обращения: 20.08.2007).

If the relevant publication is mentioned in the body of the document, the following form of referencing should be used: URL: <http://www.gilpravo.ru>

To get more information about the referencing rules and regulations, please go to our site www.msses.ru

Author's surname and initials, the title of the monograph or the article. For monographs: place and date of publication. For articles: the name of journal or collective monograph, year of publication, volume, issue, pages.

Example of monograph description:

Campbell P.H. The integrated programming team. London: Ashgate, 1987. 186 p.

Example of article description:

Ovretveit J. Five ways to describe a multidisciplinary team // Journal of Interprofessional Care. 1996. #2. Pp.48-63.

When referencing electronic sources “URL” (Uniform Resource Locator) should be used:

Example:

Housing Law: Electronic journal. 2007. #1. URL: <http://www.gilpravo.ru> (date of application: 20.08.2007)