School of Politics, International Studies and Philosophy

Postgraduate (Taught) Student Handbook 2014-15

Head of School: Professor David Phinnemore

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Welcome to the School

On behalf of colleagues I welcome you to the School of Politics, International Studies and Philosophy.

The School brings together academic experts, researchers, and students with interests in the study of Politics, International Studies and Philosophy. With 34 full-time permanent academic members of staff, more than 50 doctoral and post-doctoral research students, over 450 students taking undergraduate courses, and eight support staff, the School is the largest centre for the study of Politics, International Studies and Philosophy in Ireland, and one of the largest in the United Kingdom.

The School prides itself on each year having a large cohort of postgraduate taught students taking one of its many and varied Masters and Postgraduate Diploma programmes. Students come to the School from across the United Kingdom, Ireland and beyond to study many different aspects of politics and philosophy that lead to qualifications in a range of areas, notably Comparative Ethnic Conflict, European Union Politics, International Relations, Irish Politics, Legislative Studies and Practice, Medical Ethics and Law, Moral, Legal and Political Philosophy, Politics, and Violence, Terrorism and Security.

I sincerely hope your time with us as a postgraduate student will be an intellectually stimulating and enriching experience and that you make full use of the opportunities and facilities offered both by the School and by the wider University to further your academic interests and to secure a well-earned postgraduate qualification.

This handbook will help you understand the structure, practices and procedures of the School. It also provides guidance on what is expected of you as a postgraduate student. It is not designed, however, to be exhaustive. Do not hesitate, therefore, if you have questions, to approach relevant academic and support staff for guidance and advice.

I wish you well in your studies and hope your time in the School of Politics, International Studies and Philosophy is enjoyable, rewarding and successful.

Professor David Phinnemore
Head of School

Academic Year 2014-15:

Autumn Semester

Teaching
School Reading Week
Christmas vacation
Assessment
Inter-Semester Break

Monday 29 September – Friday 19 December 2014
Monday 10 November – Friday 14 November 2014
Monday 22 December 2014 – Friday 9 January 2015
Monday 12 January – Tuesday 27 January 2015
Wednesday 28 January – Friday 30 January 2015

Spring Semester

Teaching (1-9)
Easter Vacation
Teaching (9-12)
Revision Period
Assessment

Monday 2 February – Friday 27 March 2015
Monday 30 March – Friday 17 April 2015
Monday 20 April – Friday 15 May 2015
Monday 18 May – Wednesday 20 May 2015
Thursday 21 May – Saturday 6 June 2015

DISSERTATION DEADLINE
Tuesday 15 September 2015
Also note the following dates:

**Rag Day** – 18th February 2015 – no teaching takes place

**St Patrick’s Day** – 17th March 2015 - University closed

**Reading Day** – 16th March 2015 – no teaching takes place

For the definitive list of dates and holidays, or for dates for future years, please check the University website:


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**PURPOSE OF HANDBOOK**

The purpose of this Handbook is to provide postgraduate taught students with an introduction to the School of Politics, International Studies and Philosophy, its procedures and the degree pathways and modules that it offers. The Handbook therefore supplements information contained in the University’s Study Regulations and the University Calendar.

The Handbook should be used alongside the School’s website ([www.qub.ac.uk/pisp](http://www.qub.ac.uk/pisp)) which contains additional information on the School, procedures, regulations, pathways offered and the modules available.

In addition to this Postgraduate Taught Handbook, students will receive a module guide for each of the modules they take in the School. This contains details of the module’s aims and learning outcomes, lecture and tutorial arrangements, assessment requirements, tutorial topics and readings, and further reading. Module guides are distributed at the introductory plenary session and will be posted on Queen’s Online.

Please note that the content of the Handbook was correct as of 18 September 2014. The content should be read in conjunction with the University’s General [Study] Regulations contained in the University Calendar which can be accessed via [http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/](http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/). The content of the University's General [Study] Regulations always takes precedence over the Handbook.
# 1. Key Contacts and their Roles

The following are the contact details of those people you are most likely to need to contact. For the contact details of other members of staff in the School, please see the lists of Academic Staff and Module Convenors in Appendix 1 and Appendix 2. All members of staff have their offices in 23-26 University Square. Telephone extensions should be prefixed with 028 9097 when calling from outside the University.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Ext.</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Prof. David Phinnemore</td>
<td><a href="mailto:d.phinnemore@qub.ac.uk">d.phinnemore@qub.ac.uk</a></td>
<td>024.01.004</td>
<td></td>
</tr>
<tr>
<td>School Manager</td>
<td>Conor O’Neill</td>
<td><a href="mailto:c.oneill@qub.ac.uk">c.oneill@qub.ac.uk</a></td>
<td>3449</td>
<td>024.01.003</td>
</tr>
<tr>
<td>Head of School Secretary</td>
<td>Aine Egan</td>
<td><a href="mailto:a.egan@qub.ac.uk">a.egan@qub.ac.uk</a></td>
<td>3651</td>
<td>024.01.005</td>
</tr>
<tr>
<td>Director of Education Secretary</td>
<td>Gemma Bruen</td>
<td><a href="mailto:g.bruen@qub.ac.uk">g.bruen@qub.ac.uk</a></td>
<td>3348</td>
<td>023.01.011</td>
</tr>
<tr>
<td>Postgraduate Secretary</td>
<td>Caroline McNeill</td>
<td><a href="mailto:c.mcneill@qub.ac.uk">c.mcneill@qub.ac.uk</a></td>
<td>3624</td>
<td>024.01.007</td>
</tr>
<tr>
<td>School Office – General</td>
<td><a href="mailto:pisp@qub.ac.uk">pisp@qub.ac.uk</a></td>
<td></td>
<td>5028</td>
<td>025.0G.002</td>
</tr>
<tr>
<td>Director of Education</td>
<td>Prof B. Milton-Edwards</td>
<td><a href="mailto:b.milton-edwards@qub.ac.uk">b.milton-edwards@qub.ac.uk</a></td>
<td>3743</td>
<td>026.02.003</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Mike Bourne</td>
<td><a href="mailto:m.bourne@qub.ac.uk">m.bourne@qub.ac.uk</a></td>
<td>3765</td>
<td>023.02.004</td>
</tr>
<tr>
<td>PGT Coordinator</td>
<td>Dr Dan Bulley</td>
<td><a href="mailto:d.bulley@qub.ac.uk">d.bulley@qub.ac.uk</a></td>
<td>3165</td>
<td>023.02.004</td>
</tr>
<tr>
<td>Student Liaison Officer</td>
<td>Dr Andrew Thomson</td>
<td><a href="mailto:a.t.thomson@qub.ac.uk">a.t.thomson@qub.ac.uk</a></td>
<td>2526</td>
<td>026.02.004</td>
</tr>
<tr>
<td>Disability and Welfare Officer</td>
<td>Dr Elodie Fabre</td>
<td><a href="mailto:e.fabre@qub.ac.uk">e.fabre@qub.ac.uk</a></td>
<td>1366</td>
<td>023.01.008</td>
</tr>
<tr>
<td>Comparative Ethnic Conflict</td>
<td>Dr Timofey Agarin</td>
<td><a href="mailto:t.agarin@qub.ac.uk">t.agarin@qub.ac.uk</a></td>
<td>3625</td>
<td>026.01.006</td>
</tr>
<tr>
<td>European Union Politics</td>
<td>Dr John Garry</td>
<td><a href="mailto:j.garry@qub.ac.uk">j.garry@qub.ac.uk</a></td>
<td>1086</td>
<td>025.02.007</td>
</tr>
<tr>
<td>International Politics</td>
<td>Dr Debbie Lisle</td>
<td><a href="mailto:d.lisle@qub.ac.uk">d.lisle@qub.ac.uk</a></td>
<td>3853</td>
<td>025.03.002</td>
</tr>
<tr>
<td>Irish Politics</td>
<td>Prof Graham Walker</td>
<td><a href="mailto:g.s.walker@qub.ac.uk">g.s.walker@qub.ac.uk</a></td>
<td>3200</td>
<td>024.0G.003</td>
</tr>
<tr>
<td>Legislative Studies and Practice</td>
<td>Prof Rick Wilford</td>
<td><a href="mailto:r.wilford@qub.ac.uk">r.wilford@qub.ac.uk</a></td>
<td>3652</td>
<td>023.02.006</td>
</tr>
<tr>
<td>Moral, Legal and Political Phil.</td>
<td>Dr Cillian McBride</td>
<td><a href="mailto:c.mcbride@qub.ac.uk">c.mcbride@qub.ac.uk</a></td>
<td>3008</td>
<td>024.02.002</td>
</tr>
<tr>
<td>Politics</td>
<td>Dr Keith Breen</td>
<td><a href="mailto:k.breen@qub.ac.uk">k.breen@qub.ac.uk</a></td>
<td>3349</td>
<td>023.03.004</td>
</tr>
<tr>
<td>Violence, Terrorism and Security</td>
<td>Prof B. Milton-Edwards</td>
<td><a href="mailto:b.milton-edwards@qub.ac.uk">b.milton-edwards@qub.ac.uk</a></td>
<td>3743</td>
<td>026.02.003</td>
</tr>
</tbody>
</table>

**Head of School**: has overall responsibility for all aspects of the School’s activities.

**School Manager**: is responsible for administration within the School.

**School General Office**: deals with general postgraduate student enquiries.

**Director of Education**: is responsible for the educational provision within the School.

**Examinations Officer**: is responsible for the examination and assessment within the School.

**PGT Tutor**: has overall responsibility for the administration of MA degrees, and coordinates the arrangements for the MA dissertations.

**MA Convenors**: Each degree pathway (subject) offered by the School has a convenor who is responsible for ensuring the coherence and quality of the provision on the pathway. They also play a key role with regard to examinations and student progress.

**Student Liaison Officer**: has responsibility for representing the School on the Staff Student Liaison Committee and liaising with PolySoc and the Philosophy Society.

**Disability and Welfare Officer**: Any students wishing to discuss academic issues arising from their disabilities or their welfare situation should contact the School’s Disability and Welfare Officer.
2. Communicating with the School

School Postgraduate Secretary: The School has a dedicated Postgraduate Secretary (Caroline McNeil) who is based on the first floor of 24 University Square (Room 024.01.007). Students must ensure they update any changes to their home address and telephone numbers via QSIS. Failure to do so may result in important information not reaching students on time, and, as a result, deadlines may be missed.

Phone: The School and any member of staff within the School may be contacted via the General; School Office (028 9097 5028) and or the QUB Switchboard (028 9024 5133). Please note that all members of staff have voicemail facilities.

Email: Students are advised that they should always use their QUB email account when communicating with the School. Students may access their email account from within QUB as well as remotely (via https://webmail.qub.ac.uk). Students should check their QUB account regularly, noting that the School assumes that any message sent to it will have been received. Students should note too that staff are under no obligation to reply to messages from students received from an email address other than the QUB address.

Written communication with the School: In all written communications with the School, including email, students should at all times provide their full name, student number and degree pathway.

School communicating with students: The School undertakes to reply to any message from a student within 4 working days.

Consultation Hours of Academic Staff: Each member of academic staff keeps weekly office hours during each semester when they are available for consultation by students. These times are normally posted on the notice board outside the School Office and on the office doors of all lecturers. Should an appointment be necessary outside these consultation hours, students should email the member of staff in advance to arrange a mutually convenient time. Students, individually or in groups, are encouraged to use the consultation hours to raise with staff issues concerning the requirements and substantive content of modules and seek advice/information as appropriate on matters for which staff are administratively responsible.

Staff Contact Details: Staff email addresses and room numbers are listed in Appendix 1 and on the notice board outside the School Office.

3. Student Support

Within the School:

Notice Boards: The School notice boards are located in the hallway of 25 University Square and in teaching rooms in 24-26. Check these notice boards regularly as information on visiting speakers, training courses, public lectures, etc. will all be posted here.

Library Resources: The library plays an important part in the life of students in the School and a tour of the new ‘state of the art’ library is recommended for those students who are new to Queen’s. Diarmuid Kennedy is the subject librarian for Politics, International Studies and Philosophy, and he is always happy to help with student enquiries either by e-mail (d.g.kennedy@qub.ac.uk) or in person.

Queen’s Online (QOL): Queen’s Online (https://learn.qol.qub.ac.uk) is an important facility and resource for students while at Queen’s. Not only does it provide students with access to information about the University, it is also used by staff in support of their teaching. Students should familiarize themselves at an early stage with the facility, using the IT handbook provided.

Please note that staff within the School determine individually the material that they are willing to make available to students via Queen’s Online.

It is School policy to include module outlines on Queen’s Online. It is NOT the School’s policy, however, that all lecture overheads and handouts are posted. This is the decision of individual module convenors and individual lecturers.
Health and Safety: Students should familiarize themselves with the School’s Health and Safety Policy which is displayed on the notice board in the School Office.

Language: The attention of students is drawn to the Guidelines on the Use of Gender-Free Language Code issued by the Equal Opportunities Unit at Queen’s. Students are encouraged to follow these guidelines when taking modules offered by the School of Politics, International Studies and Philosophy. The Guidelines can be accessed via [www.qub.ac.uk/eou/policies&procedures/genderfreelang.html](http://www.qub.ac.uk/eou/policies&procedures/genderfreelang.html).

Good Practice in the Use of the Internet for Academic Assignments and Research: Students are increasingly turning to the internet as a resource for research and study. The School of Politics, International Studies and Philosophy encourages selective, informed and accurate use of the many resources that the internet has to offer.

- **Selective** internet use means using the internet as one resource among others (the library, books, journals, lectures, and tutorial discussions, and so on) rather than writing assignments based solely on web-based sources. Selective internet use also means knowing which websites are reliable. In general, you are recommended to stick to official websites of institutions, organizations and respected media, rather than opinion or commentary sites. This is because, unlike journal articles or books, there are far fewer peer review processes to weed out false or dubious claims and arguments.

- Internet usage should be informed by these considerations (i.e. wikipedia is RARELY an acceptable source for an academic essay).

- References to internet sources should be accurate. Familiarize yourself with academic conventions for citing internet sources (you must include the author, the title of the article, the date, the EXACT web address -- URL -- of the page you accessed, and also give the DATE on which you accessed the information, because websites are frequently updated).

Module convenors may recommend reliable websites for specific modules.

Note on Spelling, Grammar and Presentation: Spelling, grammar, and presentation of assessed work is very important. It is one component of the assessment criteria used by the School on all assessed work, and so can affect the grade you are awarded. Use a dictionary and thesaurus to help you when writing essays. Always spell-check your assessed work before submission, but do not rely solely on your spell-checker: proofreading your work is essential. Good grammar (accurate usage of all aspects of punctuation, from full stops, commas, apostrophes, semi-colons, and colons, to good sentence structure) considerably improves the presentation of your argument. Some very common errors include the confusion of:

- **its and it’s:** it’s is a contraction of it is (and should generally not be used in academic work); its is a possessive pronoun (‘socialism, in its political rather than economic form, denotes...’).

- **whose and who’s:** who’s is a contraction of who is (again, you should generally avoid contractions in academic work); whose is a possessive (‘liberalism is a political philosophy whose characteristics include...’)

- **your and you’re:** you’re is (again!) a contraction of you are; your is a possessive (‘your right to free speech could be endangered by...’)

- **they’re, their, and there:** they’re is a contraction of they are; their is a possessive (‘their rights to self-determination...’); there is an adverb (‘There are five good reasons why...’; ‘when they got there...’)

If in doubt, consult a dictionary or one of the many guides to essay writing available in the library. Try the following:


4. Student Attendance and Progress

Absences: The School Office should be notified of all absences. These will be filed and, where appropriate, referred to by the Board of Examiners.

Regarding the notification of illness, please note the following from the University’s Regulations

Self-certification of illness is permitted for an absence of up to five working days. Self-certification forms are available in the School Postgraduate Office.

Fully completed self-certification forms or medical certificates must be submitted within three working days of returning to studies.

Consecutive self-certification is not permitted.

Absence of longer than five working days or failure to meet coursework assignment deadlines or absence from any examination or class test counting towards a module mark must be covered by a medical certificate signed by a registered medical practitioner.

Medical certificates must be submitted to the School Office within three working days of returning to studies. Medical certificates submitted after this period are not acceptable.

During illness, and especially if they know that they are going to miss an assignment deadline or an examination because of illness, students should inform the relevant School Office in advance by telephone or letter of their enforced absence, either personally or, if too ill, via someone on their behalf.

Please note that medical certificates cover only the period stipulated in them. Where an illness or a medical condition continues beyond this period and affects attendance, the submission of coursework or attendance at an examination, a further medical certificate must be submitted for the further period.

5. Student Feedback and Involvement in the School

Students are at the heart of the University and play a key role in life of the School of Politics, International Studies and Philosophy.

Staff-Student Consultative Committees
The School has a dedicated postgraduate Staff-Student Consultative Committee (SSCC) which brings together representatives from each of its postgraduate pathways (subjects) who meet with members of the School’s academic staff (including the Student Liaison Officer and Director of Education) to receive student evaluation and feedback on the quality of academic provision and other associated activities of the School. The SSCC is chaired by a student representative and meets at least twice a semester to ensure that the views of students are fed into the policy making procedures of the School regarding course development and review. Among its formal roles, the SSCC considers programme review reports (see Programme Review).

Student representatives are normally elected although the SSCC may co-opt members. All students are encouraged to make their views known to the student representatives. Their details are posted on the School website www.qub.ac.uk/pisp/AboutUs/StaffStudentConsultativeGroups/ and notice board in 25 University Square. If you want to know more about how the SSCC operates, please contact our student liaison officer, Dr Andrew Thomson – a.f.thomson@qub.ac.uk

Module Evaluation
The School is committed to ensuring the quality of its provision and refining modules in the light of student evaluation. Each semester, therefore, students are asked to complete an evaluation of the teaching within the School. This normally takes place in week 10 and involves the student evaluation of all taught modules as well as student evaluations of each tutor and lecturer (on normally no more than one module).

Module evaluations are then reviewed by the module convener once the Board of Examiners for that semester has met and a module review form completed. Module convenors may propose changes to their modules. Any proposals along with the reviews are then considered by the School’s Education Committee which may approve changes and will identify School-wide as well as module-specific issues that need to be addressed. The module reviews are also made available to students as part of the Programme Review.
A summary of each review from the previous year will be published in the list of modules for the following academic year.

Tutor and lecturer evaluations are reviewed, as appropriate, by tutors and lecturers once the Board of Examiners for that semester has met.

**Programme Reviews**

The purpose of programme review is: to develop an overview of each of the School’s programmes and their effectiveness in meeting the stated educational aims and learning outcomes in the programme specification; to encourage critical reflection; and to inform programme enhancement. It is also a mechanism for identifying and disseminating good practice and for bringing forward changes in regulations, including changes in curricula and methods of assessment.

To this end, Programme Review Groups normally meet in October of each year. These involve staff teaching on the programme and at least one student representative drawn from the Staff Student Consultative Committee. The Programme Review Groups will consider programmes against the relevant programme specification and consider module review reports, relevant external examiners’ reports and minutes of relevant Boards of Examiners’ meetings, and a summary of examination results and degree classifications (undergraduate programmes) for the programme.

The Staff Student Consultative Committee considers programme review reports at its first meeting after the review.

**Student Societies**

*Polysoc* (The Politics Society) is a vibrant student association which is organized by and for students who have a passion for politics and, of course, for socialising. Having a long and distinguished history within QUB, Polysoc organises academic and social events – debates, seminars, excursions, film nights, pub quizzes, et cetera – for Queen’s students of all levels and backgrounds. Students wishing to join Polysoc should contact the society at [http://quis.qub.ac.uk/polysoc/](http://quis.qub.ac.uk/polysoc/).

*Philosophy Society:* Queen’s University Philosophy Society in its current form was set up in 2002 by undergraduate and postgraduate students to bring together a group of people with a shared interest in or just a curiosity about philosophy. Philosophy can be a hard thing to try and discuss with friends who don’t have a particular interest in it (expect blank stares and to be asked “what’s the point?”). A network of peers with different levels of knowledge is a really useful resource to keep your interest and further your abilities. One thing we have found as a group is that the best way to get to understand philosophy is through conversation. The group’s activities generally include trying out essays on one another, arguing, organizing conferences, and simply socialising.

Further information on PISP student societies is available from our student liaison officer, Dr Andrew Thomson – [a.f.thomson@qub.ac.uk](mailto:a.f.thomson@qub.ac.uk)
6. Regulations for Postgraduate Modules 2014-15

The following regulations govern the administration of modules on the following postgraduate programmes in the School of Politics, International Studies and Philosophy. A full list of postgraduate modules is available in Appendix 3. The pathway diagrams can be found by accessing http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/ProspectiveStudents/PostgraduateTaughtDegrees/

Postgraduate Degrees and Diplomas for 2014-15:

<table>
<thead>
<tr>
<th>Comparative Ethnic Conflict</th>
<th>Medical Ethics and Law</th>
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</thead>
<tbody>
<tr>
<td>International Politics</td>
<td>Irish Politics</td>
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<tr>
<td>Legislative Studies and Practice</td>
<td>Moral, Legal and Political Philosophy</td>
</tr>
<tr>
<td>Politics</td>
<td>Violence, Terrorism and Security</td>
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You must read these regulations very carefully and keep a copy for reference throughout the duration of your studies.

Degree Requirements - Masters Degrees

- The MA is based on the University wide modular framework. The award is based on the student’s performance in SIX taught modules and a dissertation (i.e. 180 CATS). Module marks are combined over the first and second semester and with the Dissertation mark to produce an aggregate mark. Marking is based on the University agreed marking scale for postgraduate study.

- A Candidate must achieve 50% or above in each of the SIX taught modules as well as the dissertation. A candidate may retake a failed module for a maximum mark of 50%. However, if they fail a particular module a second time, they will be eligible for the award of a Postgraduate Diploma on condition that they achieve a mark of at least 50% in each of the six taught modules. A candidate will be eligible for the award of a PG Diploma if he/she fails to achieve a mark of at least 50% in the dissertation provided he/she has passed all modules with a mark of at least 50%

- For Master’s Degrees, a pass with distinction will be awarded only where an overall average of 70+ is achieved, a mark of 70+ is achieved in the dissertation module and an average of 65+ is achieved in the other modules.

- Candidates who obtain an average of 60% or more across all modules will be awarded an MA ‘with Commendation’.

- External examiners moderate all examination questions, audit examination scripts and continuous assessments, and dissertations to check accuracy and consistency of marking. The School Education Committee also monitors standards of the teaching, learning and assessment of the MA degrees.

Degree Requirements – Diplomas

- The PG Diploma is based on the University wide modular framework. The award is based on the student’s performance in SIX modules. Module marks are combined over the first and second semester to produce an aggregate mark. Marking is based on the University agreed marking scale for postgraduate study.

- A Candidate must achieve 50% or above in each of the six modules. A candidate may retake a failed module. However, if they fail a particular module a second time, no qualification will be awarded. Candidates initially admitted to undertake a Diploma may transfer to the MA programme, provided that they have achieved a mark of at least 50% in all four taught modules. Consideration of requests for transfer will take place at the June exam board in the candidate's final year of registration.

- External examiners moderate all examination questions, audit examination scripts and continuous assessments to check accuracy and consistency of marking. The School Education Committee also monitors standards of the teaching, learning and assessment on the Postgraduate Diploma.
Compulsory Attendance

Attendance at all classes is compulsory. A record of attendance will be kept and the Board of Examiners can refer to these records when making their decisions.

Deferring an Examination

A student may defer an examination for medical reasons on condition that a medical certificate is submitted covering the examination day. Under normal circumstances, the student must take the examination in the assessment period immediately following the deferral.

Failed Modules and Resits

Where students fail a module at first attempt, QUB regulations allow them to re-sit exams and/or re-submit coursework. The maximum mark that may be awarded in such instances will be 50% and will be recorded as a PH (i.e. capped) mark.

The following norms apply:

- On a module assessed by examination only, the student will have to re-sit the examination.
- On a module with mixed assessment, the student will have to re-submit the failed element.
- On a module assessed by two submitted essays, the student will have to submit a new essay (or new essays) on a different topic on any failed elements.

The deadline for submission of resit coursework will, unless otherwise agreed, be the first day of the Supplementary (Resit) Examination Period: 10 August 2014 (by 1200 noon). It is the student’s responsibility to find out about re-sits and resubmissions.

Temporary Withdrawal

The deadline for temporarily withdrawal from an MA programme is the last working day before Easter.

Marking Scale

All examinations, assessed work and dissertations are marked according to the School’s externally approved standards.

All work is assessed using the Conceptual Grading Scale in Appendix 5.

There are three relevant thresholds on the marking scale for postgraduate modules:

- 50+ is a ‘Pass’ at MA level
- 60+ is a ‘Pass with Commendation’
- 70+ is a ‘Pass with Distinction’

A recognised rule of thumb is that 50 at this level should be equivalent to 60 at undergraduate level. In other words, students should not pass at Masters level if they have not attained at least the standard that would be expected from a 2.1 undergraduate. Furthermore, a low first at undergraduate level would not be good enough for a distinction at Masters level and an undergraduate high 2.2 translates as a fail!

Degree Classification

An overall ‘Distinction’ will be awarded to students who achieve an overall average of 70% or more.

An overall ‘Commendation’ will be awarded to students who achieve an overall average of 60% or more.

External Examiners

The External Examiner system enables the University to ensure that it awards qualifications at an appropriate standard and that student performance is judged appropriately. The current External Examiner
Plagiarism

It is an academic offence for students to plagiarise. The School takes a very severe line on students who plagiarise work. Students who attempt to pass off another’s work as their own will receive a mark of ‘0’. In some cases, acts of plagiarism can result in the student failing the entire degree. Remember, plagiarism includes information from books, newspapers, journals AND the Internet.

Plagiarism is defined as follows: to present as new and original an idea or product derived from an existing source. This existing source may be the work of others submitted without appropriate acknowledgement, or the writer’s own previously submitted work. This includes auto-plagiarism (to use excerpts from your own previous work without appropriate acknowledgement) and self-plagiarism (to submit a piece of work more than once, e.g. one which has been previously submitted for a different assignment).

In effect, plagiarism is a form of theft and can include:

- handing in another student's essay and pretending that it is your own work;
- copying chunks out of articles, chapters or books and pretending that it is your own work;
- taking phrases or sentences from the work of another and pretending that it is your own work;
- copying out chunks of another's work without using quotation marks to show that this is the work of another;
- borrowing ideas from a source without giving a reference (footnote etc.) for what is borrowed.
- copying from the Internet.

All suspected cases of plagiarism will be investigated in line with University procedures and students may be required to appear before the School's Academic Offences Panel.

Resources about referencing and essay writing, as well as workshops and one-to-one support are available from the Learning Development Service.

For details of University Regulations on Academic Offences, see the University Calendar (available via: http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/).

For definitions of, and ways to identify and avoid plagiarism, as well as a link to the School’s General Study Guide, see: http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/StudyingattheSchool/Plagiarism/

Feedback

If you want feedback on your performance in a particular module, you should make an appointment with the module convenor. A full list of Module Convenors can be found in Appendix 2. No other member of staff can give you any detailed information on the assessment of your work on a module.

Procedures for Submitting Assessed Work and Dissertations

These refer to the submission of all assessed coursework and to the submission of dissertations for all of the MA degrees.

Submission

- Submission of all assessed essays and dissertations is a two stage process:
A copy must be uploaded to Turnitin, using the instructions and module code provided in each module handbook.
And a 'hard' copy must be submitted to the School Office, 25 University Square, for the attention of the module convenor (and not to any other member of staff).

One typed copy of each coursework essay must be submitted.
Two typed copies of the MA Dissertation must be submitted.
When submitting an assessed assignment, students must complete and sign an ‘Essay Cover Sheet’ available from the School Office. Please note the declaration to be signed on the sheet (see Appendix 4). The School operates a system of anonymous marking for coursework as well as examinations. Students therefore indicate only their student number on assignments and not their name.

**Penalties for late submission of essays or dissertation**

The University rule is that coursework submitted after the deadline will be penalised at the rate of 5 percentage points for each day late, up to a maximum of 5 working days late, after which a mark of zero will be awarded. The School implements this policy.

**Exemptions from penalties**

- Exemptions from penalties for late submission will be genuinely exceptional.
- A student must apply for an exemption using the application form available in the School Office within 3 days after the submission deadline. The application form must be given to the Programme Convenor and the School Office with copies of supporting documentation attached. Students must take great care to follow the instructions on the form and they should refer to the Section 8 (Regulations Governing Absence and Failure to Submit Assignments due to Illness) of the University Calendar: General Regulations (available via [www.qub.ac.uk/info/calendar](http://www.qub.ac.uk/info/calendar)). Certified medical evidence should normally cover the days immediately preceding a deadline.
- Work that is more than 5 working days late will be awarded a mark of zero.

**Non-Adherence to Assessment Instructions**

If you contravene instructions concerning the content or coverage of an assignment – for example, that it may not be on the same topic as a previous piece of assessment – the assignment will be awarded a mark of ZERO. This only applies to assignments (including examinations) within a module.

**7. Guidelines for the MA Dissertation**

NB Students completing PAI9098 Project (LSP) as part of the MA in Legislative Studies and Practice will be provided with specific guidance by the programme convenor.

**Registration of Topics**

- A dissertation workshop will be held in the first semester at which students will be advised about procedures regarding the choice of topic, the allocation of a supervisor and the submission and assessment of dissertations.
- Students should agree a topic with a prospective supervisor before they register the topic with the MA Tutor.
- Registration should be completed by 2 March in the academic year in which students first enrol. It is possible to change your topic or your supervisor at a later date in consultation with the MA Tutor.

**Submission**

- Dissertations are to be submitted by noon on Tuesday, **15 September 2015**
- They must be uploaded to Turnitin and submitted in hard copy to the School Office for the attention of the MA Tutor – Dr Dan Bulley - and NOT the supervisor.
- Arrangements regarding penalties for late submission, and possible exemption from such penalties, are detailed above.
• A formal extension can be granted, in genuinely exceptional circumstances, if it is arranged in advance with the MA Tutor. In cases of illness, an extension can be granted only on strict condition of the provision of certified medical evidence covering a relevant period of time.

**Failing**

• A student whose dissertation is awarded a fail by the examiners, including one due to a penalty for late submission, may resubmit at a date agreed with the MA Tutor.

• Only one resubmission is possible.

• A Diploma can be awarded if the dissertation does not reach the required standard on condition that all four other modules have been passed.

MA students are required to submit two copies of their 14,000-15,000 word dissertation by 12.00 on 15 September 2015 to the School Office in 25 University Square.

Students may consult dissertations submitted in previous years by contacting the School Office. For more information on the Dissertation, please consult the module handbook (PAI9099), available for download from Queen’s Online, or contact the MA Tutor by email (d.bulley@qub.ac.uk).

**Layout and Presentation**

There are no hard and fast rules for layout, but the following is offered for general guidance. The dissertation should normally be separated into chapters of about 2,000 to 3,000 words each, depending, of course, on how the material divides up. Pages should be numbered and a table of contents provided at the beginning. Remember that the dissertation is to present an argument and that this argument should be clearly expressed in the introduction or preface. The introduction should also include a chapter breakdown to direct the reader. Each chapter should start with its own introduction that situates it within the body of the whole text. The conclusions should re-state the primary argument and any outstanding issues. The dissertation will contain an abstract/synopsis and a declaration that the work is the author's own.

**Length** The dissertation should be 14-15,000 words including footnotes but excluding the bibliography. Dissertations which exceed the word limit will be penalised.

**Format and Presentation** Students will be expected to submit two soft bound copies of a typed version of the dissertation following the format below:

• 1.5 or double spacing.
• 2.5 cm margins all around except binding edge (left-hand margin) where it must be 4 cm.
• 12 point font, preferably Times New Roman.
• Typing on one-side of paginated (i.e. page numbers) A4 paper only.
• Quotes longer than 30 words indented in separate paragraph without inverted commas.
• Footnotes or endnotes (at bottom of each page or the end of each chapter, or after Conclusion) single spaced; referencing for items from the Internet should include net address and date accessed.
• Referencing either Harvard or in notes (following Handbook).
• Sub-headings should be in bold or underlined on a separate line.
• Tables, diagrams and maps should be numbered consecutively with title at the base and source acknowledged.
• Chapters (with titles)
• Bibliography: make style consistent.
• Spiral/soft binding is acceptable; we do not advise hard binding.

The following should be on separate pages

• Title page including name of student, supervisor, student number, degree programme, school, word count and date.
• Declaration of Authorship
• Abstract of approximately 300 words. Brief summary of the dissertation - the aim, background setting, how the research was conducted, the main findings, together with reference to the conclusions reached.
• Acknowledgements (where appropriate) – individuals or organisations that gave advice and assistance.
• Table of Contents with chapter titles
• List of Tables, Figures and Illustrations.
• The title of each table and page number must be provided.

Structure

• Introduction
  Sets the scene for the subject of the dissertation. It should describe the aims of the study, why this topic is important, the approach used and outline the main contents of each chapter in approximately 500-1000 words.

• Main body of the text
  Depending on the topic the main body of text will have 2-4 main chapters. Each chapter should be properly structured, with each point based on sound evidence and clearly linked to the next, with conclusions reached and stated. Budget your wordage carefully between the chapters.

• Conclusion
  This should refer back to your original aims (as set out in the Introduction) and should summarise your argument and main findings.

• Appendices
  An Appendix normally contains information or data which is relevant to your topic, but may not be appropriate to include in the main body of the text.

• Bibliography
  The bibliography must include the full details of all works cited or used. It must be arranged in alphabetical order of authors, and set out in the style shown below.

Books

This must include, in the order stated:

Author(s), date of publication in brackets, full title in italics, edition *(if appropriate) location and name of publisher.

for a single author

for two (or more) authors

for an edited volume

Journal articles

This must include, in the order stated:

Author(s), date of publication in brackets, ‘title of article’, title of journal in italics, volume and issue number, page numbers


Newspaper and Periodical articles

Author(s), ‘title of article’, title of newspaper or periodical in italics, date, page number(s)


Official documents, publications

These should be included in the main bibliography as you would a book, citing the organisation as the author.

Websites
This must include:

The author of the website (i.e. the organisation, office or agency), the web address and the date accessed.

Appendix 1: Academic Staff

See also [www.qub.ac.uk/pisp/AboutUs/StaffProfiles/](http://www.qub.ac.uk/pisp/AboutUs/StaffProfiles/)

<table>
<thead>
<tr>
<th>Surname</th>
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<th>Title</th>
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<td>Agarin</td>
<td>Timofey</td>
<td>Dr.</td>
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Appendix 2: Postgraduate PISP Module Convenors, 2014-15

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<td>PAI7002</td>
<td>Government &amp; Institutions of Northern Ireland</td>
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<td>International Security</td>
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<td>PAI7021</td>
<td>The Politics of Northern Ireland</td>
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<td>PAI9099</td>
<td>Dissertation</td>
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Appendix 3: Postgraduate Modules Available 2014-15

Autumn Semester

**PAI7001 Approaches to Research Design**
This module has two key purposes. First it introduces students to some important themes in the philosophy of the social sciences. It therefore addresses fundamental issues such as the source of social scientific knowledge, the relation between scholarly research and social progress, and the possibility of eliminating bias in political analysis. Second, it develops students’ skills in research design through an examination of selected qualitative and quantitative research methodologies. It doing so it addresses key issues in the design and preparation of the dissertation.
*Assessment Weighting: 50% Critical Comparison essay; 50% Research Design*

**PAI7002 Government & Institutions of Northern Ireland**
The focus of the module is on the politics of NI post-1998, ie on the devolved NI, its institutions, their creation, operation and performance, set within the context of an altered ‘state’.
*Assessment Weighting: 50% Essay, 50% Essay*

**PAI7003 Representative Government and Public Opinion in the EU**
This module introduces students to the range of important issues relating to citizens’ political opinions and representative government in the European Union. The determinants of citizens’ attitudes to the integration process are investigated, focusing on economics, identity and political parties as drivers of opinion. The elections to the European parliament are compared to national elections. Referendums as a means of ratifying EU Treaties are explored. Political participation at EU level compared to national level is examined and new innovative means of participation are assessed. These discussions lead to an investigation of the so-called ‘democratic deficit’ which is discussed in the context of the role and functions of the European Parliament and its relation to national political institutions. Overall, the module aims to equip students with an understanding of the relationship between citizens’ beliefs/preferences and political decision-making at the EU.
*Assessment Weighting: 50% Essay, 50% Essay*

**PAI7020 International Security**
This course aims to introduce students to the study of security. It introduces traditional and newer approaches to the study of security and narrow and broad definitions of security. This is followed by an analysis of successive structures of formal inter-group relations, which have crystallized around the state-order, that is complemented by an analysis of the interdependence of states, and the evolution of supra-state or inter-state mechanisms (or regimes, International Organisations such as the UN, NATO, OSCE, WEU and EU). The focus then shifts to general problems of security in Europe and the world, followed by in-depth analyses of particular issues in international security, namely conflict intervention, arms control, and human security and development.
*Assessment Weighting: 45% Essay, 45% Essay, 10% Presentation*

**PAI7021 The Politics of Northern Ireland**
The political conflict in Northern Ireland has generated an extensive scholarly literature. This module requires students to engage with such work, and through such engagement to develop their own distinctive interpretations of Northern Irish politics from the foundation of the state up until today.
*Assessment Weighting: 50% Essay, 50% Exam*

**PAI7023 Theories of Ethnicity and Ethnic Conflict**
This module examines theories and concepts of ethnicity, cultural diversity, nationalism, national identity, multiculturalism, ethno-nationalism and gender and nation as they relate to contemporary conflict. Cases of ethnic conflict are explored by examining the right of minority cultures and politics of ethnic assimilation and by looking at genocides and forced population transfers. We conclude by critically examining territorial and non-territorial models of national self determination.
*Assessment Weighting: 50% Essay, 50% Essay*
PAI7026 Theories and Issues in International Politics
The module will examine some of the key theoretical approaches and debates that have defined the evolution of international politics as a discipline (e.g. Realism, Liberalism, the English School, Critical Theory, post-structuralism, feminism and constructivism). Students will explore the underlying assumptions of each theory, compare and contrast each theoretical approach, and examine the relevance of each theory through contemporary issues in international politics.
Assessment Weighting: 45% Essay, 45% Essay, 10% Presentation

PAI7028 Violence, Terrorism and Security
The concepts that are at the heart of this core module (violence, terrorism, and security) can each have different meanings across time and at various political levels. The module provides a rigorous analysis of these terms, focusing particularly on the contested concepts of terrorism and security. It also examines state and international responses to the threats that contemporary violence poses both within states and internationally. Case studies are employed to illustrate the conceptual analysis. The varieties of motivation for terrorism, including nationalism, religion and the pursuit as well as defence of political power are critically examined.
Assessment weighting: 50% Essay, 50% Essay

PAI7034 The European Union: History, Institutions and Theory
The module provides an advanced level introduction to the origins and structure of the European Union (EU) as well as to different theoretical and analytical approaches to the study of European integration. It explores the historical development of the European Communities and the EU, examines in detail the nature and evolution of the organization and roles of the EU’s main institutions (i.e. Commission, European Parliament, Council, European Council and Court of Justice), and provides a critical examination of the debates surrounding the contribution of inter alia neo-functionalism, Intergovernmentalism and Europeanization to understanding the sui generis nature of the EU and the dynamics and effects of European integration.
Assessment Weighting: 50% Essay, 50% Essay

PHL7039 Children’s Rights and Conceptions of Childhood
This module will critically explore and evaluate the distinction – of central importance to key debates in law, politics and moral theory - between children and adults. Different ways in which this distinction might be understood will be invoked. In particular the module will examine the questions of whether children have rights, if so, which ones, and how children’s interests might be protected in the absence of rights. It will use the United Nations Convention on the Rights of the Child (1989) as the starting point, and take decision-making within biomedicine as its principal area of discussion, employing a number of important English legal cases for detailed examination. The module will thus serve to illuminate issues of moral, legal and political status; what exactly a right is and how we might specify the conditions that qualify persons for holding rights; how to distinguish between different kinds of rights; what the difference between moral and legal rights amounts to; and how to balance considerations of liberty or autonomy against those of welfare and best interests.
Assessment Weighting: 50% Essay, 50% Essay

PHL7041 Ethics, Norms, and Institutions
This module is devoted to exploring the philosophical and practical issues posed by the relations between roles, norms, recognition, and their institutional contexts. It will address philosophical debates about the nature of conventions and normativity, relations of mutual recognition, social roles – both formal and informal – the nature of social institutions, and questions of individual and collective agency. It will address a range of practical ethical issues, relating to accountability, agency, personal identity, integrity, trust, and regulation. The module will draw on both philosophical and empirical material from law and regulation, political science, industrial relations, and sociology, as appropriate.
Assessment Weighting: 50% Essay, 50% Essay

PHL 7043 Philosophical Research Methods
This module aims to enable students to successfully pursue graduate study, and to prepare them for writing dissertations and, subsequently, doctoral-level research. It is intended to provide training in general research skills, although in a way that stays firmly in touch with issues confronting them as professional philosophers and theorists. Each week a different member of staff will discuss a particular topic of this nature. Topics include: working with your supervisor; developing a writing style; presenting your work at conferences; publishing; applying for funding; the psychology and sociology of research.

**Assessment Weighting:** 45% Essay, 45% Dissertation Proposal, 10% Presentation

**PHL7044 Methods in Law and Ethics**

This module provides an introduction to the methods used in carrying out work in ethics and law at Master's level. It is intended to provide training in research skills that are appropriate to those working in these disciplines and to prepare students for the dissertation. Given that students on the course may have little previous academic background in philosophy and/or law it will also provide an introduction to work in these disciplines. Topics to be covered include: analysing ethical arguments, working with statutes/legal cases, developing appropriate writing styles, effective use of time spent researching and working with their research supervisor, efficient use of information resources including both the library and on-line resources, selecting a research question, planning research for the dissertation, and structuring written work in ethics and law.

**Assessment Weighting:** 50% Essay, 50% Dissertation Proposal

**PHL7055 Principles for Medical Ethics and Law**

This module aims to introduce students to the main theoretical concepts used when dealing with questions in medical ethics, including autonomy, harm and justice. The first part of the module examines the extent to which analysis of these ideas provides support for requirements to obtain consent and to care for patient's wellbeing, and the ways in which these requirements can come into conflict. This will lay the foundation for work in other modules in the course. The second part of the module examines debates about how to conceptualise both the relationship between law and ethics, and the role of codes of professional practice in medicine.

**Assessment Weighting:** 50% Essay, 50% Essay

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**Spring Semester**

**PAI7006 Ireland and Europe**

This module sets out to investigate the degree to which Ireland has been Europeanised and Europe Hibernicised in the fields of politics, culture and identity. Contemporary Europeanization has had profound implications for the emergence of a new form of European governance in Ireland. Europeanization has also challenged traditionalist assumptions of the Irish national identity by questioning the modern conviction to the relationship between territory and national community as a strategy of national self-representation and empowerment. The module examines the impact of Europeanization on governance, culture and identity in Ireland through an examination of, for example, European traditions, symbols and identity, Irish official discourse, cross-border cooperation, and partnership politics. It also considers the political and cultural influence of Ireland in Europe (Hibernization) through, for example, diplomacy, peace process, and migration.

**Assessment Weighting:** 50% Essay, 50% Essay

**PAI7007 Global Terrorism**

This module introduces students to the range of important issues relating to the phenomenon of global terrorism and responses in terms of the global war on terrorism. The key debates that students will engage with will include: the emergence of transnational terrorism structures, transnational terrorism case studies, state and transnational state responses to terrorism including international actors such as the UN, NATO and other regional organisations. The study of these debates will lead to the investigation of particular groups, state actors, themes and responses which will culminate in a student-led simulation exercise. Overall the module aims to equip
students with an understanding of the key discourse and examples as they pertain to contemporary terrorist challenges and responses at a global level.

Assessment Weighting: 50% Essay, 50% Essay

PAI7022 The Politics of the Republic of Ireland
This module explores and analyses the political development of the Irish Free State/Republic of Ireland in historical context. It combines an historical and thematic approach to provide students with an understanding of the politics of the Irish Free State, later the Republic. It introduces students to key debates on the Irish Revolution and its background, on Irish historical revisionism, on the foundations of statehood, and the institutions and political culture of the new state. Particular themes include partition, the pursuit of stability and order, negotiations of identity, problems of modernisation, Ireland’s shifting place in European and world politics, changing attitudes towards partition and ‘the Troubles’, the impact of social change on self-representation in a post-Tiger context.

Assessment Weighting: 50% Essay, 50% Exam

PAI7025 National and Ethnic Conflict Management.
Students will be provided with a detailed and critical analysis of the political and constitutional options in societies beset by ethnic conflict, with particular emphasis being given to mechanisms directed at the achievement of political accommodation. Topics include transitional justice, mediation and negotiation, partition and secession and refugee management. This course is the second of two core modules of the MA degree in Comparative Ethnic Conflict. Having analysed theories of ethnic and national conflict in the first semester module, the focus of the course now switches to conflict resolution, or at least conflict management.

Assessment Weighting: 45% Essay, 45% Essay, 10% Presentation

PAI7027 Conflict Intervention
The module will evaluate the changing nature of intervention, from unilateral forceful intervention to multi-lateral intervention, to humanitarian intervention, and third party mediation. Focusing on state, intergovernmental and non-governmental actors’ interventions, it will look at various conflict intervention practices in all phases of conflict from conflict prevention to post-conflict peace-building.

Assessment Weighting: 50% Essay, 50% Journal

PAI7030 International Political Economy
This module provides a themed examination of the changing politics of the world economy, through the lens of the sub/inter-discipline, known as International Political Economy. International Political Economy (IPE) has become the accepted academic term for the analysis of the exercise of economic power and the politics of economic policy and capitalist development placed in a global context. This module introduces students to theories and concepts in International Political Economy related to the exercise of power and authority. It then goes to analyze a number of key topics and issues relating to the power and politics of economic organization and management including: the future of United States supremacy; the politics of money and finance; theories of development; the politics and policy of economic development in developing countries; problems of underdevelopment; the politics of global civil society; the global politics of energy policy and climate change; and the political economy of environmental sustainability.

Assessment Weighting: 50% Essay, 50% Essay

PAI7035 Issues in European Governance
This module explores and analyses some of the most salient and pressing issues in contemporary European public policy. It provides students with an introduction to the study of European public policy and the nature of EU governance before moving on to examine specifically EU decision-making processes from policy formulation to implementation. The module has been designed to enable students to acquire an in depth appreciation of the most important and substantive EU policy areas and the issues that are currently confronting the EU. These include the euro and the European Central Bank, environmental policy, cartel policy, energy policy, fisheries, enlargement and foreign policy. The module has been designed to encourage students to engage in open and
free discussion and pursue further investigation into current policies; allow them to improve their research, teamwork, time management, oral and written communication skills.

Assessment Weighting: 50% Essay, 50% Essay

PHL7038 Philosophy of Conflict and War
This module explores the moral and ethical questions posed by serious political conflict, in particular those posed by war and other forms of violent collective struggle. It commences with a critical examination of rival theoretical understandings of ‘the political’, which frame the problem of political conflict, and of the possibilities of overcoming such conflict, in very different ways. A key focus here is the work of modern political realists and the critics of political realism. The module then moves to explore the specific moral-ethical problems associated with war, with an emphasis on the Just War tradition as it is developed in the work of contemporary political philosophers. Among the issues addressed here are the concepts of violence and of war, the Just War understanding of jus ad bellum and jus in bello, the challenge of pacifism to Just War thinking, the problem of dirty hands, the morality of military intervention, and the normative justifications and criticisms of contemporary state and non-state terrorism.

Assessment Weighting: 35% Critical Review, 50% Essay

PHL7042 Metaethics
This module explores basic questions about the status and nature of moral claims and how we should understand ‘morality’ and ‘ethics’ as phenomena of human life. Over the course of the seminars, students engage in in-depth analysis of topics in metaethics, including both the nature of ethical properties, states of affairs, and facts, as well as the nature of ethical concepts, contents, attitudes, and judgements. Topics may include (but are not limited to) realism, ethical naturalism, the alleged ‘gap’ between the ethical and the non-ethical, the epistemology of ethics, the relationship between ethics and metaethics, motivational and reasons internalism, error theories, non-cognitive and expressivist theories, the Frege-Geach problem, and practical reasoning.

Assessment Weighting: 50% Essay, 50% Essay

PHL7046 Healthcare Ethic and Law in Relation to Children and Families
Particular ethical and legal questions arise when providing healthcare to children. This module critically examines the ways in which ideas of autonomy, consent, and wellbeing are applied in this area. Topics to be covered include the idea of the child’s best interests and whether this is an appropriate standard for healthcare providers to aim for, how a child’s interests are to be determined, the role of parental consent, the legal and ethical issues that arise when parents and medical staff disagree about what is in a child’s interests, and the question of what weight (if any) should be given to a child’s own views about potential treatment.

Assessment Weighting: 50% Essay, 50% Essay

PHL7047 Medicine and Innovation: Ethical and Legal Issues
Whilst the introduction of new medical interventions can provide considerable benefit, their introduction also raises a range of ethical and legal issues. These are the focus of this module. Over the course of the module students will critically engage with questions about the nature of risk and how this should be assessed, whether the precautionary principle is appropriate when dealing with new medical technologies, the extent to which patients can adequately consent to treatment where there is little knowledge of its long term effects, and questions about what justice requires when it comes to the introduction of new drugs or medical technologies. This module will also introduce students to related issues that arise in relation to medical research and the implications of this both for what types of research are ethically permissible, and for the types of research that should be being carried out.

Assessment Weighting: 50% Essay, 50% Essay

PHL7048 The Ethics of Recognition
This module will explore the moral, ethical, and political implications of demands for social and political recognition. It will consider the role that ideas about social recognition play in contemporary moral, social, and political philosophy, from theories of cultural recognition to theories about the role of recognition in constituting individual and collective agency. The precise
themes discussed may vary from year to year, but may include, for example: cultural recognition and multicultural politics, the relationship between social recognition and individual freedom, self-respect and human dignity, rights and recognition, self-esteem and social distinction, recognition and authority, harm and misrecognition, punishment, responsibility, and dignity, perfectionist and interactionist accounts of recognition, recognition and distributive justice.

*Assessment Weighting: 50% Essay, 50% Essay*

**PAI9098 Project (LSP) – double module**

The module offers students the opportunity to undertake supervised field workplace-based research on an approved topic concerning legislative practice and/or studies.

*Assessment Weighting: 100% Continuous Assessment*

**PAI9050 Placement (LSP)**

The module enables students to spend four days per week undertaking work-based learning via a range of supervised placements in the Northern Ireland Assembly.

*Assessment Weighting:*

Case report 50%, Monthly Journal 20%, Overview Journal 20%, Portfolio 10%

**PAI9099 Dissertation (triple weighted module)**

The research and writing of a 14-15,000-word dissertation on any chosen aspect of Politics, International Studies or Philosophy.

*Assessment Weighting: 100% Dissertation*
Appendix 4: Essay Cover Sheet

ASSIGNMENT COVER SHEET

PART 1 – To be attached to the assignment

Please ensure you fill in ALL the details requested BEFORE submitting your essay.

<table>
<thead>
<tr>
<th>STUDENT No.</th>
<th>MODULE CODE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE TITLE:</td>
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<tr>
<td>TUTOR:</td>
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<tr>
<td>DATE DUE:</td>
<td>RECEIPT No. XXXXXXX</td>
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To be completed by the School Office:

<table>
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<th>DATE SUBMITTED:</th>
<th>RECEIVED BY:</th>
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</table>

PART 2 – To be retained by the School Office

<table>
<thead>
<tr>
<th>NAME:</th>
<th>STUDENT No.</th>
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</thead>
<tbody>
<tr>
<td>MODULE TITLE:</td>
<td>MODULE CODE:</td>
</tr>
<tr>
<td>NATURE OF ASSIGNMENT</td>
<td>RECEIPT No. XXXXXXX</td>
</tr>
<tr>
<td>DECLARATION:</td>
<td>I have read and understood the University's regulations on Academic Offences and the School's guidelines on plagiarism (see <a href="http://www.qub.ac.uk/pisp/TeachingLearning/Plagiarism">www.qub.ac.uk/pisp/TeachingLearning/Plagiarism</a>). I confirm that this coursework contains no plagiarised material.</td>
</tr>
<tr>
<td>SIGNATURE</td>
<td>Date:</td>
</tr>
</tbody>
</table>

PART 3 – To be completed by the School Office and handed to the Student

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>ASSIGNMENT RECEIPT No. XXXXXXX</th>
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<tbody>
<tr>
<td>RECEIVED BY</td>
<td>Date:</td>
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Please note that all coursework is retained by the School for scrutiny by the external examiner.
Appendix 5: Postgraduate Conceptual Equivalence Marking Scale

<table>
<thead>
<tr>
<th>Module Descriptor</th>
<th>Mark Band</th>
<th>Criteria</th>
<th>Determinator within grade band</th>
</tr>
</thead>
</table>
| A (Outstanding)   | 80-100    | • Thorough and systematic knowledge and understanding of *module content*  
• Clear grasp of issues involved, with evidence of innovative and original use of learning resources  
• Knowledge beyond *module content*  
• Clear evidence of independence of thought and originality  
• Methodological rigour  
• High critical judgement and confident grasp of complex issues | Originality of argument. |
| A (Clear)         | 70-79     | • Methodological rigour  
• Originality  
• Critical judgement  
• Use of additional learning resources | Methodological rigour. |
| B                 | 60-69     | • Very good knowledge and understanding of *module content*  
• Well argued answer  
• Some evidence of originality and critical judgement  
• Sound methodology  
• Critical judgement and some grasp of complex issues | Extent of use of additional or non-core learning resources. |
| C                 | 50-59     | • Good knowledge and understanding of the *module content*  
• Reasonably well argued  
• Largely descriptive or narrative in focus  
• Methodological application is not consistent or thorough | Understanding of the main issues. |
| Marginal Fail     | 40-49     | • Lacking methodological application  
• Adequately argued  
• Basic understanding and knowledge  
• Gaps or inaccuracies but not damaging | Relevance of knowledge displayed. |
| Weak Fail         | 0-39      | • Little relevant material and/or inaccurate answer or incomplete  
• Disorganised  
• Largely irrelevant material and misunderstanding  
• No evidence of methodology  
• Minimal or no relevant material | Weakness of argument. |

*Module content* should be interpreted as the topic or area of research being undertaken in the study in keeping with the learning outcomes for the module. The above criteria can be applied to both taught modules at M-Level and the M-Level dissertation (ignoring reference to module content).
Appendix 6 Support for students at Queen’s

Introduction

Schools work closely with both the Student Guidance Centre and the Students’ Union to provide a full set of support services during your time at Queen’s.

The University takes the view that all aspects of student life offer opportunities for learning and development. Schools work closely with student support services and the Students’ Union to support your personal development planning, providing a range of academic and personal support services and developmental opportunities during your time at Queen’s. If you are not sure where to go when you have a question about any element of University life, ask one of the Information Assistants in the Student Guidance Centre or the International and Postgraduate Student Centre.

The Student Guidance Centre (SGC) is on University Road, above the Ulster Bank, Post Office and Deane’s at Queen’s.

It brings together a number of support services that help guide and assist you throughout your time at Queen’s. From managing your student record, developing your academic and employability skills and offering advice and assistance for times when you may feel under pressure, all services work together to ensure you have an enjoyable student experience.

Services located in the SGC include:

- Careers, Employability and Skills
- Centre for Educational Development
- Counselling Service (in partnership with Carecall Wellbeing, at 84 University Street)
- Disability Services
- Income and Student Finance
- Learning Development Service
- Science Shop
- Student Services and Systems (Student Records and Examinations, Qsis)

The Centre holds information and resources for a range of services both on- and off-campus.

Not sure who to ask? Information Assistants on the first floor will help you with all your queries about the University, from getting a new student card, to where to submit a form, or taking advantage of specialist advice from one of the services. The Centre also offers a comfy seating area, internet access, coffee, newspapers to read and laptops that you can borrow for use within the Centre.

Student Guidance Centre
University Terrace
T: +44 (0)28 9097 2727
E: sgc@qub.ac.uk
http://www.qub.ac.uk/sgc

The International and Postgraduate Student Centre is located adjacent to The McClay Library, the International & Postgraduate Centre provides dedicated support to, and is a hub for many aspects of information, advice and guidance for international and postgraduate students. Students have the opportunity to meet and socialise with their peers from other Schools and disciplines in a welcoming and relaxed environment. Wireless access to the University network is provided throughout the Centre.

The second floor of the building provides dedicated study and social space for postgraduates. This includes a computer facility offering 50 networked computers with black and white and colour printing, scanning and photocopying facilities. The second floor also houses the Postgraduate Students’ Association (PGSA), which represents the interests of all postgraduate students in the University and co-ordinates a number of research-related and social events throughout the year.

Opening hours for postgraduate students are 8:00am–10:00pm Monday–Friday.

Postgraduate Centre
International and Postgraduate Student Centre
T: 028 9097 2585
International Student Support

International Student Support is based on the ground floor of the International and Postgraduate Student Centre. The team aims to support, guide and advise international students, enabling them to maximize their student experience at Queen’s. Core services include advice on student-related visas and immigration issues; welcome and orientation; general support and advice; and cultural awareness training.

T: +44 (0)28 9097 3899
E: internationalstudentssupport@qub.ac.uk
http://www.qub.ac.uk/isso

Information for International Students (non-EU, non EEA and Swiss nationals)

All the services listed in this guide are equally available to international students and staff are happy to support you during your time at Queen’s. In addition, International Student Support (ISS) has staff specifically trained to provide advice, support and guidance for international students.

The staff in ISS are the only staff in the University who are permitted to provide advice or guidance on immigration/visa matters. ISS is located in the International and Postgraduate Student Centre (IPSC). We offer a wide range of services including confidential advice on immigration, problems affecting your studies or personal concerns. We provide information on matters relating to arriving in the UK, opening a bank account, police registration, healthcare and doctors, safety and security, working in the UK, driving in the UK, activities in the University, local activities and events, travel, British culture, local shops and services, facilities for families. More general support is provided to help with settling in the UK, life in Belfast, academic life and study methods, homesickness and culture shock and schools and childcare.

It is very important that international students meet the conditions of their visa while they live in the UK. This means that if you have a job you must not work more hours than you are permitted. If you want to work (paid or unpaid) you should make an appointment with ISS to discuss what you are allowed to do in the UK.

You are likely to have a student visa which is issued under Tier 4 of the Points Based System. This affects both you and the University. The University has a number of obligations to meet for the UK Border Agency, which include (but are not restricted to) keeping copies of your immigration documents, monitoring your arrival/enrolment and you attendance. ISS will perform a Right to Study check in your passport and immigration documents before you will be permitted to enrol at the beginning of each academic year. The International Student Handbook contains a list of the recording and reporting obligations which must be carried out by the University. If you have any questions about these please contact ISS.

You can contact ISS at iss@qub.ac.uk with any questions, enquiries or to make an appointment. Alternatively you can drop into the IPSC where we will be delighted to meet you and help with any problems you may be having.

When you attend an appointment at ISS you should always bring your passport with you.

International Student Support
International and Postgraduate Centre
Ground Floor
T: +44 (0)28 9097 3899
E: iss@qub.ac.uk
University Accommodation

There are a variety of University-managed accommodation options available to choose from:-

1) Elms Village Student Accommodation - located at 78 Malone Road, Belfast BT9 5BW, this purpose-built accommodation is ideally suited to undergraduate students. The Village is made up of three-storey accommodation blocks housing a total of 1126 en suite bedrooms and 505 standard bedrooms (with wash-hand-basin and use of a shared bathroom). The Village includes the Treehouse bar and restaurant, an ideal place to meet other students, enjoy a drink and watch Sky Sports. Also located in the Treehouse is the laundry, the convenience shop (MACE) and the Lounge – a no alcohol common room area equipped with big screen TV, a computer suite (including Skype) and printing facilities. The Residential Life team are based in the Elms Village and are on hand to help new students meet the challenges of living away from home for the first time. They can signpost you to further support for any problems which may arise and they also organise regular social events and trips to help you meet new friends.

2) Willow Walk – this brand new contemporary style accommodation located within an enclosed development on the perimeter of the Elms Village site at 78 Malone Road, offers one, two, three and four bedroom apartments, as well as studio apartments, specifically designed with international and postgraduate students in mind. The high standard of decor in these apartments rivals comparable accommodation in the private sector.

3) Queen’s Houses –
   - Guthrie House (14 to 40 Fitzwilliam Street, Belfast BT9 6AW) – Single sex, purpose-built accommodation for undergraduate students, Guthrie House provides separate accommodation for male and female students. Located opposite the main University buildings, the accommodation is divided into six flats each accommodating 13 or 14 students.
   - Grant House (64 Malone Road, Belfast BT9 5BT) – situated close to the Elms Village, Grant House offers “no alcohol” accommodation. Large kitchens and common rooms are shared by 16 students, with bathrooms shared by 4 to 5 students.
   - Mount Charles (11 to 19 Mount Charles, Belfast BT7 1NY and 26 to 50 Mount Charles, Belfast BT7 1NZ) – these older properties offer students a more independent way of life. Each house accommodates 7 or 8 student residents with a choice of three room types - standard, premium and en suite.
   - 76 Malone Road, Belfast BT9 5BU – this large traditional property is located next door to the Elms Village site. There are standard rooms and larger premium rooms available. Residents share a kitchen, common room and two bathrooms.
   - College Gardens (7, 8, 9 and 12 College Gardens, Belfast BT9 6BQ) – situated opposite the main University buildings, these older properties offer a central location and a more independent style of living. Each house accommodates either 10 or 15 students in single study bedrooms. Bathrooms are shared by 3 or 4 residents.

If you would like to apply for a place in University accommodation or if you are a resident and have any queries please contact us or visit our website:

Elms Village Reception Office
Elms Village
78 Malone Road
BT9 5BW
T: +44 (0)28 9097 4403
E: accommodation@qub.ac.uk
http://www.stayatqueens.com
Private Sector Accommodation

Advice is available in the Students’ Union regarding all aspects of renting accommodation in the private sector, however, the Students’ Union and the University recommend that students seek private sector accommodation through ‘SU Lets’, the letting agency in the Students’ Union.

Help and support for checking a private sector contract before signing is available at the Students’ Union Advice Centre where an appointment can be made with an adviser. International and local students wishing to rent in the private sector can get advice by checking out the Students’ Union website www.qubsu.org/advice.asp. Speak to the Education and Welfare adviser or the Vice-President Welfare for information about:

- How to find accommodation which suits your needs
- The right questions to ask NOW to avoid problems LATER
- Your rights AND responsibilities as a tenant.

Students occupying flats and houses in the private sector must enter into a normal landlord-tenant contractual agreement. You can also have your contract checked with the Students’ Union Advice Centre.

SU Lets - private sector accommodation

The University encourages first year students to apply for accommodation owned and managed by Queen's. For private sector accommodation, the University recommends ‘SU Lets’.

SU Lets is the ethical lettings agency, which the Students' Union runs in association with local estate agent Morton Pinpoint. It provides high-quality accommodation from good landlords. It is the only place that the Students’ Union and the University recommend to students for housing in the private rental sector. The properties on offer have to meet a high-quality ‘Accommodation Code’ decided by the Union. Simple and fair tenancy agreements are provided and deposits are protected.

The SU Lets office is in the Students' Union foyer.

Careers and Employability

Careers, Employability and Skills offers a range of facilities to help students develop their career potential. These facilities include:

- Guidance on a drop in or appointment basis
- Accredited employability programmes and workshops
  www.qub.ac.uk/careers > Careers Programmes
- Events such as careers fairs and business insights
  www.qub.ac.uk/careers > Events Calendar
- Graduate jobs, placement opportunities and work experience vacancies
  www.qub.ac.uk/careers > Vacancies
- Part-time work on and off campus through the Student Jobshop
  www.qub.ac.uk/careers > Vacancies
- International exchange opportunities
  www.qub.ac.uk> AddanInternationalDimensiontoyourQueensExperience

Call in for a chat.

Careers, Employability and Skills
Student Guidance Centre
University Terrace
Belfast
BT7 1NN
T: +44 (0)28 9097 2770
E: careers@qub.ac.uk
Careers Guidance:

Queen’s Careers Service is located in the Student Guidance Centre, 91a University Road and maintains an extensive webpage for students at www.qub.ac.uk/careers/webpages/students/students.htm. It is the central unit of the University which provides guidance information and advice. Students can consult with a careers adviser about their career ideas and plans during opening hours. Students may be asked to make use of information provided by Careers Service prior to seeing an adviser. This will ensure that your consultation is useful and meaningful in dealing with the issues you raise. The following services are available:

- Personal guidance through duty adviser (for initial contact)
- Booked guidance interviews for more complex issues, where necessary

Issues students often raise include:

- Effective completion of application forms and CV construction
- Preparation for interviews and assessment centres
- Choosing the best career option
- Computerised careers guidance support systems – Prospect Planner

The Careers Service engages in a number of additional activities for which detailed information can be obtained on the careers webpage at http://www.qub.ac.uk/careers/. These include:

- Autumn and spring careers programmes, which comprise a variety of employer led skills workshops, talks and other events designed to inform students about career options, international study, and work opportunities.
- The facilitation of student/employer networking opportunities through inter alia career fairs and company presentations.
- The maintenance of a well stocked reference library on career opportunities.
- The establishment of a Work Placement Centre at 8 Malone Road which offers students:
  - Personal guidance in relation to work experience
  - Programmes designed to help students find placement, prepare for placement and relate it to their own career development
  - Access to part-time jobs on and off campus through the student JobShop
  - Information bulletins on vacation placements, vacation courses and year-long industrial placements.

Chaplaincies

Currently 17 faiths and denominations are represented at the University. Our work is varied and far-reaching, but we always hope to offer a warm welcome, support and advice (spiritual and otherwise) to all members of the University community. Each of us is committed to playing a constructive and beneficial role in the building up of the individual person and of the University community. The Chaplaincies website is the best source of information; however, the four main chaplaincy centres and points of contact are:

- Catholic 28 Elmwood Ave Rev Fr Gary Toman
- Church of Ireland 22 Elmwood Ave Rev Barry Forde
- Methodist 24 Elmwood Ave Rev John Alderdice
- Presbyterian 12 Elmwood Ave Rev Karen Mbayo

http://www.qub.ac.uk/chaps

Counselling

Whilst we hope your time at Queen’s is transformational, there may be times when you find things difficult for a range of reasons. Queen’s students can access support and advice of a counsellor. Staff are friendly, approachable and experienced in dealing with a wide range of issues that students have to face at
University and in their personal lives. Don’t leave things until the problem escalates; speak to them at the earliest opportunity. Emotional distress and difficulty can seriously impede your ability to study effectively. Counselling can support you in managing your difficulty so that your studies do not suffer unduly, and help you gain new perspective when looking at a range of options. Counselling is free and confidential to any student of the University, and can range from a five-minute chat to a series of 50-minute sessions. Counsellors are professionally trained and accredited and are bound by the Code of Ethics of their professional body, the BACP.

Appointments are available 9am – 9pm Monday to Friday and 9am – 2pm on Saturday.

Counselling Service
Student Guidance Centre and 84 University Street, as well as regional centres throughout Northern Ireland

T: 0808 800 0016 (freephone from landline and mobile)
24 hour telephone counselling: 0808 800 0002 (freephone)
E: counsellingappointments@qub.ac.uk
http://www.qub.ac.uk/counselling

Students with Disability

Disability Services provides support to students with a wide range of disabilities including mental health difficulties and dyslexia. If you have a disability or acquire a disability whilst studying at Queen’s, we can help arrange academic and personal support to meet your individual needs.

Disability Services
Student Guidance Centre

T: +44 (0)28 9097 2727
E: disability.office@qub.ac.uk
http://www.qub.ac.uk/disability

Finance

The Income and Student Finance Office provides advice on course tuition fees, including the assessment and collection of fees. If you have any concerns about your fee assessment speak to staff in the office who have experience in advising student on these matters. They administer a range of bursaries and student support and hardship funds, to help students in financial difficulty, which do not need to be repaid. They also provide a finance function for the University’s Clubs and Societies.

Student Finance and Fees
Student Guidance Centre

T: +44 (0)28 9097 2767
E: IncomeOffice@qub.ac.uk
http://www.qub.ac.uk/directorates/sgc/finance

The Students’ Union Advice Centre also has two members of staff who provide advice and guidance on personal finance, debt management, income maximisation and applying for bursaries. They can see students between 9.30am – 4.30pm, Monday – Thursday and 9am – 3pm on Friday. If you can only come outside of these hours, they will do their best to accommodate you.

Connie Craig
Financial Adviser
Student Advice Centre
2nd Floor, Students’ Union
University Road
T: +44 (0)28 9097 1049/3106
E: connie.craig@qub.ac.uk

Debbie Forsey
Money Management Adviser T: +44 (0)28 9097 1166/3106
Health Centre

Students with a Belfast address, even if they only live there during the week, are strongly encouraged to register with a General Practice (GP) surgery close to the University – although it must be within a 10 mile radius of your address. If you are ill and need a doctor’s note relating to your studies, you must see a GP as soon as possible – your School will have a policy indicating the length of time after your absence that a GP note must be submitted. It is also very important to be registered with a local GP surgery if you are suddenly and unexpectedly ill and require GP (non-emergency) attention. Students from within the United Kingdom can switch back to their ‘home’ GP during summer break.

The University Health Centre (UHC) at Queen’s offers student-focused NHS services and University funded non-NHS services for Queen’s students. The UHC has extensive experience in the health needs of young adults and is made up of a friendly team who understand university life. International students in the UK for six months or more on a student visa are entitled to free NHS care and can also register with the practice. Visit our website or phone the Health Centre for more information on how to register.

University Health Centre
5 Lennoxvale
Belfast BT9 5BY
T: +44 (0)28 9097 5551
E: reception.157@uhcq.gp.n-i.nhs.uk
http://www.universityhealthcentreatqueens.co.uk

Learning Development Service

The Learning Development Service is available to help you with academic skills. You can have three one-to-one appointments per Semester and/or attend a range of workshops on topics including essay writing, referencing, time management, presentation skills and preparation for exams.

The Learning Development Service also offers maths support. Resources can be accessed on the Learning Development Service website. You can find out more by calling into the Student Guidance Centre to make a free appointment.

Learning Development Service
Student Guidance Centre
Belfast BT7 1NN
T: +44 (0)28 9097 3618
E: lds@qub.ac.uk
http://www.qub.ac.uk/lds

Library and Information Services

The goal of Information Services at Queen’s is to provide the highest quality information resources and services to students and staff of the University. This commitment to quality is well illustrated by the building of The McClay Library, which blends the best features of a traditional library with the latest learning technologies to create a truly 21st-century environment for students and staff. There are also further libraries: the Medical and Healthcare Library (across four sites) and the Agri-Food and Biosciences Institute Library (in the main building on the AFBI Headquarters site in Newforge Lane), as well as extensive online resources.

Information Services also supports student computing, with student computing areas across the campus. The student computing web pages provide a range of information to support the use of computing in your studies; information includes the status of key computing services and computers currently free on campus, as well as information about accessing the wireless network, training and the virtual learning environment: http://www.qub.ac.uk/student
Personal Development Planning

Personal Development Planning (PDP) is a process of reviewing and planning your own development. You will be encouraged to take control of your learning needs by reflecting on your personal performance and the feedback you receive. An electronic portfolio (e-portfolio) is provided in Queen’s Online to help you set out plans and personal goals to improve your academic performance and enhance your employability. Research suggests that students who engage with PDP are better equipped to study and develop their professional skills and experiences than those who do not. You should also look at the PDP webpage in the Student Gateway and talk to your Personal Tutor.

PDP is a very helpful process to assist you in identifying what study- and skills-related changes you need to make to be even more effective as an undergraduate. Don’t forget it’s not just about helping you study throughout your course, but it will also help you develop skills for all aspects of your life at Queen’s and beyond.

Queen’s Sport (Physical Education Centre)

The facilities at Queen’s Sport are second to none. Whatever your interest – performance sport or just recreation – you are sure to find an activity that suits you!

We have four main sites; our flagship PEC Sports Centre in Botanic Park, Upper Malone, the Boat House at Stranmillis, and our cottage at the base of the Mourne Mountains.

The PEC has a state-of-the-art gym, squash courts, climbing wall, swimming and diving pool plus much more. Flexible membership packages and rates are available to all students. Our Activity Programme also has much to offer, with an unrivalled choice of classes and courses, all of which are delivered by qualified instructors.

Queen’s has over 50 Student Clubs catering for all sporting interests.

The Malone site recently underwent a major multimillion pound investment and now boasts a new Arena Pitch and Clubhouse capable of hosting premier soccer, rugby and Gaelic competition as well as several multi – sports floodlit grass and synthetic playing surfaces.

For more details please follow this link:

For information on our memberships, please visit:
http://www.queenssport.com/sites/QueensSport/Membership

Queen’s University Belfast Physical Education Centre
Botanic Park
Belfast
BT9 5EX
T: +44 (0)28 9068 1126
E: sport@qub.ac.uk
http://www.queenssport.com

Study Support

Speaking to your Personal Tutor and using some of the material on personal development planning can be helpful ways of supporting your studies. You may also benefit from more specific help. See the section on Learning Development Service for details on the support they can offer you.

Students Union

The Students’ Union offers a range of membership services including entertainment venues, food and other retail outlets, non-alcoholic study space in The SPACE, a student enterprise centre, the Students’ Union
Advice Centre, clubs and societies, student volunteering, campaigns and representative work and much more.

Every student of the University is automatically a member (which means there are about 20,000 members). Open 18 hours a day during term time, the Students’ Union welcomes over one million visitors every year. It is recognised by the University as the representative body of students and is run by elected full-time Student Officers (Sabbaticals) and student-centred staff.

The Sabbatical Officers, management and staff, work with the student body to ensure the improvement of facilities and support services for students of Queen’s.

Queen’s Students’ Union
University Road
Belfast BT7 1NF
T: +44 (0)28 9097 3106
E: studentsunion@qub.ac.uk
http://www.qubsu.org

If you do have financial pressures that mean you have to work more hours than is advisable, please come and talk to us. Both the Student Income and Finance Department in the Student Guidance Centre and the Students’ Union can give you advice on funds that are available to help students in your position. The Learning Development Service can also offer advice on time management.

Students’ Union Advice Centre – academic, welfare and financial support
University life can throw up all sorts of interesting situations and challenges. Sometimes you may not know exactly what to do about them and may want some advice. That’s what the Students’ Union Advice Centre is there for.

The Centre employs three Advisers dedicated to providing all Queens’ students with free, confidential, independent and accurate advice.

Connie Craig – Financial Adviser
Connie advises on grants, loans, fees, Support/Hardship Funds, the financial aspects of repeating years and course changes, Social Security Benefits and other general financial issues.

T: +44 (0)28 9097 1049
E: connie.craig@qub.ac.uk

Education and Welfare Adviser
The Education and Welfare Adviser advises on accommodation, including Queen’s accommodation, private landlords, deposits, repairs, checking leases/contracts. Brian also covers academic issues, including representation at Progress Committees, complaints and appeals.

T: +44 (0)28 9097 1135

Debbie Forsey – Money Management Adviser
Debbie advises on debt; this includes overdrafts, credit cards, loan agreements, arrears of payments, negotiating with creditors and any other debt issues. Guidance on budgeting and money management is available and students do not need to be in a ‘crisis situation’ in order to seek advice.

T: +44 (0)28 9097 1166
E: d.forsey@qub.ac.uk

Paid Employment and Part-time work
A high percentage of students work part-time whilst completing their degree. There are a number of good reasons for doing this as part-time work can help you:

- Develop valuable employability skills that will impress future employers
- Gain experience and a greater understanding of the workplace
- Access and develop networking opportunities
• Help financially during your studies

Register with the Student Jobshop to access a range of opportunities and fairly paid part-time jobs at http://www.qub.ac.uk/careers > Vacancies.

Please note: the University strongly recommends that students do not exceed 15 hours part-time work per week as there is strong evidence to show that significant levels of part-time work can affect degree outcomes.

Paid Employment and Part-time Work for International Students

International Students may have prohibitions or restrictions on working in the UK. It is very important that you confirm you have a legal right to work and if you do have the right to work, that you don’t exceed the permitted hours. If you want to work, you must bring your visa to the International Student Support Office where your visa will be checked to confirm whether or not you can work and if you can, how many hours you are allowed to work.

T: +44 (0)28 9097 3899
E: internationalstudentsupport@qub.ac.uk
http://www.qub.ac.uk/issso

Student Care

The University is committed to supporting the attainment and success of its students. Through its Student Care Protocol, staff work with students to identify appropriate actions and support either within or external to the University, to help students through the array of difficulties they may encounter during their time as a student.

No issue is too small to raise with the helpful support team. If you are worried about your studies, or a personal issue affecting your studies, you can contact any of the University’s support team, including:

• Staff in your School (Adviser of Studies, Personal Tutor, module or year co-ordinator)
• Chaplains
• Staff in the Student Guidance Centre (Counsellors, Information Assistants, Learning Support Tutors, Careers Advisers, Disability Officers)
• Residential Life Assistants in the halls of residence
• Students’ Union Advice Centre or Sabbatical Officers
• Your GP or other health professional

For information about the range of support available to students, visit the Student Gateway website (http://qub.ac.uk/studentinfo). Any queries may be sent to the Student Guidance Centre by emailing: sgc@qub.ac.uk

Anti-bullying and Harassment Policy

The University’s Student Charter, its Policy on Equality and Diversity and its Student Anti-bullying and Harassment Policy make reference to working in a learning environment which is free from harassment including discrimination, victimisation and bullying, and expects individuals to treat fellow students, staff and visitors equally and respectfully. In line with its regulations the University will take disciplinary action against students who cause distress by comments made about others, whether said or in writing. This includes comments written in the public domain, for example on social networking sites.

Language Learning and Cultural Awareness

Here at Queen's we are committed to offering the opportunity to learn languages to all of our students, including PISP, enabling them to become part of the global community. Competition for employment and research funding is perhaps more fierce than it has ever been. Learning a new language, and discovering new cultures, is a great way to develop a set of dynamic and practical skills which can help to demonstrate personal strengths which invariably stand out from the crowd in this competitive market.

‘Employers are always looking for people with language skills. If you speak one or more language, even if not fluently then research shows that your brain is already more flexible and better at many important tasks than that of someone who only speaks one language’
The Language Centre is based on the ground floor of the McClay Library. The Language Resources Room is available for all students to use during library opening hours and has a host of Language learning materials in over 100 languages, including language learning teach yourself guides, textbooks, software packages, which students are encouraged to explore and make the most of.

Language Courses

This year, students have the opportunity to enrol in Language Centre courses in September, as well as January. Courses are 10 weeks long, with 1 class each week lasting 2 hours, and offer students the opportunity to improve their language skills in over 20 languages. All of our courses are taught by native speakers of the language in an interactive classroom environment. Courses range from beginner level, right up to post A-level, and everything in between. **Perhaps a module you wish to study in the School will benefit in terms of your learning if you have also studied a relevant language.** These courses cost just £20.00 for Queen’s students. For further details on Language Centre courses, such as timetables and online enrolment, please visit the Language Centre webpage at www.qub.ac.uk/lc

Certificate Courses

The Language Centre also offers certificate courses in languages for special purposes such as ‘French, Spanish or German for Business’ or ‘Practical Irish.’ These courses are computer based and fully accredited. These courses allow students to progress through the online module autonomously, as and when they find the time. There is also 1 contact hour per week with the course tutor to assist students with the course. These courses cost just £60.00 for Queen’s students.

For further details on Language Centre courses, such as timetables and online enrolment, please visit the Language Centre webpage at www.qub.ac.uk/lc or contact:

: Thomas Smith  
The Language Centre  
The McClay Library  
T: +44 (0)28 9097 6178  
E: langcent@qub.ac.uk  
www.qub.ac.uk/lc

Don’t drop out – drop in!

We want you to do well during your time at Queen’s and all these services are here to help you. Staff and Sabbatical Officers have a long and successful history of supporting students in a range of situations, so do not hesitate to ask for help. You certainly will not be the first!

Every year we come across students who wish they had asked for help sooner - so take their advice and come and speak to one of the support services listed here. And if you are not sure which one to talk to come to the Student Guidance Centre and speak to one of our friendly Information Assistants who will be able to point you in the right direction.

Interested in further study or research?

The School also offers MPhil and PhD degrees and currently has more postgraduate research students than any other humanities or social sciences subject at Queen’s. All members of staff are qualified to supervise research students. Currently, there are research students dealing with topics on Irish and British history and politics, international relations, European integration, gender, political theory and popular culture, electoral systems and parties, comparative ethnic conflict, the Middle East, philosophy and many other areas.

For further details see [www.qub.ac.uk/pisp/ProspectiveStudents/PostgraduateResearchDegrees/](http://www.qub.ac.uk/pisp/ProspectiveStudents/PostgraduateResearchDegrees/)