Welcome to the School

Welcome to the School of Politics, International Studies and Philosophy at Queen’s University Belfast. The School brings together academics, researchers, students and support staff. With 36 academic members of staff with expertise in a range of areas including contemporary Irish political history, ethnic conflict, European politics, international politics, philosophy and political theory, the School is the largest centre for the study of these subjects in Ireland and one of the largest in the UK.

We have a large number of undergraduate students from the UK, Ireland and beyond, taking degrees in Philosophy, in Politics, in Politics, Philosophy and Economics (PPE), and in International Politics and Conflict Studies (IPCS). The School prides itself in the excellence of its teaching and the support it provides for students. In the 2014 National Student Survey, 89% of students either ‘definitely’ or most ‘definitely’ agreed that they were satisfied with the quality of their course.

I hope you enjoy your time as an undergraduate with us, and that you make full use of the opportunities and facilities offered both by the School and by the wider University. This Student Handbook is intended to help you understand how the School works, but if there is anything you are unclear about, please do not hesitate to approach academic or support staff for advice.

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

Professor David Phinnemore
Head of School

Contents

Welcome to the School 2
Purpose of Handbook 3
1. Key Contacts and their Roles 3
2. Starting University 4
3. Student Support 4
4. Communicating with the School 8
5. Your Journey Through Queens 9
6. Degrees, Pathways and Modules 14
7. Semesters Dates 17
8. Assessment and Feedback 18
9. Student Attendance and Progress 24
10. Student Feedback and Involvement in the School 26

Appendix 1: Academic Staff 28
Appendix 2: Module Convenors 29
Appendix 3: Using the Internet for Academic Assignments 31
Appendix 4: Student Charter 33
Appendix 5: Modules Available 2014-15 35
Appendix 6: Essay Cover Sheet 63
Appendix 7: Undergraduate Conceptual Equivalence Marking Scales 64
Appendix 8: Report Sheet on Assessed Work 65
Appendix 9: University Information: Support for Students At Queen’s 66
PURPOSE OF HANDBOOK

The purpose of this Handbook is to provide undergraduate 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) which contains additional information on the School, procedures, regulations, pathways offered and the modules available. Please note that the content of the Handbook was correct as of 01 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/). The content of the University's General [Study] Regulations takes precedence over the Handbook.

In addition to this Undergraduate Handbook, students will also be able to download a module guide booklet for each of the SIX modules they take in the School in any one academic year. These booklets contain 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 posted on Queen’s Online.

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>Phone Ext</th>
<th>Phone</th>
<th>Extension</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>3744</td>
<td>024.01.004</td>
<td></td>
</tr>
<tr>
<td>School Manager</td>
<td>Conor O’Neill</td>
<td><a href="mailto:c.oneilll@qub.ac.uk">c.oneilll@qub.ac.uk</a></td>
<td>3449</td>
<td>024.01.003</td>
<td></td>
</tr>
<tr>
<td>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>024.01.007</td>
<td></td>
</tr>
<tr>
<td>School Office – General</td>
<td></td>
<td><a href="mailto:pisp@qub.ac.uk">pisp@qub.ac.uk</a></td>
<td>5028</td>
<td>025.0G.002</td>
<td></td>
</tr>
<tr>
<td>Director of Education</td>
<td>Prof Beverley 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>
<td></td>
</tr>
<tr>
<td>Student Support</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>
<td></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>
<td></td>
</tr>
<tr>
<td>Pathway Convenors &amp; Advisors of Study</td>
<td>Dr. Cathal McCall</td>
<td><a href="mailto:c.mccall@qub.ac.uk">c.mccall@qub.ac.uk</a></td>
<td>3378</td>
<td>024.02.005</td>
<td></td>
</tr>
<tr>
<td>- International Politics and Conflict Studies</td>
<td>Dr. Joseph Diekemper</td>
<td><a href="mailto:j.diekemper@qub.ac.uk">j.diekemper@qub.ac.uk</a></td>
<td>3421</td>
<td>023.03.002</td>
<td></td>
</tr>
<tr>
<td>- Philosophy</td>
<td></td>
<td><a href="mailto:j.diekemper@qub.ac.uk">j.diekemper@qub.ac.uk</a></td>
<td>3421</td>
<td>023.03.002</td>
<td></td>
</tr>
<tr>
<td>- Politics</td>
<td>Dr. John Barry</td>
<td><a href="mailto:j.barry@qub.ac.uk">j.barry@qub.ac.uk</a></td>
<td>3657</td>
<td>023.01.007</td>
<td></td>
</tr>
<tr>
<td>- Politics, Philosophy and Economics (PPE)</td>
<td>Dr. Stefan Andreasson</td>
<td><a href="mailto:s.andreasson@qub.ac.uk">s.andreasson@qub.ac.uk</a></td>
<td>3051</td>
<td>026.02.002</td>
<td></td>
</tr>
<tr>
<td>Student Liaison Officer</td>
<td>Dr Andrew Thomson</td>
<td><a href="mailto:a.f.thomson@qub.ac.uk">a.f.thomson@qub.ac.uk</a></td>
<td>2526</td>
<td>026.02.004</td>
<td></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>025.02.003</td>
<td></td>
</tr>
</tbody>
</table>

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

Director of Education: is responsible for all the educational programmes run by the School.

School Manager: is responsible for administration within the School.

School Office: deals with general student enquiries and handles the receipt of all assignments.
Examinations Officer: coordinates matters concerning examinations and assessment within the School.

Pathway Convenors / Advisors of Study: 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. The Convenor also acts as Advisor of Study, and will be available to help with academic registration and to offer advice on module choice and progress. There is also a pathway convenor for the Joint Degree Programmes.

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

Your own Personal Tutor who ensures that you are making satisfactory progress on your degree programme and provides information on the university’s skills and employability agenda. This individual should be your first port of call where any difficulties arise.

2. Starting University

Moving to higher education is an exciting time and a new phase in your life. At the same time, don’t be surprised if you find it overwhelming at times – it’s normal to feel this way. For those of you who have recently left school, studying for a degree is very different. You have much more freedom to decide what you want to learn, and you will be asked to consider and debate about the content of your course. You will be expected to be more self-directed in how you approach your studies. Unlike school, your lecturers and tutors will guide you, but will not direct you as much as your teachers may have done in the past.

Information about making a successful transition to higher education can be found at: www.qub.ac.uk/welcome.

Within your academic School, you can discuss any issues that arise and receive guidance on approaching new situations from Academic Advisers and Personal Tutors.

3. Student Support

Introduction

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. Support and development opportunities for students are offered through your academic School, as well as centrally in the Student Guidance Centre, International and Postgraduate Student Centre and the Students’ Union.

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.

A) Notice Boards:

The School notice boards are located in 25 University Square. Check these notice boards regularly as information on visiting speakers, training courses, public lectures, etc. will all be posted here.
(B) Advisors of Study:

All students are allocated an Advisor of Study who is responsible for a particular degree pathway. Depending on the subject(s) being studied, the Advisor of Study may be in a School other than the School of Politics, International Studies and Philosophy.

The School of Politics, International Studies and Philosophy provides Advisors of Study for the following:

- students taking a single honours degree in, International Politics and Conflict Studies, Philosophy, Politics or Politics, Philosophy and Economics;
- students taking International Studies, Philosophy or Politics as a Joint subject where the second subject (with the exception of Social Anthropology) comes later in the alphabet

Advisors of Study provide important advice on a student’s choices concerning degree pathway and modules. They can also provide guidance on the regulations concerning progress towards a degree and on matters such as temporary withdrawal from studies.

Importantly Advisors of Study authorize a student’s module choices and module and pathway changes.

Students will normally meet their Advisor of Study at registration and enrolment. For 2014/15 our Advisors of Study are:

- International Politics and Conflict Studies: Dr. Cathal McCall (c.mccall@qub.ac.uk)
- Philosophy: Dr. Joseph Diekemper (j.diekemper@qub.ac.uk)
- Politics: Dr John Barry (j.barry@qub.ac.uk)
- Politics, Philosophy and Economics: Dr. Stefan Andreasson (s.andreasson@qub.ac.uk)

(C) Personal Tutors

The School Personal Tutor Coordinator is: Dr Peter McLoughlin (p.mcloughlin@qub.ac.uk). If for any reason your personal tutor is not responsive and does not arrange to meet you please contact Dr McLoughlin straightaway and he will assist and help.

Each undergraduate student is assigned a Personal Tutor whose role it is to be a point of contact and support within your School. We strongly advise you to speak to your Tutor on a regular basis and particularly if you have any concerns relating to your time at Queen’s or an issue that may affect your progression.

Personal Tutors will arrange regular opportunities to meet with you.

Personal Tutors will also support you as you reflect on your Personal Development Plan and, where appropriate, refer you to a University or Students’ Union service for specialised assistance. Students are to have six official meetings with their Personal Tutor a year, but if you need to speak to yours outside of these scheduled meetings, feel free to approach them for an appointment. Their email and contact numbers are advertised on the School web-pages.

All students on the following degree pathways will be allocated a Personal Tutor in the School:

- International Politics and Conflict Studies (Single)
- Philosophy (Single, Joint)
- Politics (Single, Joint)
- Politics, Philosophy and Economics (single)
- students taking International Studies, Philosophy or Politics as a Joint subject where the second subject (with the exception of Social Anthropology) comes later in the alphabet (e.g. Sociology)

Students will normally retain the same Personal Tutor for the duration of their degree.

Personal Tutors can provide important advice on a range of issues during the course of a student’s time at Queen’s. They should be regarded as a first point of contact for guidance on life at Queen’s and for difficulties concerning studies.
Importantly Personal Tutors provide guidance on and monitor progress in Personal Development Planning (PDP).

Students will meet their Personal Tutors at timetabled sessions during the course of the academic year. These sessions may involve individual or group meetings.

Level 1 and Level 2 students will have 4 scheduled meetings with their Personal Tutors, two meetings each semester. Students will receive information by email directly from their Personal Tutor regarding the timing of these meetings.

In addition to the four scheduled meetings, students are encouraged to attend a further two meetings with their Personal Tutor over the course of the academic year. These additional two meetings will normally take place during the consultation hours of the Personal Tutor. Students can find out the consultation hours of their Personal Tutor on the noticeboard outside the School Office.

**Level 1 students’ meetings with their Personal Tutor:**

1. Semester 1  
   Induction Week - Introductory meeting
2. Semester 1  
   Week 6 – Reflecting on experience thus far and preparing for the first assignment/  
   marks from submitted assignments/looking forward to the exams  
   SEMESTER 2  
3. Semester 2  
   Week 3 – Reflecting on exam results
4. Semester 2  
   Week 8 – Reflection on upcoming exams and summer work and study plans

**Level 2 and level 3 students’ meetings with their Personal Tutor:**

1. Semester 1  
   Week 3 – Reflection on Degree Plus possibilities
2. Semester 1  
   Week 5 – Reflecting on upcoming exams
3. Semester 2  
   Week 3 – Reflecting on exam results
4. Semester 2  
   Week 8 – Reflection on upcoming exams and summer work and study plans

Overall, the main aim of the Personal Tutoring system is to provide each student with a Tutor who will meet with them, chat with them regularly in a constructive and helpful manner and provide feedback on their progress to date. The Tutor will encourage you the student to reflect on their progress and make appropriate study plans.

(D) Student Anti-bullying and Harassment Policy

The School and Queen’s University Belfast is committed to a working and learning environment which is free from harassment including discrimination, victimisation and bullying, and in which no student feels under threat or intimidated.

In striving toward the achievement of such an environment, allegations of harassment and/or bullying by students will be taken seriously by the University. If substantiated, allegations of harassment and/or bullying may provide grounds for disciplinary action under the University’s Conduct Regulations, and may give rise to a student being required to withdraw from their course. The University recognises that incidents of harassment and/or bullying can affect a person’s work, morale and health. Therefore, all complaints (informal or formal) will be dealt with promptly and treated confidentially. Information shall only be divulged on a need to know basis and with the knowledge of the complainant.

This procedure applies to all students and relates to those who are being bullied by another student, a member of staff or whilst on placement. The procedure aims to highlight the actions a student should take if they believe they are being subjected to behaviour which may be considered as harassment and/or bullying.
Definition of Harassment/Bullying

Bullying can be defined as ‘behaviour which is offensive, intimidating, malicious or insulting, an abuse or misuse of power through means intended to undermine, humiliate denigrate or injure the recipient.’ Harassment falls into two categories, although there may be some overlap:

(i) Where the harassment is on the grounds of sex, race, disability, age, sexual orientation, religious belief or political opinion.
(ii) As outlined in the Protection from Harassment (NI) Order 1997. Harassment may constitute a breach of the University’s Equality and Diversity Policy (see Appendix 2: Equality and Diversity Policy, General Regulations, University Calendar).

Harassment may also be a criminal offence and may contravene Health and Safety legislation. Complaints of this type of harassment can also be brought under the Protection from Harassment (NI) Order 1997.

For convenience, all further references to harassment in this policy should be taken to include bullying.

Examples of Harassment
This list is neither exclusive nor exhaustive and other forms of behaviour may be regarded as harassment:

(i) Oral or written harassment through derogatory remarks, jokes, insults, offensive language, gossip and slander. Written harassment includes, but is not limited to, letters, emails, postings on websites and texts.
(ii) Physical conduct ranging from the invasion of personal space and/or inappropriate touching to serious assaults.
(iii) Open aggression, threats, shouting.
(iv) Unjustifiable exclusion e.g. withholding information, isolation or non-co-operation of colleagues, exclusion from classroom and social activities.
(v) Intrusion by pestering, spying, following and/or stalking.
(vi) Incitement to commit any of the above.

The University will respect the particular sensitivity of allegations of harassment and their consequences and the need for confidentiality. As a general principle, confidentiality will be agreed and maintained wherever possible. However, there may be situations where confidentiality has to be broken and this will be made clear to the student. For example, if a student tells a member of staff in confidence something that constitutes an unacceptable risk to the student, another person or the University, the member of staff will have to take action. The decision on whether a complaint should be progressed normally rests with the student, but action may have to be taken against the student’s wishes to address an unacceptable risk.

Source of Advice and Help
If a student believes they are being harassed, there are a number of options to consider. Every situation is different and the action the student takes depends on his/her particular circumstances. The student can decide to seek advice or discuss the matter with a member of staff in the School, the Student Guidance Centre, Counselling Service, Harassment Advisory Service or Students’ Union. Students are advised to act promptly and should not feel the unwanted behaviour is their fault, or that they have to wait until the situation is intolerable.

For more information please access the following page:
http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/StudentAnti-BullyingHarrassmentPolicy/
4. Communicating with the School

(A) School Office:

The School office is located on the ground floor of 25 University Square and is open Monday – Friday from 9.00am–1.00pm and 2.00pm-4.00pm.

(B) Phone:

The School and any member of staff within the School may be contacted via the School Office (028 9097 5028) or the QUB Switchboard (028 9024 5133). All members of staff have voicemail facilities.

(C) Email:

Students are advised that they must 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://qmail.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.

(D) Written Communication with the School:

In all written communication with the School, including email, students should at all times provide their full name, student number and degree pathway. This information is vital to ensure that queries can be answered as quickly as possible.

(E) Consultation Hours of Academic Staff:

Students, individually or in groups, are encouraged to discuss issues regarding the requirements and substantive content of the module with, where appropriate, a module lecturer, a module tutor, teaching assistant or the module convenor. 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 lecturers’ office doors. Should an appointment be necessary outside these consultation hours, students can email the member of staff in advance to arrange a mutually convenient time.

Key academic members of staff such as the Director of Education, Student Liaison Officer and Disability Officers have an Open Door policy which means you are welcome to call in at any time their door is open.

(F) Staff Contact Details:

Staff email addresses and room numbers are listed in Appendix 1 and on the notice board outside the School Office. The first two digits give the house number, the middle two characters give the floor and the final three digits indicate the room number. For example, room 26UQ.0G.002 is 26 University Square, ground floor, room 2.

(G) The School Communicating with Students

The School undertakes to reply to any message from a student within 4 working days. If you do not receive a reply within this time, please contact the School Manager Conor O’Neill c.oneill@qub.ac.uk
5. Your Journey through Queens

(A) Skills:

The School is committed to the enhancement and development of students' employability and skills and to this end has sought to ensure that various skills are developed through the curricula of the different programmes it offers as well as several dedicated tutorials within modules at Level 1. In addition, it has put together across Levels 1, 2 and 3 a suite of 'skills' courses to enhance the employability and skills of students. These courses include sessions on various communication skills, careers, social enterprise and leadership, Degree Plus, and IT (see above).

The Personal Tutor system and QUB’s policy on Personal/Professional Development Planning (see above) will help students reflect on the development of their employability and skills. For Level 1 and Level 2 students the School provides special tutorials (during Week 2) to enable students to achieve their potential in module assignments. These tutorials concentrate on essay-writing and presentation skills, highlighting common errors to avoid and emphasising ways to achieve high marks.

Certain modules offered by the School are precisely focused on the development on technological skills that are highly valued in the modern workplace. *Skills and Methods in the Study of Politics* at Level 2 focuses on ways of collecting, analysing and presenting data. A range of skills-related events are organised by the School and students will be informed by email well in advance. For example, a range of careers-related events are organised at which advice is offered on how best to use the Queen’s experience to quickly advance in your own chosen career path. Also, specific skills-based workshops are organised to enable students to familiarise themselves with technology and software that is ubiquitous in the workplace but not focused on in modules. For example, specialist workshops on Excel are offered.

Students learn valuable skills on all modules offered by the School. These skills are made explicit in the module guide. Analytical skills, information gathering, synthesis and interpretation skills, oral and written presentation skills are all taught in the School modules and are all highly valued in the modern workplace. Students are advised to read carefully each module guide and familiarise themselves with the skills therein emphasised.

QUB offers a wide range of skills development courses that we encourage students to engage with. In particular we emphasise the value of the Study Skills Certificate (see below).

---

**Study Skills Certificate**

Students may develop skills such as essay writing, time management, critical thinking, setting achievable goals and taking action. They also have the opportunity to enhance high level transferable key skills such as the ability to work with others in a team, to communicate (both orally and in writing) and to improve presentation skills. A student must attend four workshops out of a choice of seven, each of which lasts for one hour. Students must attend a minimum of four workshops organised by the Learning Development Service. Attending such workshops will help students to develop their academic skills.

For further information visit the Learning Development Service website ([www.qub.ac.uk/directorates/sgc/learning/](http://www.qub.ac.uk/directorates/sgc/learning/)) or contact Tim Crawford, tim.crawford@qub.ac.uk

---

**Degree Plus**

The Degree Plus Award is a new award for Queen’s students designed to provide official recognition of extra-curricular activities and achievements. The Award is open to first and second year undergraduate students during 2014/15 academic year, and you will receive the Award alongside your degree when you graduate. The Degree Plus Award is free, although some of the qualifying courses do charge their own small fee.

The School encourages students to seriously consider signing up for the award. For more information: [http://www.qub.ac.uk/directorates/degreeplus/](http://www.qub.ac.uk/directorates/degreeplus/)
(B) McClay Library Resources:

Diarmuid Kennedy (d.g.kennedy@qub.ac.uk) is Subject Librarian for Politics, International Studies and Philosophy, and is always happy to help with student enquiries either by e-mail or in person. The state of the art McClay Library at QUB will play an important part in the life of every student in the School and a tour of the new library is included as part of the University’s induction programme.

RECOMMEND A BOOK TO US AND WE’LL ORDER IT - We are always keen to hear from you about books which you think are essential/useful/recommended for your learning but may not be on your module guide already. We encourage you to contact the School library rep Dr Roger Clarke (roger.clarke@qub.ac.uk) with book requests and he will process them through to the library for acquisition.

(C) Book Bursaries:

Many students are entitled to a £100 Sport and Books bursary.

Students wishing to purchase books using the Student Experience Bursary can do so from Waterstone’s by either going to www.waterstones.com or by visiting the Belfast store.

For further information see http://www.qub.ac.uk/directorates/sgc/finance/FAQ/#Bursaries

(D) Queen’s Online (QOL)

Queen’s Online (https://learn.qol.qub.ac.uk) provides access to Queen’s Virtual Learning Environment (VEL), a new version of which has recently been developed. It is an important facility and resource for students. 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, noting that students can only sign up for tutorial groups via QOL. An introduction to QOL is provided in the IT Induction session offered to all Level 1 students.

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 presentations and handouts are posted. This is the decision of individual module convenors and individual lecturers.

(E) Computing Resources and the Internet

During your time at Queen’s you will make extensive use of various computing and online resources. An overview of Queen’s computing resources is available at: www.qub.ac.uk/directorates/InformationServices/StudentComputing/

For guidance on the use of the Internet during your studies, see Appendix 3.

(F) Careers Guidance

The School Careers contacts are: Dr. Timofey Agarin (t.agarin@qub.ac.uk ext. 3659) and Dr. Joe Morrison (j.morrison@qub.ac.uk ext. 3231).

Learning and Career Support

Doing your degree with us is not limited to simply learning about philosophical thought or about politics, or to becoming sharp, critical and clear-minded. The School of Politics, International Studies and Philosophy (PISP) works together with Queen’s Careers, Employability and Skills service in offering all of our student support with balancing your studies with other out-of-classroom activities. Together we’ll help you to prioritise, to focus your efforts, and to identify career options early, through a series of seminars dedicated specifically to PISP students. All students in PISP, from those just starting their BA degree to those completing their PhD degree, have a wide range of options to identify their career needs and expectations. The sessions are also an opportunity for you to develop skills essential to pursuing a career of your choice.
PISP runs weekly lunchtime Learning and Careers seminars every Tuesday 1300-1400hrs open to all undergraduate and postgraduate students in the school. All sessions aim to support you at whatever stage you are at in planning your career and are prepared exclusively for PISP students by professionals from the Careers, Employability and Skills office in close cooperation with PISP Careers and Employability Coordinators, Drs Morrison and Agarin.

Venue: Queen’s Student Guidance Centre Careers Hub.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Meeting PISP alumni: We’ve been here - where did we go next?</td>
<td>TA/JM</td>
</tr>
<tr>
<td>3</td>
<td>Making the most of your time at Queen’s: Learning at PISP and boosting your employment opportunities after QUB</td>
<td>TA/JM</td>
</tr>
<tr>
<td>4</td>
<td>Careers Fairs 21st – 23rd October 2014. Come along and meet employers. 11am-3pm drop-in. Venue - Whitla Hall and Marquee</td>
<td>CU</td>
</tr>
<tr>
<td>5</td>
<td>What kind of job do you want? Facing the world of employment out there and getting ready to apply</td>
<td>TA/JM</td>
</tr>
<tr>
<td>6</td>
<td>Looking ahead: Further study or professional career? Your skills and how to get involved in work experience</td>
<td>CU</td>
</tr>
<tr>
<td>7</td>
<td>Reading week – no workshops</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Job Search and the Graduate Labour Market: Examples of aptitude and psychometric test - interactive session</td>
<td>CU</td>
</tr>
<tr>
<td>9</td>
<td>Are you fit for the job you want? Does that job fit you?</td>
<td>TA/JM</td>
</tr>
<tr>
<td>10</td>
<td>Successful job application forms/CV’s and cover letters.</td>
<td>CU</td>
</tr>
<tr>
<td>11</td>
<td>Crafting your application: Why would an employer want to give you this job?</td>
<td>TA/JM</td>
</tr>
<tr>
<td>12</td>
<td>Interview Preparation – Methods of research eg web social media. Interactive session (bring laptops).</td>
<td>CU</td>
</tr>
</tbody>
</table>

*TA Dr Timofey Agarin (Politics), JM Dr Joe Morrison (Philosophy) CU Claire Ussher (QUB Careers)

If you have not thought about what you want to do after your degree until now, or conversely if you have a clear goal in mind and a plan of how to get there, you should still come along: there is something for everyone. The sessions can help you understand your options after your course, what employers are looking for and how your skills can be developed through engaging with the PISP courses, in extracurricular activities, and other work-related experiences. These are practical sessions which give you information and the tools to confidently navigate graduate job search, make successful applications, and prepare for interviews and formal assessments as a part of employment process.

In Week 4 there are three Careers fairs. Fairs are an excellent way for you to meet employers no matter what level you are at. It will help you understand who recruits PISP students and what employers what. There are opportunities to collect information, meet employers, network and find out about internships and graduate jobs. Details of organisations attending will be made available on www.qub.ac.uk/careers.

Careers, Employability and Skills service can help you throughout the academic year. Go to www.qub.ac.uk/careers to book a 20 minute ‘quick query’ appointment with a duty Career Consultant or a longer 45 minute appointment with Claire Ussher the Career Consultant for the School of PISP. E-guidance, details of careers events and information are also available via this link.
Don’t wait until the final semester of your final year to decide about your future, think ahead!
http://go.qub.ac.uk/ThinkingAhead

For more information, see:
http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/StudyingattheSchool/CareerProspectsafterGraduation/ and
http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/StudyingattheSchool/LearningSupportandAdviceatPISP/ or contact
Dr Joe Morrison (Philosophy) j.morrison@qub.ac.uk Dr Timofey Agarin (Politics) t.agarin@qub.ac.uk PISP Careers and Employability coordinators.

First year students will also be familiarised with the basic roles and functions of Queen’s Career Service during induction at the beginning of the academic year and – at the beginning of the second semester – will learn more about the importance and options for a first work placement. Career-related events for second year students will acquaint them with more specific activities, such as the Business Education Initiative, and will also focus on the second, more subject-specific work placement. For third year students the School’s careers events intend to raise awareness of and improve preparedness for application deadlines, and will address the skills required for securing a graduate job.

The career’s notice-board maintained by the School is located in the hallway of 25 University Square.

Queen’s Career Service is located in the Student Guidance Centre, and maintains an extensive webpage for students at http://www.qub.ac.uk/directorates/sgc/careers/InformationforStudentsGraduates. 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:

- Help in considering module choice in relation to future career opportunities
- 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 also offers programmes that are open to students of any degree discipline to help prepare students for graduate recruitment and provide insight into the graduate labour market. The programmes are:

- **Module in Career Management and Employability Skills** (110ICE282 and 210ICE289) is offered during both semesters. This is a level 2 module, meeting for three hours per week. Enrolment is made through advisers of studies.
- **Certificate in Career Management and Employability Skills** is a 12-week programme for final year students, meeting two hours per week.

Contact the Careers Service for further information on these two programmes.

In addition, Career 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 which offers students:
  o Personal guidance in relation to work experience
  o Programmes designed to help students find placement, prepare for placement and relate it to their own career development
  o Access to part-time jobs on and off campus through the student JobShop
  o Information bulletins on vacation placements, vacation courses and year-long industrial placements.

(G) Personal/Professional Development Planning (PDP)

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-folio) 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.

The School supports the implementation of University policy on Personal/Professional Development

(H) Students with Disabilities:

Students with disabilities are strongly encouraged to register with Disability Services, email: disability.office@qub.ac.uk; website: www.qub.ac.uk/directorates/sgc/SGCDisabilityServices/

Students registered with Disability Services should contact each of their module convenors to discuss what arrangements can be made, in line with the recommendations from Disability Services, to facilitate their studies.

Where these are available, module convenors will arrange for lecture overheads to be provided (e.g., on Queen’s Online). These may be in addition to any handouts provided at lectures. Staff may, at their own discretion, provide copies of lecture notes to students.

Students in need of extensions to the deadlines for submitting assignments must discuss the matter with the relevant module convenors in advance of the deadline published in the module outline. They must also complete in full the form requesting an extension. The form is available from the School Office.

Students wishing to discuss any academic issues arising from their disabilities are encouraged to contact the School’s Disability and Welfare Officers, Dr. Elodie Fabre (e.fabre@qub.ac.uk) or Dr Roger Clarke (r.clarke@qub.ac.uk). For access issues please contact in advance and meetings will be arranged for specific needs. Both Roger and Elodie have an Open Door policy for students.

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.

### Student Charter

The University has recently introduced a Student Charter (Appendix 4). The School is committed to ensuring that it meets the relevant expectations contained in it. It expects students to fulfil what the Charter states is expected of them.
The Student Guidance Centre (SGC) is on University Road, above and next to 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 – which offers student individual learning support for free
- 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

6. Degrees, Pathways and Modules: Key Information and Facts

The School is responsible for FOUR single honours subjects at undergraduate level. The single honours degree programmes on offer from (2014/15) are:
- International Politics and Conflict Studies
- Philosophy (N.B. can be done as a joint degree with English, Politics and Theology.
- Politics (N.B can be done as a joint degree with English, History, Philosophy and Languages)
- Politics, Philosophy and Economics

The School is responsible for FIVE JOINT honours subjects at undergraduate level and these are:

International Studies and Irish
International Studies and Spanish
International Studies and Politics
Philosophy and Politics
Politics and Spanish

Other joint degree combinations are managed by other schools but in conjunction with Politics, International Studies and Philosophy.

Full details of the requirements for each of these pathways are available on the School website.
In order to progress towards the award of a degree, students are normally required to complete six level 1 modules, six level 2 modules and six level 3 modules. Depending on a student's pathway, a number of compulsory modules must be completed.

For students commencing studies in 2014, the degree weighting is as follows:

- Level 1: 10%
- Level 2: 30%
- Level 3: 60%

(A) Modules: Choice and availability

The range of modules available each year depends on whether a student is in Level 1, 2 or 3. At Level 1, the School offers five modules. At level 2, there are some 10 modules offered with the number at level 3 increasing to over 30. Modules available in 2014-15 are listed in Appendix 5. Each module is identified by a code made up of 3 letters (to identify the subject) and 4 digits (the first of which identifies the level at which the module is offered).

For example, PAI1007 Perspectives on Politics can be identified as a Level 1 module, belonging to the School of Politics, International Studies and Philosophy.

Modules offered within the School have one of the following codes:

- PAI – Politics and International Studies
- PHL – Philosophy.

Modules at all levels are offered subject to a minimum number of students registering. This is normally 10 students in the case of modules with a ‘PHL’ code and 12 students in the case of other modules offered by the School. Cancellation of modules happens rarely and is normally limited to Level 3 modules.

Not all modules are offered every academic year. The list of modules available changes from year to year as a consequence of staffing changes, staff research leave and revisions to the curriculum.

(B) Modules: Registration and Attendance

Students at level 1 register for modules through a self-service registration facility on QSIS, the student information system. Advice on how to choose your modules will be available through your Advisor of Study.

Students register for tutorials via Queen’s Online. With students registering on a first-come-first-served basis, it is important to register early. The maximum number of students in a tutorial group is normally around 12-14.

Students should attend all lectures, tutorials and other contact sessions for each of their modules. Attendance at tutorials is compulsory and is monitored. Non-attendance will be recorded and followed up.

(C) Gender –Free 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/.

Modules within the School follow a broadly similar pattern. Each module should have one introductory plenary meeting in week 1 which focuses on the module’s aims, learning outcomes and the assessment requirements. This is then followed by 9 weeks of substantive input, and then one plenary summary meeting. Full details are provided in the module guides that will be distributed at the introductory plenary session and which will be posted on Queen’s Online.

Modules normally comprise weekly lectures and tutorials:
At Level 1 there are normally two substantive lectures on one topic each week. These start properly in week 2. **There is ONE introductory lecture in Week 1.** Tutorials begin in week 2 and focus on the topic(s) from the previous week’s lectures. The tutorial in week 2 will be dedicated to study skills.

At Level 2 there are normally two substantive lectures on one topic each week. These start in week 2. **Please note that there is ONE introductory lecture in Week 1.** Tutorials begin in either week 2 or week 3 and focus on the topic(s) from the previous week’s lectures. Where tutorials start in week 2 the session will be dedicated to study skills.

At Level 3, modules are taught according to one of the following patterns: a) one substantive lecture per week (starting week 2) and one tutorial in the following week (starting week 3) – this is the standard format for PAI modules; b) three hours contact per week involving a combination of lecture inputs and class discussions – this is the standard format for PHL modules, although some PAI modules involved three hours contact per week too.
7. Semester Dates 2014-15

<table>
<thead>
<tr>
<th><strong>Autumn Semester</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Week</td>
<td>Induction</td>
</tr>
<tr>
<td>Monday 22 September-Friday 26 September 2014</td>
<td></td>
</tr>
<tr>
<td>Weeks 1 – 12</td>
<td>Teaching</td>
</tr>
<tr>
<td>Monday 29 September – Friday 19 December 2014</td>
<td></td>
</tr>
<tr>
<td>3 weeks</td>
<td>Vacation</td>
</tr>
<tr>
<td>Monday 22 December 2014 – Friday 9 January 2015</td>
<td></td>
</tr>
<tr>
<td>Weeks 13 – 15</td>
<td>Assessment</td>
</tr>
<tr>
<td>Monday 12 January – Tuesday 27 January 2015</td>
<td></td>
</tr>
<tr>
<td>Inter-Semester Break</td>
<td></td>
</tr>
<tr>
<td>Wednesday 28 January – Friday 30 January 2015</td>
<td></td>
</tr>
<tr>
<td>Deadline for return of examination results</td>
<td>Tuesday 10 February 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring Semester</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1–9</td>
<td>Teaching</td>
</tr>
<tr>
<td>Monday 2 February – Friday 27 March 2015</td>
<td></td>
</tr>
<tr>
<td>3 weeks</td>
<td>Vacation</td>
</tr>
<tr>
<td>Monday 30 March – Friday 17 April 2015</td>
<td></td>
</tr>
<tr>
<td>Weeks 10–12</td>
<td>Teaching</td>
</tr>
<tr>
<td>Monday 18 April – Friday 20 May 2015</td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>Monday 19 May – Wednesday 21 May 2015</td>
</tr>
<tr>
<td>Weeks 13 – 15</td>
<td>Assessment</td>
</tr>
<tr>
<td>Thursday 21 May – Saturday 6 June 2015</td>
<td></td>
</tr>
<tr>
<td>Deadline for return of examination results</td>
<td>Thursday 25 June 2015</td>
</tr>
</tbody>
</table>

NB There are no substantive lectures or tutorials in week 7 of semester 1 (Reading Week) or week 12 of semester 2 (Revision Week).

Rag Day: 18 February 2015  
Reading Day: 16 March 2015  
Good Friday: 3 April 2015  
Graduation week: Week beginning 6 July 2015  
August re-sit examinations: Monday 10 August – Saturday 22 August 2015  
Deadline for return of examination results: Tuesday 1 September 2015

For the definitive list of dates and holidays, or for dates for future years, please check the University website:  
[http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/SemesterDates/SemesterDates2014-15/#d.en.174928](http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/SemesterDates/SemesterDates2014-15/#d.en.174928)
8. Assessment and Feedback

The School uses assessment methods appropriate to the learning outcomes of its modules and seeks to ensure that students are exposed to variety of assessment methods and patterns during the course of their studies.

(A) Patterns of Assessment

The standard pattern of assessment for undergraduate modules is:

- Coursework (40%), Examination (60%) or
- Coursework (35%), Examination (55%) and Tutorial Presentation or Learning Log (10%)

Whereas at Level 1 all modules follow this pattern, the following alternative patterns are used for some Level 2 and 3 modules:

- Coursework 1 (40%), Coursework 2 (60%)
- Coursework (100%), Examination (100%)
- Coursework 1 (40%), Coursework 2 (60%), Tutorial Presentation or Learning Log (10%)

Where the module is assessed by coursework only, the normal pattern of assessment will consist of two essays of different lengths (see below). In exceptional cases, and where the nature of the module content justifies it, exceptions are made to the above assessment patterns.

Full details of assessment arrangements are provided in the individual module guides that will be distributed at the introductory plenary session and which will be posted on Queen's Online.

(B) Coursework

At levels 1, 2 and 3 a piece of coursework worth 40% of the overall assessment is normally around 1500-2000 words in length.

However, at levels 2 and 3, a piece of coursework worth 60% of the overall assessment should be 2500-3000 words in length. At levels 2 and 3, a piece of coursework worth 100% of the overall assessment should be 5000 words in length. Tutorial portfolios and other forms of assessment may vary in length but the element should be equally challenging and time consuming as the relevant essay at the appropriate level.

Dissertations and Extended Essays are assessed as follows:

- Dissertation: Assignment Plan (10%), Dissertation (80%), Continuous Assessment (10%)
- Extended Essay: Extended Essay (100%)

(C) Examinations

Where the assessment involves an examination, the following norms apply: for examinations worth 55% of the assessment the examination will be of two hours’ duration and involve students answering two questions from six; for examinations worth 90% of the assessment the examination will be of three hours’ duration and involve students answering three questions from nine.

(D) Tutorial participation

Tutorials form an important part of a student's life at Queen’s. A good attendance record is a necessary condition of good performance.

There is usually a close correlation between a student’s attendance and participation record and the final assessment mark for modules. A student must make at least one presentation per module and you will be given guidance on this.
Submission of Assignments – Level 1

The School has introduced ‘Turnitin’ software as a means of helping students to understand, and thereby avoid, the risk of being accused of plagiarism. Students taking modules at Levels 1, 2 and 3 submit coursework via Turnitin software which provides a quality check on the authenticity of that work, normally in essay form.1

http://turnitinUK.com/

All students will submit their assessed work through Turnitin only. Codes are available on all module guides.

Submission of Assignments – Level 2 and Level 3

The School has introduced ‘Turnitin’ software as a means of helping students to understand, and thereby avoid, the risk of being accused of plagiarism. Students taking modules at Levels 1, 2 and 3 submit coursework via Turnitin software which provides a quality check on the authenticity of that work, normally in essay form.2

http://turnitinUK.com/

Students also submit a single copy of each assessed assignment to the School Office (25 University Square) on or before the due date as set out in the module guide.

Please note that the School Office is generally open Monday-Friday from 9.00am – 4.00pm during the semester.

When submitting an assessed assignment, you 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 6).

All assignments are retained by the School for scrutiny by internal and external examiners.

NOTE: On some modules students will not be required to submit a copy of their assessment to the School Office and only make an electronic submission with their work be assessed electronically by the tutor through Grademark. They will be informed specifically if this is the case.

All assignments are retained by the School for scrutiny by internal and external examiners.

(G) Word Counts and Penalties

STUDENTS TAKE NOTE

New word limit policy
Academic year 2014-15

Dear Students, in response to queries and feedback for clarification please note the following:

You must put your word count on your essay cover sheet

Where the word count exceeds the limit of a specified range a penalty will be imposed.

1 The School and the wider University takes a stringent view of plagiarism—which is, in effect, a form of intellectual theft since it represents an attempt to pass off another’s work as one’s own—and strict penalties are applied to this offence. However, the primary use of the software is as a learning and diagnostic tool that is designed to help students avoid any charge of plagiarism, although it can also be used to detect it. The School provides a dedicated programme of skills training both within modules and as an adjunct to them which includes how to use Turnitin and how best to avoid such a charge.

2 The School and the wider University takes a stringent view of plagiarism—which is, in effect, a form of intellectual theft since it represents an attempt to pass off another’s work as one’s own—and strict penalties are applied to this offence. However, the primary use of the software is as a learning and diagnostic tool that is designed to help students avoid any charge of plagiarism, although it can also be used to detect it. The School provides a dedicated programme of skills training both within modules and as an adjunct to them which includes how to use Turnitin and how best to avoid such a charge.
Where the word count exceeds the stated limit:

- Between 0%-25% of the stated word limit a penalty of 10 percentage points shall be imposed
- Between 26%-50% of the stated word limit a penalty of 15 percentage points shall be imposed
- Between 51%-75% of the stated word limit a penalty of 20 percentage points shall be imposed
- From 75% of the stated word limit a penalty of FAIL will be imposed

Effective from: 1 September 2014.

(H) Anonymous Marking

The School operates a system of anonymous marking for coursework as well as examinations. Students should therefore indicate only their student number, module code, module name, tutor and tutorial time (if applicable) and word count on a cover sheet for assignments and not their name.

(I) Extensions and Penalties

University regulations state that late coursework is penalised at 5% (i.e. percentage points) per each working day (Monday-Friday) for up to 5 days after the due date after which the coursework will automatically receive a mark of ‘0’. The School has implemented this policy.

Exemptions shall be granted only if there are extenuating circumstances, and where the student has made a case in writing to the relevant module convenor within three working days of the deadline for submission. A The University’s guidelines on acceptable extenuating circumstances can be accessed at www.qub.ac.uk/directorates/AcademicStudentAffairs/FileStore/Filetoupload,53855,en.pdf.

Students requiring extensions for medical or other reasons MUST fill out an extension form in the School Office in advance of submitting the coursework. See Absences below.

Where a student contravenes 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.

(J) Marking and Feedback

As noted, 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.

All assignments will be marked promptly using the University’s conceptual equivalence marking scale (see Appendix 7 or www.qub.ac.uk/directorates/AcademicStudentAffairs/FileStore/Filetoupload,53857,en.pdf) and feedback provided in the form of a mark sheet.

The School uses a variety of procedures for providing formal feedback on assignments depending on the number of students on the module in question and the preference of the module convenor. Details of the procedure to be used on each module will be contained in the module guide.

Assignments are retained by the School. Comments and marks are not normally returned to students until after the Board of Examiners has met to finalise module marks. Individual module convenors may, however, make available to students provisional marks and comments for coursework before the Board of Examiners has met. Final marks and comments for coursework and final marks for examinations will be made available once module marks have been agreed by the Board of Examiners.

All assignments and examinations are first marked by a tutor or another member of the School’s teaching staff. A representative sample (25-33%) of students’ work is then moderated by a member of staff once the examination scripts have been marked and provisional marks awarded. At levels 2 and 3 marks are then confirmed by an external examiner. The sample of work seen by the external examiner includes the work for all overall firsts and all fails. Marks are then confirmed by the Board of Examiners.
Dissertations are blind double marked with the two markers agreeing a final mark. Where the two markers cannot agree a mark, a third internal marker is used and a mark agreed. The external examiner confirms marks.

University Regulations do not permit any appeal against the academic judgement of examiners. Marks may not therefore be appealed. Students may, however, request a clerical check of their results. Details of how to request a check are contained in the University’s General [Study] Regulations in the University Calendar. This can be accessed via http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/.

(K) Resits/Resubmissions

Students who fail (F, Fe, Fca, Fcae) a module or are absent (Abs) at first attempt may resit the failed elements of the module. In such circumstances, the overall mark that may be awarded for a module is capped at 40% (i.e. a pass).

Students who fail the coursework element(s) of a module are required to resubmit to the School Office the necessary coursework on or before the first day of the supplementary examination session in August. The exact requirements are to be determined by the module convenor.

Students who fail the examination for a module are required to sit a resit examination during the supplementary examination session in August. An examination fee is payable.

‘IMPORTANT Notes regarding Re-sits

A) The Supplementary Examination period is in August 2015. Students who do not complete the examination for this module due to extenuating circumstances and have ‘AbsM’ against this module recorded on their student record/transcript should be required to attend and take the examination during the supplementary examination period in August. Students should bear this in mind when making work, holiday or other plans for the summer period.

B) Failing the module and re-sitting a failed examination: Where a student fails the module and this failure includes the examination component of the module's assessment requirements and the student is required to 're-sit' for a capped module mark of 40, the student shall attempt to redeem the failed examination component through an essay of 2500-3000 words answering a question from the previous year's examination paper. The deadline for the resubmission of the essay is the first day of the 'Supplementary Examination' period in August. In order to redeem an overall fail mark for a module from Semester 1, students may resubmit the element(s) of failed coursework by noon the first day of the 'Semester 2 Examination' period in May-June so that they can be processed by the Board of Examiners in June. All 're-sit' essays need to be submitted before the stated deadline in hard copy to the School office as well as electronically via Turnitin.

C) Failing the module and ‘re-sitting’ one or more failed elements of written coursework: Where a student fails the module and this failure includes one or more failed elements of written coursework and the student is required to 're-sit' for a capped module mark of 40, the student is required to redo the failed element(s) of written coursework. The deadline for the resubmission of the element(s) of coursework is the first day of the ‘Supplementary Examination’ period in August. In order to redeem an overall fail mark for a module from Semester 1, students may resubmit the element(s) of failed coursework by noon the final day of the ‘Semester 2 Examination’ period in May-June so that they can be processed by the Board of Examiners in June. All resubmitted elements of coursework need to be submitted before the stated deadline in hard copy to the School office as well as electronically via Turnitin.

NB: Students are strongly encouraged to submit the ‘re-sit’ essays and coursework referred to in (B) and (C) as soon as possible, particularly for a Semester 1 fail if a mark is to be processed by the Board of Examiners in June and assist student progression. The latest date for submission of the essay if it is to be considered by the Board of Examiners in June is noon on the final working day of the Semester 2 examination period in which the School Office is open, i.e. 12 noon on Friday 5 June 2015. The absolute latest date for resubmission of the essay if it is to be considered by the Board of Examiners following the August supplementary examination period is 12 noon on the first day of the supplementary examination, i.e. Monday 10 August 2015. Please be aware that failure to comply with assessment policies could lead to a student being withdrawn from their programme of study.
(L) Absent Medicals

Students who are unable for medical reasons (AbsM) to complete a module may complete outstanding coursework and any examination without penalty (i.e. for full marks) provided there is medical evidence covering their absence(s).

Outstanding coursework should be submitted to the School Office on or before the first day of the supplementary examination session in August.

Students who have missed an examination will normally sit the examination during the supplementary examination session in August.

No resit or resubmission fees are payable for students returned Absent Mitigating (AbsM) for a module.

Where a student has been returned Abs M for a module, the School will automatically enter the student for the resit during the supplementary examination session in August. Student Records will then contact the student concerning resit arrangements.

(M) Extenuating Circumstances

Extenuating circumstances are defined as unforeseen factors or factors outside the student’s control which may adversely affect performance, such as illness during an examination.

It is the responsibility of candidates to ensure that medical certificates and other documentary evidence of extenuating circumstances are submitted to the School Office within three working days of returning to their studies, or, in the case of emergencies which arose during examinations, within three working days of the date of their last examination.

The School is not obliged to consider any medical certificate or evidence of extenuating circumstances presented more than three working days after the last examination.

(N) Plagiarism

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).

It is an academic offence for students to plagiarise. Resources about referencing and essay writing, as well as workshops and one-to-one support are available from the Learning Development Service.

Definitions and procedures for dealing with academic offences can be found in the University’s General Regulations: University Calendar.

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. In 2005-2006, the School investigated 30 allegations of plagiarism and penalised 14 students for plagiarism in one or more pieces of their work.

Definitions and procedures for dealing with academic offences can be found in the University’s General Regulations on the Queen’s website (See University Calendar, available via: http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/).

See also www.qub.ac.uk/pisp/Education/Plagiarism which also provides a link to guidance on how to identify and so avoid plagiarism and to the School’s General Study Guide.

(O) 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 External Examiner does not carry out marking of assessed work. The External Examiner has the opportunity to see and comment on all examination papers, on a sample of examination scripts and other assessed work. They sit on examination boards and their views are taken very seriously. At the end of the academic year, the External Examiner provides a report on the modules and programme(s) they have assessed and Schools provide a response to any issues raised. Where the External Examiner has raised issues with the University, the University’s Courses and Regulations Group provides a response. Students are entitled to see the report(s) for their programme. A copy of each examiner's report and the School's response is held in the School Office for consultation. Students should not contact the External Examiner directly.

The **External Examiners for the current academic year** are: Roberta Guerrina (University of Surrey), Jonathan Bradbury (Swansea University), Gideon Calder (University of South Wales), Nick Vaughan-Williams (University of Warwick), and Jesper Kallestrup (Edinburgh University)

**Foundation Scholarships**

The School awards six scholarships annually. Scholarships are awarded to the three best performing students at Level 1 and Level 2 with the award being based on the average mark of all six modules completed at the said level. Each scholarship is worth £200.

**School Prizes**

There are also a number of subject specific School prizes at levels 1 and 2 for the best overall mark for three students on one of the PISP programmes at both levels 1 and 2. Each prize is worth £100.
9. Student Attendance and Progress

Students are expected to attend according to whether they are registered as full-time or part-time. Attendance at tutorials is compulsory and is monitored.

Students whose attendance gives cause for concern may be called before the School Student Progress Committee.

(A) Academic Study

Full-time students normally complete three 20 credit modules each semester (i.e. 60 credits in total).

Each credit is the equivalent of 20 hours of academic study, i.e. 600 hours over the course of the semester (12 ‘teaching’ weeks plus the three week examination period). Students should therefore expect to spend on average at least 13 hours each week undertaking academic study associated with each module taken.

The academic week is Monday-Friday and classes may be scheduled at any time during this period from 0900 to 1800.

(B) Paid Employment

The University recognises that some students may have to work whilst they study. Some do this to help pay their bills, others because it is a good outlet from being in a student environment all week and others to help improve career prospects.

Our experience however is that students who work too many hours each week seriously disadvantage themselves academically. Whilst at Queen’s, you are first and foremost a full-time student even if you do not have timetabled contact hours every day. Non-timetabled hours are primarily for your self-directed learning, research and preparation for seminars, tutorials, presentations and group work. If you use all this time to work you are effectively putting yourself at a disadvantage to other students.

The University has not gone as far as prohibiting part-time work, as some have done in England but we do urge you to be sensible about how you manage your study, work and social time to get the best result you can from your degree.

The School recognizes and accepts that many students undertake paid employment during their studies. Students should ensure that paid employment does not interfere with their studies. The amount of weekly paid employment should not exceed 15 hours.

If you do have financial pressures that mean you have to work more hours than is advisable, please, 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 Support Service can also offer advice on time management.

(C) Absences

The School Office should be notified of all absences. You can email or phone through such absences. These will be filed and, where appropriate, referred to by the Board of Examiners and, in ‘exceptional’ circumstances, the School Student Progress Committee.

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 Office.
- Fully completed self-certification forms or medical certificates must be submitted within three working days of returning to studies. Forms or certificates must be submitted to the School Office in which a student is enrolled.
- 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 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.

(D) Progression

In order to progress towards the award of a degree, students are normally required to complete six level 1 modules, six level 2 modules and six level 3 modules. Depending on a student's pathway, a number of core modules must be completed. Full details of the modules required for each pathway are contained in the pathway diagrams available on the School website and from the School Office. Further details of the requirements for progression are detailed in the University's Study Regulations.

The pass mark for all undergraduate modules in the School is 40% with students normally being allowed to resit any failed modules once.

The Board of Examiners and, where appropriate, the School Student Progress Committee determine whether and when a student may progress from one level to the next.

In order to be eligible to receive a degree, a student is expected to pass eighteen modules: six at Level 1, six at Level 2, and six at level 3. Some modules (e.g. the Dissertation) count as two modules.

<table>
<thead>
<tr>
<th>PISP Final Year Undergraduate Prizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School awards a range of each year. These include:</td>
</tr>
<tr>
<td>• The Lemberger Mettrick Prize: awarded to the best final year student in Politics and/or International Studies</td>
</tr>
<tr>
<td>• The David Mulholland Prize: awarded to the student scoring the highest dissertation mark in Politics</td>
</tr>
<tr>
<td>• The Julie Anne Statham Prize: awarded to the best final year student in history and Politics</td>
</tr>
<tr>
<td>• The Monsignor Arthur Ryan Prize: awarded to the best final year student in Philosophy</td>
</tr>
</tbody>
</table>
10. 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. Your feedback is important to us and we want to hear from you.

(A) Staff-Student Consultative Committees

The School Student Liaison contacts is: Dr Andrew Thomson (a.f.thomson@qub.ac.uk) ext. 2526)

The School has a dedicated undergraduate Staff-Student Consultative Committee (SSCC) which brings together representatives from each of its undergraduate 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 boards in 25 University Square. A student from the SSCC will sit on the School’s Education Committee.

(B) Module Evaluation

Your feedback and input matters to us.

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 convenor 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 process. A summary of each review will normally 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.

(C) 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 meet in October of each year. These normally involve staff teaching on the programme and at least one student representative drawn from the Staff Student Consultative Committee. The Programme Review Groups 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.
(D) The Politics Society (PolySoc)

PolySoc is a vibrant student association which is organised by and for students who have a passion for politics and, of course, for socializing. 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 incoming chairperson, The PolySoc's website which can be accessed at http://quis.qub.ac.uk/polysoc/.

(E) The PPE Society

The PPE Society was founded in 2010 and offers students a unique opportunity to engage with other students with an interest in these three interrelated disciplines. Members are by no means limited to those taking the PPE degree. We are both an academic and a social society. We put on annual social events, and regularly co-operate with the other societies in the School, for example in the organising of the School Formal. Further, we aim to provide a space for students to gain information about what opportunities they can avail of after their time at Queen's, and thus provide a space where students, staff members, and potential employers a forum for engagement and networking.

Another aim we have as a society is to provide students with an access to academic content that goes beyond what is studied in modules, and further, to make this content available as widely as possible. http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/AboutUs/Societies/PoliticsPhilosophyandEconomicsPPESociety/

(F) The Philosophy Society

Queen’s University Philosophy Society in its current form was set up in 2002 by undergraduate and postgraduate students for the purpose of bringing 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, hosting international conferences, and simply socialising. Get involved!

Further information on the School’s student societies is available from our student liaison officer, Dr Andrew Thomson (a.f.thomson@qub.ac.uk)
### Appendix 1: Academic Staff in 2014/15

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

<table>
<thead>
<tr>
<th>Surname</th>
<th>Forename</th>
<th>Title</th>
<th>Office</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agarin</td>
<td>Timofey</td>
<td>Dr</td>
<td>023.02.00</td>
<td>3659</td>
<td><a href="mailto:t.agarin@qub.ac.uk">t.agarin@qub.ac.uk</a></td>
</tr>
<tr>
<td>Andreasson</td>
<td>Stefan</td>
<td>Dr</td>
<td>026.02.002</td>
<td>3051</td>
<td><a href="mailto:s.andreasson@qub.ac.uk">s.andreasson@qub.ac.uk</a></td>
</tr>
<tr>
<td>Archard</td>
<td>David</td>
<td>Prof.</td>
<td>026.03.003</td>
<td>3681</td>
<td><a href="mailto:d.archard@qub.ac.uk">d.archard@qub.ac.uk</a></td>
</tr>
<tr>
<td>Baker</td>
<td>Andrew</td>
<td>Dr</td>
<td>023.02.010</td>
<td>3732</td>
<td><a href="mailto:a.baker@qub.ac.uk">a.baker@qub.ac.uk</a></td>
</tr>
<tr>
<td>Barry</td>
<td>John</td>
<td>Dr</td>
<td>023.01.007</td>
<td>2546</td>
<td><a href="mailto:j.barry@qub.ac.uk">j.barry@qub.ac.uk</a></td>
</tr>
<tr>
<td>Bew</td>
<td>Paul</td>
<td>Prof.</td>
<td>025.01.006</td>
<td>3660</td>
<td><a href="mailto:p.bew@qub.ac.uk">p.bew@qub.ac.uk</a></td>
</tr>
<tr>
<td>Bonotti</td>
<td>Matteo</td>
<td>Dr</td>
<td>031.0G.021</td>
<td>3543</td>
<td><a href="mailto:m.bonotti@qub.ac.uk">m.bonotti@qub.ac.uk</a></td>
</tr>
<tr>
<td>Bourne</td>
<td>Mike</td>
<td>Dr</td>
<td>023.02.004</td>
<td>3765</td>
<td><a href="mailto:m.bourne@qub.ac.uk">m.bourne@qub.ac.uk</a></td>
</tr>
<tr>
<td>Breen</td>
<td>Keith</td>
<td>Dr</td>
<td>023.03.004</td>
<td>3349</td>
<td><a href="mailto:k.breen@qub.ac.uk">k.breen@qub.ac.uk</a></td>
</tr>
<tr>
<td>Bulley</td>
<td>Dan</td>
<td>Dr</td>
<td>026.0G.006</td>
<td>3165</td>
<td><a href="mailto:d.bulley@qub.ac.uk">d.bulley@qub.ac.uk</a></td>
</tr>
<tr>
<td>Clarke</td>
<td>Roger</td>
<td>Dr</td>
<td>025.02.003</td>
<td>5035</td>
<td><a href="mailto:r.clarke@qub.ac.uk">r.clarke@qub.ac.uk</a></td>
</tr>
<tr>
<td>Coakley</td>
<td>John</td>
<td>Dr</td>
<td>025.01.009</td>
<td>5024</td>
<td><a href="mailto:j.coakley@qub.ac.uk">j.coakley@qub.ac.uk</a></td>
</tr>
<tr>
<td>Diekemper</td>
<td>Joseph</td>
<td>Dr</td>
<td>023.03.002</td>
<td>3421</td>
<td><a href="mailto:j.diekemper@qub.ac.uk">j.diekemper@qub.ac.uk</a></td>
</tr>
<tr>
<td>Diet</td>
<td>Ralph</td>
<td>Dr</td>
<td>024.02.003</td>
<td>5048</td>
<td><a href="mailto:r.dietl@qub.ac.uk">r.dietl@qub.ac.uk</a></td>
</tr>
<tr>
<td>Fabre</td>
<td>Elodie</td>
<td>Dr</td>
<td>023.01.008</td>
<td>1366</td>
<td><a href="mailto:e.fabre@qub.ac.uk">e.fabre@qub.ac.uk</a></td>
</tr>
<tr>
<td>Galligan</td>
<td>Yvonne</td>
<td>Prof.</td>
<td>026.0G.003</td>
<td>3654</td>
<td><a href="mailto:y.galligan@qub.ac.uk">y.galligan@qub.ac.uk</a></td>
</tr>
<tr>
<td>Garry</td>
<td>John</td>
<td>Dr</td>
<td>024.02.007</td>
<td>1086</td>
<td><a href="mailto:j.garry@qub.ac.uk">j.garry@qub.ac.uk</a></td>
</tr>
<tr>
<td>Geoghegan</td>
<td>Vincent</td>
<td>Prof.</td>
<td>023.02.003</td>
<td>3587</td>
<td><a href="mailto:v.geoghegan@qub.ac.uk">v.geoghegan@qub.ac.uk</a></td>
</tr>
<tr>
<td>Johnson</td>
<td>Heather</td>
<td>Dr</td>
<td>024.03.003</td>
<td>3646</td>
<td><a href="mailto:h.johnson@qub.ac.uk">h.johnson@qub.ac.uk</a></td>
</tr>
<tr>
<td>Lisle</td>
<td>Debbie</td>
<td>Dr</td>
<td>025.03.002</td>
<td>3853</td>
<td><a href="mailto:d.lisle@qub.ac.uk">d.lisle@qub.ac.uk</a></td>
</tr>
<tr>
<td>McBride</td>
<td>Cillian</td>
<td>Dr</td>
<td>024.02.002</td>
<td>3008</td>
<td><a href="mailto:c.mcbride@qub.ac.uk">c.mcbride@qub.ac.uk</a></td>
</tr>
<tr>
<td>McCall</td>
<td>Cathal</td>
<td>Dr</td>
<td>024.02.005</td>
<td>3378</td>
<td><a href="mailto:c.mccall@qub.ac.uk">c.mccall@qub.ac.uk</a></td>
</tr>
<tr>
<td>McCarthaigh</td>
<td>Muiris</td>
<td>Dr</td>
<td>023.01.005</td>
<td>3886</td>
<td><a href="mailto:m.maccarthaigh@qub.ac.uk">m.maccarthaigh@qub.ac.uk</a></td>
</tr>
<tr>
<td>McGowan</td>
<td>Lee</td>
<td>Dr</td>
<td>025.02.005</td>
<td>1089</td>
<td><a href="mailto:l.mcgowan@qub.ac.uk">l.mcgowan@qub.ac.uk</a></td>
</tr>
<tr>
<td>McLoughlin</td>
<td>Peter</td>
<td>Dr</td>
<td>025.01.005</td>
<td>3109</td>
<td><a href="mailto:p.mcloughlin@qub.ac.uk">p.mcloughlin@qub.ac.uk</a></td>
</tr>
<tr>
<td>McManus</td>
<td>Susan</td>
<td>Dr</td>
<td>024.03.002</td>
<td>5045</td>
<td><a href="mailto:s.mcmanus@qub.ac.uk">s.mcmanus@qub.ac.uk</a></td>
</tr>
<tr>
<td>Milton-Edwards</td>
<td>Beverley</td>
<td>Prof.</td>
<td>026.02.003</td>
<td>3743</td>
<td><a href="mailto:b.milton-edwards@qub.ac.uk">b.milton-edwards@qub.ac.uk</a></td>
</tr>
<tr>
<td>Montgomery</td>
<td>Victoria</td>
<td>Dr</td>
<td>025.01.008</td>
<td>3629</td>
<td><a href="mailto:cawp@qub.ac.uk">cawp@qub.ac.uk</a></td>
</tr>
<tr>
<td>Morrison</td>
<td>Joseph</td>
<td>Dr</td>
<td>025.01.015</td>
<td>3231</td>
<td><a href="mailto:j.morrison@qub.ac.uk">j.morrison@qub.ac.uk</a></td>
</tr>
<tr>
<td>Nimni</td>
<td>Ephraim</td>
<td>Dr</td>
<td>026.01.006</td>
<td>3625</td>
<td><a href="mailto:e.nimni@qub.ac.uk">e.nimni@qub.ac.uk</a></td>
</tr>
<tr>
<td>O’Callaghan</td>
<td>Margaret</td>
<td>Dr</td>
<td>023.02.008</td>
<td>3657</td>
<td><a href="mailto:m.ocallaghan@qub.ac.uk">m.ocallaghan@qub.ac.uk</a></td>
</tr>
<tr>
<td>O’Leary</td>
<td>Brendan</td>
<td>Dr</td>
<td>023.01.006</td>
<td>-</td>
<td><a href="mailto:b.oleary@qub.ac.uk">b.oleary@qub.ac.uk</a></td>
</tr>
<tr>
<td>Phinnemore</td>
<td>David</td>
<td>Dr</td>
<td>024.01.004</td>
<td>3744</td>
<td><a href="mailto:d.phinnemore@qub.ac.uk">d.phinnemore@qub.ac.uk</a></td>
</tr>
<tr>
<td>Raymond</td>
<td>Chris</td>
<td>Dr</td>
<td>031.0G.091</td>
<td>3193</td>
<td><a href="mailto:c.raymond@qub.ac.uk">c.raymond@qub.ac.uk</a></td>
</tr>
<tr>
<td>Thomson</td>
<td>Andrew</td>
<td>Dr</td>
<td>026.02.004</td>
<td>2526</td>
<td><a href="mailto:a.f.thomson@qub.ac.uk">a.f.thomson@qub.ac.uk</a></td>
</tr>
<tr>
<td>Walker</td>
<td>Graham</td>
<td>Prof</td>
<td>024.0G.003</td>
<td>3200</td>
<td><a href="mailto:g.s.walker@qub.ac.uk">g.s.walker@qub.ac.uk</a></td>
</tr>
<tr>
<td>Walker</td>
<td>Tom</td>
<td>Dr</td>
<td>024.0G.004</td>
<td>3626</td>
<td><a href="mailto:tom.walker@qub.ac.uk">tom.walker@qub.ac.uk</a></td>
</tr>
<tr>
<td>Watkins</td>
<td>Jeremy</td>
<td>Dr</td>
<td>025.02.004</td>
<td>3017</td>
<td><a href="mailto:j.watkins@qub.ac.uk">j.watkins@qub.ac.uk</a></td>
</tr>
</tbody>
</table>
## Appendix 2: Module Convenors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Autumn Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAI1001</td>
<td>Contemporary Europe</td>
</tr>
<tr>
<td>PAI1006</td>
<td>World Politics: War and Peace</td>
</tr>
<tr>
<td>PAI1007</td>
<td>Perspectives on Politics</td>
</tr>
<tr>
<td>PHL1001</td>
<td>Philosophy &amp; Human Nature</td>
</tr>
<tr>
<td>Level 1</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>PAI1005</td>
<td>Media, Politics and Conflict</td>
</tr>
<tr>
<td>PAI1009</td>
<td>Britain and Ireland in Comparative Perspective</td>
</tr>
<tr>
<td>PHL1003</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>PHL1004</td>
<td>Philosophy and the Good Life</td>
</tr>
<tr>
<td>Level 2</td>
<td>Autumn Semester</td>
</tr>
<tr>
<td>PAI2001</td>
<td>Politics and Policies of the European Union</td>
</tr>
<tr>
<td>PAI2011</td>
<td>The Politics of Deeply Divided Societies</td>
</tr>
<tr>
<td>PAI2017</td>
<td>International Relations</td>
</tr>
<tr>
<td>PAI2043</td>
<td>Skills and Methods in the Study of Politics</td>
</tr>
<tr>
<td>PAI2044</td>
<td>Democracy, Ethics and Economics</td>
</tr>
<tr>
<td>PHL2000</td>
<td>Moral Theories</td>
</tr>
<tr>
<td>Phil2001</td>
<td>Knowledge and Reality</td>
</tr>
<tr>
<td>PHL2016</td>
<td>History of Philosophy</td>
</tr>
<tr>
<td>Level 2</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>PAI2013</td>
<td>Irish Politics</td>
</tr>
<tr>
<td>PAI2005</td>
<td>Modern Political Thought</td>
</tr>
<tr>
<td>PAI2018</td>
<td>American Politics</td>
</tr>
<tr>
<td>PAI2045</td>
<td>The Politics and Economics of the Devolved UK</td>
</tr>
<tr>
<td>PAI2055</td>
<td>Security and Terrorism</td>
</tr>
<tr>
<td>PAI2056</td>
<td>International Organisations</td>
</tr>
<tr>
<td>PHL2008</td>
<td>Scholastic Ethics</td>
</tr>
<tr>
<td>PHL2026</td>
<td>Mind and Language</td>
</tr>
<tr>
<td>Level 3</td>
<td>Autumn Semester</td>
</tr>
<tr>
<td>PAI3007</td>
<td>Politics in Legislative Institutions</td>
</tr>
<tr>
<td>PAI3008</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>PAI3011</td>
<td>Middle Eastern Politics</td>
</tr>
<tr>
<td>PAI3014</td>
<td>Scotland and N Ireland: Points of Political Comparison</td>
</tr>
<tr>
<td>PAI3025</td>
<td>Contemporary Political Philosophy</td>
</tr>
<tr>
<td>PAI3026</td>
<td>The Politics of Sustainable Development</td>
</tr>
<tr>
<td>PAI3032</td>
<td>Ethnicity, Multiculturalism and the Nation State</td>
</tr>
<tr>
<td>PAI3034</td>
<td>Africa in the Global Political Economy</td>
</tr>
<tr>
<td>PAI3039</td>
<td>Arms Control</td>
</tr>
<tr>
<td>PAI3041</td>
<td>Asylum and Migration in Global Politics</td>
</tr>
<tr>
<td>PAI3064</td>
<td>N Ireland: A Case Study</td>
</tr>
<tr>
<td>PAI3067</td>
<td>Political parties, representation and democracy</td>
</tr>
<tr>
<td>PHL3013</td>
<td>Contemporary Epistemology</td>
</tr>
<tr>
<td>PHL3015</td>
<td>Philosophy of Law</td>
</tr>
<tr>
<td>PHL3040</td>
<td>Scholastic Metaphysics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Autumn Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAI1001</td>
<td>Contemporary Europe</td>
</tr>
<tr>
<td>PAI1006</td>
<td>World Politics: War and Peace</td>
</tr>
<tr>
<td>PAI1007</td>
<td>Perspectives on Politics</td>
</tr>
<tr>
<td>PHL1001</td>
<td>Philosophy &amp; Human Nature</td>
</tr>
<tr>
<td>Level 1</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>PAI1005</td>
<td>Media, Politics and Conflict</td>
</tr>
<tr>
<td>PAI1009</td>
<td>Britain and Ireland in Comparative Perspective</td>
</tr>
<tr>
<td>PHL1003</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>PHL1004</td>
<td>Philosophy and the Good Life</td>
</tr>
<tr>
<td>Level 2</td>
<td>Autumn Semester</td>
</tr>
<tr>
<td>PAI2001</td>
<td>Politics and Policies of the European Union</td>
</tr>
<tr>
<td>PAI2011</td>
<td>The Politics of Deeply Divided Societies</td>
</tr>
<tr>
<td>PAI2017</td>
<td>International Relations</td>
</tr>
<tr>
<td>PAI2043</td>
<td>Skills and Methods in the Study of Politics</td>
</tr>
<tr>
<td>PAI2044</td>
<td>Democracy, Ethics and Economics</td>
</tr>
<tr>
<td>PHL2000</td>
<td>Moral Theories</td>
</tr>
<tr>
<td>Phil2001</td>
<td>Knowledge and Reality</td>
</tr>
<tr>
<td>PHL2016</td>
<td>History of Philosophy</td>
</tr>
<tr>
<td>Level 2</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>PAI2013</td>
<td>Irish Politics</td>
</tr>
<tr>
<td>PAI2005</td>
<td>Modern Political Thought</td>
</tr>
<tr>
<td>PAI2018</td>
<td>American Politics</td>
</tr>
<tr>
<td>PAI2045</td>
<td>The Politics and Economics of the Devolved UK</td>
</tr>
<tr>
<td>PAI2055</td>
<td>Security and Terrorism</td>
</tr>
<tr>
<td>PAI2056</td>
<td>International Organisations</td>
</tr>
<tr>
<td>PHL2008</td>
<td>Scholastic Ethics</td>
</tr>
<tr>
<td>PHL2026</td>
<td>Mind and Language</td>
</tr>
<tr>
<td>Level 3</td>
<td>Autumn Semester</td>
</tr>
<tr>
<td>PAI3007</td>
<td>Politics in Legislative Institutions</td>
</tr>
<tr>
<td>PAI3008</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>PAI3011</td>
<td>Middle Eastern Politics</td>
</tr>
<tr>
<td>PAI3014</td>
<td>Scotland and N Ireland: Points of Political Comparison</td>
</tr>
<tr>
<td>PAI3025</td>
<td>Contemporary Political Philosophy</td>
</tr>
<tr>
<td>PAI3026</td>
<td>The Politics of Sustainable Development</td>
</tr>
<tr>
<td>PAI3032</td>
<td>Ethnicity, Multiculturalism and the Nation State</td>
</tr>
<tr>
<td>PAI3034</td>
<td>Africa in the Global Political Economy</td>
</tr>
<tr>
<td>PAI3039</td>
<td>Arms Control</td>
</tr>
<tr>
<td>PAI3041</td>
<td>Asylum and Migration in Global Politics</td>
</tr>
<tr>
<td>PAI3064</td>
<td>N Ireland: A Case Study</td>
</tr>
<tr>
<td>PAI3067</td>
<td>Political parties, representation and democracy</td>
</tr>
<tr>
<td>PHL3013</td>
<td>Contemporary Epistemology</td>
</tr>
<tr>
<td>PHL3015</td>
<td>Philosophy of Law</td>
</tr>
<tr>
<td>PHL3040</td>
<td>Scholastic Metaphysics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Autumn Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAI1001</td>
<td>Contemporary Europe</td>
</tr>
<tr>
<td>PAI1006</td>
<td>World Politics: War and Peace</td>
</tr>
<tr>
<td>PAI1007</td>
<td>Perspectives on Politics</td>
</tr>
<tr>
<td>PHL1001</td>
<td>Philosophy &amp; Human Nature</td>
</tr>
<tr>
<td>Level 1</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>PAI1005</td>
<td>Media, Politics and Conflict</td>
</tr>
<tr>
<td>PAI1009</td>
<td>Britain and Ireland in Comparative Perspective</td>
</tr>
<tr>
<td>PHL1003</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>PHL1004</td>
<td>Philosophy and the Good Life</td>
</tr>
<tr>
<td>Level 2</td>
<td>Autumn Semester</td>
</tr>
<tr>
<td>PAI2001</td>
<td>Politics and Policies of the European Union</td>
</tr>
<tr>
<td>PAI2011</td>
<td>The Politics of Deeply Divided Societies</td>
</tr>
<tr>
<td>PAI2017</td>
<td>International Relations</td>
</tr>
<tr>
<td>PAI2043</td>
<td>Skills and Methods in the Study of Politics</td>
</tr>
<tr>
<td>PAI2044</td>
<td>Democracy, Ethics and Economics</td>
</tr>
<tr>
<td>PHL2000</td>
<td>Moral Theories</td>
</tr>
<tr>
<td>Phil2001</td>
<td>Knowledge and Reality</td>
</tr>
<tr>
<td>PHL2016</td>
<td>History of Philosophy</td>
</tr>
<tr>
<td>Level 2</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>PAI2013</td>
<td>Irish Politics</td>
</tr>
<tr>
<td>PAI2005</td>
<td>Modern Political Thought</td>
</tr>
<tr>
<td>PAI2018</td>
<td>American Politics</td>
</tr>
<tr>
<td>PAI2045</td>
<td>The Politics and Economics of the Devolved UK</td>
</tr>
<tr>
<td>PAI2055</td>
<td>Security and Terrorism</td>
</tr>
<tr>
<td>PAI2056</td>
<td>International Organisations</td>
</tr>
<tr>
<td>PHL2008</td>
<td>Scholastic Ethics</td>
</tr>
<tr>
<td>PHL2026</td>
<td>Mind and Language</td>
</tr>
<tr>
<td>Level 3</td>
<td>Autumn Semester</td>
</tr>
<tr>
<td>PAI3007</td>
<td>Politics in Legislative Institutions</td>
</tr>
<tr>
<td>PAI3008</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>PAI3011</td>
<td>Middle Eastern Politics</td>
</tr>
<tr>
<td>PAI3014</td>
<td>Scotland and N Ireland: Points of Political Comparison</td>
</tr>
<tr>
<td>PAI3025</td>
<td>Contemporary Political Philosophy</td>
</tr>
<tr>
<td>PAI3026</td>
<td>The Politics of Sustainable Development</td>
</tr>
<tr>
<td>PAI3032</td>
<td>Ethnicity, Multiculturalism and the Nation State</td>
</tr>
<tr>
<td>PAI3034</td>
<td>Africa in the Global Political Economy</td>
</tr>
<tr>
<td>PAI3039</td>
<td>Arms Control</td>
</tr>
<tr>
<td>PAI3041</td>
<td>Asylum and Migration in Global Politics</td>
</tr>
<tr>
<td>PAI3064</td>
<td>N Ireland: A Case Study</td>
</tr>
<tr>
<td>PAI3067</td>
<td>Political parties, representation and democracy</td>
</tr>
<tr>
<td>PHL3013</td>
<td>Contemporary Epistemology</td>
</tr>
<tr>
<td>PHL3015</td>
<td>Philosophy of Law</td>
</tr>
<tr>
<td>PHL3040</td>
<td>Scholastic Metaphysics</td>
</tr>
<tr>
<td>Level 3</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>PAI3004</td>
<td>Contemporary Critical Theory</td>
</tr>
<tr>
<td>PAI3006</td>
<td>Irish Political Thought</td>
</tr>
<tr>
<td>PAI3019</td>
<td>The Religious and the Secular in Modern Political Thought</td>
</tr>
<tr>
<td>PAI3027</td>
<td>European Cultural Identities</td>
</tr>
<tr>
<td>PAI3038</td>
<td>US Foreign Policy: War, Terror and Security</td>
</tr>
<tr>
<td>PAI3044</td>
<td>War and Visual Culture</td>
</tr>
<tr>
<td>PAI3056</td>
<td>The Far Right in Western Europe</td>
</tr>
<tr>
<td>PAI3057</td>
<td>Ethics, Power and International Relations</td>
</tr>
<tr>
<td>PAI3058</td>
<td>Political Parties and Elections in N Ireland</td>
</tr>
<tr>
<td>PAI3059</td>
<td>Minorities in Europe</td>
</tr>
<tr>
<td>PAI3063</td>
<td>Politics of the Global Economy</td>
</tr>
<tr>
<td>PAI3068</td>
<td>Politics, Public Administration and Policy-Making</td>
</tr>
<tr>
<td>PHL3001</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>PHL3034</td>
<td>Philosophical Theology</td>
</tr>
</tbody>
</table>
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 will recommend reliable websites for specific modules.

A 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:

You can expect the University to:

- promote an active learning community in which you will have the opportunity to develop as an independent learner;
- treat students equally and respectfully regardless of gender, religion, community background, nationality, race/ethnic origin, disability, marital status, sexual orientation, or age;
- be professional in its dealings with you;
- provide timely and accurate information about arrangements for your enrolment, registration and induction;
- safeguard all the personal information you provide, in compliance with the requirements of the Data Protection Act and the Freedom of Information Act;
- provide an induction process to help familiarise you with the campus, introduce you to other students, and provide an introduction to your studies, available resources and key people;
- provide appropriate learning opportunities, resources and support to assist you in your studies;
- provide you with appropriate and timely feedback on your progress that promotes learning and facilitates improvement;
- provide you with opportunities to access extra-curricular cultural, recreational, social and sporting activities;
- provide representation and advice through the Students’ Union Advice Centre;
- provide guidance, assistance and advice through Schools, the Student Guidance Centre, the Postgraduate Office and Queen’s International on academic matters, welfare, disability support, English language training, finance, tuition and accommodation fees, scholarships and bursaries and complaints and appeals procedures;
- provide positions for student representatives on relevant University committees, boards, working groups, forums and reviews;
- provide opportunities for you and your student representatives to give feedback to the School and University on your experience as a student, including participation in appropriate quality assurance and enhancement procedures;
- provide information on action taken in response to feedback received from students.

In return you are expected to:

- fully engage as an active student in our shared educational experience;
- comply with the terms of all Statutes, Ordinances, Study Regulations, Conduct Regulations, policies, rules and requirements of the University and any professional standards and requirements which are applicable to your programme;
- treat fellow students, University staff and visitors equally and respectfully regardless of gender, religion, community background, nationality, race/ethnic origin, disability, marital status, care of dependants, sexual orientation, or age;
- behave in a responsible manner on and off campus, and ensure that your actions do not have an adverse impact on the University’s reputation, its environment, your neighbours, the local community or those who work or study at the University;
- read information provided to you about the University, its services and your School and retain it for future reference;
- familiarise yourself with the information provided about your programme and seek clarification of anything which you do not understand from your School office or central University department;
- pursue your academic studies in a diligent, honest and professional manner;
- make use of any comments on your academic work and ask for clarification if you feel it is needed;
- attend all scheduled sessions related to your studies and be an active participant;
- attend all examinations and submit all work on time;
• inform your tutor, supervisor, Adviser of Studies or School office if you are unable to attend a teaching session, examination or are unable to submit coursework on time;
• use the facilities and resources of the University, whether in Schools or centrally, with respect and consideration for others;
• pay fees or charges when they are due;
• give your views honestly and constructively on your educational and university experience.

More detailed information can be found at: www.qub.ac.uk/dasa/AcademicAffairs/StudentCharter/Filetoupload,119650,en.pdf
PAI1001 Contemporary Europe
The module provides a wide-ranging introduction to political developments in contemporary Europe. Following analysis of the nature and consequences for Europe of the Cold War, the module analyses some of the major political, economic and security challenges Europe – East and West - has had to face since 1989 including the processes of economic and political transformation in Central and Eastern Europe as well as war in the former Yugoslavia. It explores too post-Cold War developments in the process of European integration, focusing on the emergence, structures and some of the main activities of the European Union; it examines the role that a range of selected states in contemporary Europe play in the European integration process and assesses some of the political consequences of this process for them. It also explores a number of societal impacts of European integration.

Summary of Module Review (2013-14)
The module continues to attract very high levels of student satisfaction (90%). The majority of students found the module stimulating, challenging and well-organised. The external examiner commented positively on the quality of students’ work, which according to the examiner also reflects the good quality of the teaching and content of the module. The module is evidently structured and delivered in a manner that allows students to meet the learning outcomes and perform well. This year, two students achieved a first, and over 40% of students achieved a 2i. The overwhelming majority of students found assessment arrangements to be clear and fair and feedback on their coursework prompt, detailed and helpful. A great number of students were able to improve their performance after receiving feedback on their work.

Convenor
Prof David Phinnemore

Assessment Weighting
55% Exam, 35% Essay, 10% Learning Log

PAI1006 World Politics
The module examines the development of the international system and raises questions about how and whether this system is changing in light of processes of globalisation. International relations theories of realism, idealism and critical approaches will be introduced, as well as issues of war and conflict, global inequality, poverty, climate change, race and gender.

Summary of Module Review (2013-14)
World Politics is assessed by students as being very engaging, with a wide variety of case studies and contemporary issues to stimulate student interest and understanding of the central module content. Lecturers and tutors are enthusiastic in their teaching, and students enjoyed the level of discussion and interaction in both lectures and seminars.

Convenor
Dr Heather Johnson

Assessment Weighting
60% Exam, 40% Essay
PAI1007 Perspectives on Politics
This module aims to introduce students to the broad field of political theory and philosophy, a necessary and integral component of the study of politics generally. Taking a contemporary approach to the subject, the module stresses the vital importance of theoretical enquiry for understanding, analysing, and criticizing everyday socio-political life. Students are therefore introduced to key concepts and problems in the study of politics, including the meaning of democracy, the fraught relation between the individual and society, and the contested nature of power and political authority. In exploring these themes, students come to an appreciation of the complexities surrounding our everyday notions of democratic rule, freedom, justice, citizenship, government, and power.

Summary of Module Review (2013-14)
‘Perspectives on Politics’ (PAI1007) was rated very highly by students taking the module in 2013/2014. There were very high levels of satisfaction with its organization, content, and modes of teaching/delivery. Student performance on the module was in line with that in previous years.

Convenor
Dr Keith Breen

Assessment Weighting
60% Exam, 40% Essay

PHL 1001 Philosophy and Human Nature
An introduction to some fundamental philosophical problems arising from theories of human nature in the western philosophical tradition, and to the methods which philosophers use for solving them, including techniques of sound reasoning and argument. Topics covered will include the soul, personal identity, free will, God and evil, and life after death (among others). Reference will be made to the ideas and arguments of many important figures in the history of philosophy, including Plato, Aristotle, Aquinas, Descartes, Hume and Kant.

Summary of Module Review (2013-14)
Areas rated ‘5’ (strongly agree) or ‘4‘ by at least 75% of students: well prepared and well organized (91%); accessible, clear and helpful resources (86%); intellectually stimulating and challenging (100%); content met expectations (86%); clear marking criteria (77%); fair assessment and marking (86%); feedback has been prompt (91%); received detailed comments on work (100%); helpful feedback (86%); satisfied with quality of module (95%).

Convenor
Dr Joseph Diekemper

Assessment Weighting
60% Exam, 40% Essay
PAI1005 Media, Politics and Conflict

The module examines the nature of politics in media driven culture, with a particular focus on how the media represent conflict. It explores the relationships between media, government, the military and democracy, and asks questions about bias, agenda setting, censorship, power and control. It covers both local and global conflicts, and provides both the historical context for how the media reports on war (e.g. Photojournalism), and contemporary examples of new media practice (e.g. Social Media). The module asks students to reflect on their own interactions with the media, and to observe how their media landscape represents conflict.

Summary of Module Review (2012-13)

Overall, the student feedback for Media, Politics and Conflict was extremely positive. In total, 95.6% of respondents “Definitely” or “Mostly” agreed that they were satisfied with the quality of the module. They found the module to be interesting, challenging and highly relevant to their degree programmes. Many of them particularly enjoyed the way in which the module provided them with the opportunity to focus both on conflicts about which they previously had little knowledge, such as Vietnam and the Bosnian conflict, and more recent events such as 9/11 and the wars that followed in Iraq and Afghanistan. Students particularly appreciated the timely lectures on the Arab Spring and the developments in the Middle East and North Africa – and we aim to continue reflecting on current developments in the media’s reporting of conflicts in 2013-14. The learning outcomes of the module were largely achieved and this was reflected in the marks for the module, which were strong. The moderator and the external examiner were satisfied with the marking process, and commented upon the good overall standard of work submitted by students. Reflecting on the student evaluations, external examiner comments and the discussions with lecturers and TAs on the module, the conclusion is that this module provides students with a good introduction to the major concepts in media studies and encourages them reflect upon how they consume media products. It also encourages students to critically examine the way in which conflict is portrayed in the media and to reflect upon the media’s relationship to the political world. Students appreciated the way the theoretical concepts were explored through case studies and how events were presented chronologically and linked to wider technological developments. They also appreciated the up-to-date examples and case studies and the use of multimedia in lectures.

Convenor
Dr Debbie Lisle

Assessment Weighting
60% Exam, 40% Essay
PAI1009 Britain and Ireland in Comparative Perspective
The purpose of this course is to explore key themes in British and Irish Politics in a comparative perspective. The aim is to enable students to understand current politics by comparing Britain, Northern Ireland and the Republic of Ireland to each other and also to other developed democracies. The course opens with two lectures that lay out the ideas behind comparison as a tool of understanding. Subsequent topics include: party systems, electoral systems, government formation, inter-party competition, intra-party competition and devolution.

Summary of Module Review (2012-13)
Students found the module intellectually stimulating and challenging, and 85% were satisfied with the quality of the module. There were also high levels of satisfaction with the module’s organisation and contents. Students also appreciated opportunities to participate in lectures and tutorials. Overall, students performed well, and all students who attended tutorials regularly passed the module. Some students were concerned that Northern Irish politics were given less attention than UK and Irish politics. These concerns have been noted and the module has been reorganised to address this issue: during weeks 3 to 8, each topic will be address by a single lecturer instead of two in order to facilitate the comparison of all three countries.

Convenor
Dr Elodie Fabre

Assessment Weighting
60% Exam, 40% Essay

PHL1003 Introductory Logic
An introduction to fundamental logical notions such as validity and entailment, including an examination of the nature of critical thinking in argumentation. This introduction may include some treatment of elementary issues in the philosophy of logic, but will focus primarily on elementary formal symbolic logic (especially propositional but also predicate calculus), using natural deduction techniques.

Summary of Module Review (2012-13)
The respondents gave the module an (averaged) overall score of 4.2 out of 5. Responses to all interrogatives about the module averaged around 4 out of 5. Overall 'satisfaction' with the module’s quality was 3.8. 80% of the respondents thought that the work required was about right, and 20% thought it was excessive (this seems like a positive response).

Responses to the following interrogatives about the module were awarded higher (averaged) scores than the School’s (PISP) average-module score:
- feedback has been prompt
- I have received detailed comments on my work
- the module was intellectually stimulating
- the module learning resources were accessible, clear and helpful

The moderator’s report says: “The exam comments were in line with the marks awarded. The profile of the marks conform to a normal distribution curve. The marking seems appropriate in relation to other modules within the School.”

The external examiner’s comments say: “All’s fine ... The marks are spot on. The distribution of marks is normal and the feedback looks really helpful.”
In general, attendance was poor, and notably so on weeks following writing deadlines. The tutorial discussions suffer from only hearing a narrow range of voices, and of those who regularly attended (and several students had full attendance) the contributions were strong, but were starved of the stimulus that could have come from other students’ inputs. It was notable that on many occasions some students would attend tutorials without having completed the preparatory reading; notable, and Quixotic, since there’s very little to be gained through the partial comprehension of a discussion about a paper that one hasn’t read.

There’s no need to revise anything about this module on the basis of the evidence considered here.

Convenor
Dr Joe Morrison

Assessment Weighting
60% Exam, 40% Class test

**PHL1004 Philosophy and the Good Life**
This module introduces students to some fundamental issues in moral philosophy. The first part of the course examines the pros and cons of a number of normative moral theories such as utilitarianism, deontology and virtue ethics, whilst the second part of the course explores how these theories bear on practical issues, such as abortion, animal rights, world poverty and affirmative action.

**Summary of Module Review (2012-13)**
Many students expressed dissatisfaction with the difficult and abstract nature of the philosophy of religion portion of the module. They didn’t feel it was a very good fit with the more practical ethics portion of the module (which the majority preferred). In response to this concern, the module will involve exclusively ethics and value theory from 2013-14.

Convenor
TBC

Assessment Weighting
60% Exam, 40% Essay
PAI2001 Politics and Policies in the European Union
This module serves as an introduction to the European Union and demonstrates how this evolving and expanding tier of European governance impacts on national political systems. The module is divided into three parts. The first part sets the scene for the study of the EU and introduces students to the evolution of the EU, the treaty base and the theories of integration. The second part explores the composition and powers of the main EU institutions (such as the Commission, the European Parliament, the Council and the Courts). It also accounts for the decision making process and the role of NGOs in the EU system. The final part focuses on the EU policy base and seeks to explain where and why the EU is active in certain policy areas. It examines a series of salient policy areas including the common agricultural policy, environmental policy, foreign and defence policy, enlargement and competition policy.

Summary of Module Review (2013-14)
All students who completed their evaluations expressed their satisfaction and strong satisfaction for this module. 75% rated it as intellectually stimulating and challenging. There was very strong support for the resources which were rated favourably as clear by some all students. Feedback was also rated as prompt by some 75% of students. 31 students took this module. All students who submitted all aspects of the assessment (essay and exam) and regularly attended tutorials passed this module. One student secured a first, 12 fell into the 60%+ category. The external examiner confirmed the consistency of the internal marking and the effectiveness of the moderation undertaken and praised the ‘focused and constructive feedback’

Convenor
Dr Lee McGowan

Assessment Weighting
60% Exam, 40% Essay

PAI2011 The Politics of Deeply Divided Societies
In this module we study the politics of deeply divided societies such as Northern Ireland, South Africa under Apartheid and the Israeli-Palestinian conflict. The module is built around an examination of ethnic and national conflict in terms of global politics. A range of comparative themes are studied as they relate to dimensions of conflict such as violence, civil disobedience and strategies for the management of such conflicts by state and non-state actors. Challenges to power and claims to legitimacy are key elements of our study. We also focus on prescriptions for the resolution of conflicts including partition, power-sharing and negotiations. The failure and successes of respective peace processes are also examined to draw on lessons for future conflict resolution efforts.

Summary of Module Review (2013-14)
88% of students felt this module was well-prepared and well-organised, whilst 82% felt it was intellectually-stimulating and challenging. Comments included: “clearly organised PowerPoints”; “each topic was thoroughly explained”; “very clear and concise and easy to understand”; and “very interesting and enjoyable module ... presented excellently”.
A core aim of the course is to develop students’ ability of comparative political analysis by examining different case studies. Students’ responses suggested that this has been broadly achieved, but many appreciated the fact that each case study was examined by a colleague with appropriate expertise: “I liked it that the case studies were split up by several lecturers”.

Convenor
Dr Peter McLoughlin
Assessment Weighting
60% Exam; 40% Essay

PAI2017 International Relations
This module sets out to help students understand and analyse the development of International Relations as a discipline through its theories and major issues. The key theories of international relations are examined, from Realism, through Marxism to contemporary approaches such as Poststructuralism, with a focus upon how each one criticises and responds to the others revealing its strengths and weaknesses. Within this, major issues of international relations will be explored from a theoretical and conceptual perspective, such as the balance of power, peace, international society, norms and gender. Finally, the course turns to modern challenges to the discipline of International Relations, such as International Political Economy, the spread of Globalization, and contemporary concerns with security and the War on Terror. The module therefore considers how well International Relations is responding to these challenges.

Summary of Module Review (2012-13)
Overall, the module appears to have achieved its learning outcomes, as demonstrated by student performance, module evaluations and external examiner comments. Students appreciated the teaching opportunities and felt the lectures and tutorials were well run.
Unfavourable comments related to overly theoretical content of the course and its need to use more case studies, which we have done much to remedy in recent years and will continue to improve, and the course textbook which we will think about replacing. Also, it was felt by some that there was too much content which was rather rushed through. We will consider how to remedy this for next year.

Convenor
Dr Dan Bulley

Assessment Weighting
60% Exam, 40% Essay

PAI2043 Skills and Methods in the Study of Politics
Without understanding the methodology of research practice it is not possible to undertake political research effectively or critically assess the work of others. Equally, without research skills it is not possible to test our assertions, assumptions, knowledge and preconceptions about the political world. Research methods are therefore a crucial tool if we are to be able to address the important question of 'how do we know' which is critical in all fields of political studies. Consequently, this module has four aims. Firstly, to introduce students to the political research environment, incorporating both the elements and processes that underpin inquiry. Secondly, the module seeks to examine different methodologies and techniques to enable the undertaking of both original and critical research. Thirdly, to encourage candidates to develop a critical appreciation of data including both content and use. Fourthly, to promote a general awareness and working knowledge not only of the complexities of political research but also of the variety of environments in which research takes place.

Summary of Module Review (2012-13)
Over the past five years, this module has been consistently identified by students as one of the most important exercises that are likely to enhance their career opportunities and provide skills essential for future employment. In the academic year 2012-13 the module achieved its learning outcomes and improved students’ level of research skills. Around three quarters of students achieved good or excellent marks, 58% thought that the extent to which the module aims and objectives were met were either good or excellent, 54% said that the module was intellectually stimulating and challenging, and 47% were satisfied with the teaching on the module. Reflecting on ways of engagement and feedback provided to
students, the module was singled out by an external reviewer as “very effective in developing understanding of research methods and requiring the development of a number of research skills, including team work, oral presentation and reflection.” The course provides students with an opportunity to identify areas where they would like to develop their own skills and introduce them to skills necessary to achieve success by means of individual and group work, lectures, tutorial and workshop participation. Data workshops and group work exercises were effective and highly appreciated by students; this scheme will now be further extended and fully integrated as part of the module’s programme.

Convenor
Dr Timofey Agarin

Assessment Weighting
Essay 55%; Group research project and presentation 35%; Presentation/Learning log 10%

PAI2044 Democracy, Ethics and Economics
This module examines the interface and inter-relationships between politics, philosophy and economics. The first section deals with issues in classical political economy – the relationship between political ideology and economics, the history and power of economic thought, how democratic institutions interact with the economy and the notion of public goods. Section two scrutinises the post war economic development project, - the relationship between traditionalism and modernity, western and oriental development models, the ethics of (under) development and the political and economic implications of contemporary development philosophy. Section three considers the issue of social justice, libertarian versus egalitarian debates, the ethical and political underpinnings of successful legitimate markets, and the concept of workplace democracy.

Summary of Module Review (2013-14)
High attainment levels indicate that module objectives and learning outcomes are being met. Student responses indicate that they enjoyed the module and have developed an interest in political economy, which will shape future module choices. This module is a core module in the PPE programme. Because it considers some of the inter-connections and overlap between Philosophy, Politics and Economics, PPE students respond particularly positively to this module, and many report both formally and informally that they feel they are finally really doing PPE and it is at this point where the programme really starts to make sense to them as a coherent entity.

Convenor
Dr Andrew Baker

Assessment Weighting
60% Exam, 40% Essay

PHL2000 Moral Theories
This module explores both the status and content of morality. Drawing on historical and contemporary sources, it addresses a broad range of metaethical and normative questions, including: can morality be objective? Are moral judgments based on feeling? Are there any reasons to be moral? Is moral truth relative to particular cultures or societies? What makes right acts right? Does the end justify the means? Are there any absolute restrictions on human conduct? Is happiness all that matters? Do animals have rights?

Summary of Module Review (2012-13)
100% of students definitely or mostly agreed that the module was well prepared and well organized. 18 out of 19 students definitely or mostly agreed that they were satisfied with the overall quality of the module. There was particular praise for the interesting topics and challenging nature of the material. There was also praise for the interesting coursework topics. Following student feedback, it may be worth devoting more time in future to explaining the marking criteria and setting out what makes for a good essay in moral philosophy. It might also be worth changing some of the readings on metaethics to make them more accessible.

Convenor
Dr Tom Walker

Assessment Weighting
60% Exam, 40% Essay

PHL2001 Knowledge and Reality
Problems in contemporary analytical epistemology and metaphysics. Epistemology topics covered will include scepticism, analysis of knowledge, internalism/externalism, and sources of justification; metaphysics topics will include identity, necessity, universals, and particulars. Students should be able to demonstrate a critical understanding of central epistemological and metaphysical concepts.

Summary of Module Review (2012-13)
There is no relevant module review available. The instructor has changed from last year, and the content has also changed significantly.

Convenor
Dr Joseph Diekemper

Assessment Weighting
60% Exam, 40% Essay

PHL2016 History of Philosophy
This module introduces students to some of the central texts in modern philosophy, including Descartes' Meditations, Hume's Enquiry Concerning Human Understanding, Kant’s Metaphysics of Morals and Hegel’s Phenomenology of Spirit. Topics to be covered include: empiricism and rationalism, scepticism, induction, causation, free will, moral autonomy and moral obligation, the development of self-consciousness, the master-slave dialectic and mutual recognition.

Summary of Module Review (2012-13)
100% of students “definitely agreed” or “mostly agreed” that they were satisfied with the overall quality of the module. 100% of students “definitely agreed” or “mostly agreed” that the module was well organised and prepared and intellectually challenging. There was praise for the opportunity to read philosophical texts in depth and to see continuities and discontinuities in the ideas of philosophers over an extended historical period. Although there were some concerns expressed about the limited range of philosophers covered, the upside of this was the opportunity it gave to students to engage adequately with some primary sources.

Convenor
Dr Roger Clarke

Assessment Weighting
Level 2 Modules – Spring Semester

PAI2005 Modern Political Thought
This module focuses on a critical analysis of key texts and themes in the history of modern political thought. The study of the work of key thinkers in the modern era serves a range of purposes. Firstly, we can, in some instances, learn directly from these works, acquiring ideas that we can apply to our own circumstances. Secondly, through studying these texts we can learn about ourselves and our own political, ethical, and intellectual situation, through coming to a better understanding of how these works have contributed to shaping the world that we live in. Finally, through engaging with the complex arguments constructed in classic texts we can hope to learn how we might come to construct political arguments of our own. The choice of texts to be studied may vary from year to year.

Summary of Module Review (2013-14)
Students reported high levels of satisfaction with the module and students performance in assessment was very good overall. Module content fits well with the programme. In response to previous comments, the power point slides were simplified this year and that revision seems to have been well received.

Convenor
Dr Cillian McBride

Assessment Weighting
60% Exam, 40% Essay

PAI2013 Irish Politics
An examination of the Politics of Ireland (North and South) since 1920. This module looks at political developments in terms of Irish politics through the contemporary era of the twentieth century to the present. It examines important turning points in developing political discourses of unionism and nationalism as well as institutional roles of the state and other political actors.

Summary of Module Review (2012-13)
I found the topics interesting, particularly lectures from Lord Bew; It covered all aspects of Irish politics I was interested in.; The expertise and experience of the lecturers are remarkable; The variety of academic investment was very stimulating; The content was excellent; Great topics which I had never covered before and a totally new spin on those I had; This covers NI and the ROI about equally; It explores many dimensions of Irish politics and I liked the historical dimension to the politics; Very interested in the topics- also interested in varying viewpoints in the tutorials on such controversial issues; I now actually understand the Northern Ireland Peace Process; Interesting module topic generally and very well taught; The course content was broad and very interesting, particularly the focus on Southern Protestants; I enjoyed the experts; Loved the wide range of subject matter covered; Very interesting views.

Convenor
Dr Margaret O’Callaghan

Assessment Weighting
60% Exam, 40% Essay
PAI2018 American Politics
A survey course, introducing students to the American political system, current debates on democracy in America and its role in the world. The first, and major section of the module, examines the basic institutions of the American political system, its origins, development and evolving dynamics. Particular emphasis is placed on the US Constitution, federalism and the system of checks and balances, as well as the three branches of government: the Presidency, Congress and the Supreme Court. The second section constitutes a more normative engagement with issues relating to the contemporary nature of American democracy, examining in particular controversies surrounding the electoral process and the role of socioeconomic inequality and race in shaping political outcomes. A final section examines the history of US foreign relations and how the US role in the international system of states has changed over time.

Summary of Module Review (2012-13)
Student responses to this module have been consistently and overwhelmingly positive. In particular, the lecturers’ enthusiasm for, and knowledge of, the subject matter and the interesting range of topics covered have been regularly singled out in student feedback as particularly positive aspects of the module.

Convenor
Dr Stefan Andreasson

Assessment Weighting
60% Exam, 40% Essay

PAI2045 The Politics and Economy of the Devolved UK
The first half of the module is concerned with the economic experience of devolution/decentralization in the UK, as well as the theoretical models developed by economists to discuss devolved political structures. It will include a survey of economic performance under devolution and a discussion of the relationship between devolution and new institutional economics.

The second half focuses on the politics of devolution in relation to the UK in general and Scotland, Wales and Northern Ireland in particular. Each case is set within an historical context and the dynamics of the resurgence of the devolution agenda in the 1990s. Discrete lectures on the experience of devolution will follow, tracing the singular character of their devolved ‘settlements’ to be succeeded by the impact of devolution on ‘the Centre’.

Summary of Module Review (2012-13)
There was 89.5% satisfaction rate with the quality of this module, and the same percentage found it “intellectually stimulating and challenging”.

Convenor
Dr Peter McLoughlin

Assessment Weighting
60% Exam, 40% Essay

PAI2055 Security and Terrorism
This module explores contemporary approaches to the study of security and terrorism. It will examine changes in definitions of security and terrorism, the evolution of approaches to the study of security and terrorism. Students will be familiarised with the main “threats” to state and human security; the changing nature of war and other organised violence; and areas of security policy and practice including arms control, alliance formation, peacekeeping and peacebuilding, among others. Students will also explore domestic and transnational non-state terrorism, state terrorism, and counter-terrorism policy and practice.
Summary of Module Review (2012-13)
The first year that this module ran it received very strong approval from students, who found it stimulating, challenging, well organised. All students that completed the module achieved the learning outcomes. The module fits well with several politics pathways.

Convenor
Dr Mike Bourne

Assessment Weighting
60% Exam, 40% Essay

PAI2056 International Organisations
This module on International Organizations offers an introduction into the multilateral global security architecture. The core focus of the module is collective security. The module IO thus will deal with international law, collective security, regimes in international security and International security organizations. The United Nations system forms the core of the study. Peacekeeping, peace enforcement, peace building and the ‘outsourcing’ of core collective security tasks to regional players will dominate the sessions of the module. Core military interventions by international organizations will be analyzed. The module thus will deal with military interventions by the UN, NATO, CIS/CSTO, EU and core security and mediation tasks by the CIS, SCO and OSCE. The new policy agenda of energy security will be tackled by studying resource control: The NPT regime, the IAEA and oil and gas regimes thus will be scrutinized at the end of the semester. The major aim of the module is to outline the ‘institutionalized’ world order of today – with its hierarchies, cleavages and contradictions. The module is wedded to a strategic studies approach to IR.

Summary of Module Review (2012-13)
The module was very well received. The overall approval rating was around 90%. The students liked the format of the module and deemed it relevant for their pathways.

Convenor
Dr Ralph Dietl

Assessment Weighting
90% Coursework, 10% Presentation

PHL2008 Scholastic Ethics
Analysis of the willed act; apprehension of the good; knowing, intending and acting; the virtues and virtue ethics; conscience and the practical reason; Natural Law, morality, politics and law; the individual and the common good; the dignity of the human person and its legal protection.

Summary of Module Review (2012-13)
The students who took Scholastic Ethics this year were broadly satisfied with it, but some felt that more material could have been made available on QOL. The module co-ordinator/lecturer/tutor was reasonably content with their performance but will providing in the forthcoming session some additional support along the lines suggested.

Convenor
Dr Eamonn Gaines

Assessment Weighting
60% Exam, 40% Essay
PHL2026 Mind and Language
An introduction to some of the central issues and problems in the Philosophy of Mind. Topics will include the problem of consciousness (what it is and how physical things can have it), the nature and origin of mental content, the relationship between thought and language and how thought can represent the world, theories of perception, and whether mere machines can think. Readings will consist in a balance between primary sources and commentary on those sources.

Summary of Module Review (2013-14)
Areas rated ‘5’ (strongly agree) or ‘4’ by at least 75% of students: well prepared and well organized (100%); accessible, clear and helpful resources (80%); intellectually stimulating and challenging (80%); content met expectations (80%); clear marking criteria (100%); fair assessment and marking (100%); feedback has been prompt (80%); received detailed comments on work (100%); helpful feedback (80%); satisfied with quality of module (80%).

Convenor
Dr Joe Morrison

Assessment Weighting
60% Exam, 40% Essay

Level 3 Modules – Autumn Semester

PAI3007 Politics in Legislative Institutions
Week 1: Introduction | Week 2: Politics as a career? | Week 3: Activities in the House | Week 4: Committee assignments | Week 5: Individual voting behaviour | Week 6: The aggregate outcomes of voting behaviour | Week 7: Example research project | Week 8: Choosing a research topic | Week 9: Finding appropriate data/variables | Week 10: Using statistical software | Week 11: Summary and conclusion | Week 12: Reading Week

Summary of Module Review
This module is new for 2014-15.

Convenor
Dr Chris Raymond

Assessment Weighting
60% Exam, 40% Essay

PAI3008 Women and Politics
This module discusses the relationship between women and politics in the contemporary period. It approaches the topic from three perspectives – feminist political thought; women and nationalism; and women’s political representation. The course encourages students to make comparisons in political thought and practice. It emphasises the relationship between women and politics in established democracies in Europe, North America and Australia and New Zealand, though other country cases are also addressed. Lectures cover radical and liberal feminism, the women’s liberation movement, political parties and gender quotas, nationalist conflicts and gender, and women in parliament. Students taking this module are encouraged to read widely and to take an active part in class and tutorial discussions.

Summary of Module Review (2013-14)
The review process clearly shows that the module is popular, challenging and stimulating. Students gain a deeper knowledge of the power-based nature of gender relations in political life, and understand how this shapes political decisions. They engage strongly with the subject matter and enjoy the variety of learning opportunities that accompany the module.

Convenor
Prof Yvonne Galligan

Assessment Weighting
60% Exam, 40% Essay

PAI3011 The Politics of the Middle East
This module is built around a problem-solving approach to the study of the Middle East and politics affecting the region. It looks at the enduring issues and problems associated with the perspectives of impact of colonialism on the region and poses critical positions around these issues. Protracted conflicts, political-economy, religion, ethnicity and gender are also approached in terms of a problem-solving approach as they relate to the state and politics in the Middle East. The module identifies factors that characterise the region and are unique to its political life. The state and ideology is questioned, with the influence of imported western models and their effects on the natural system of politics that had governed the region for centuries previously. The impacts of the Arab Awakening/Arab Spring will also be examined throughout.

Summary of Module Review (2013-14)
The module and its teaching continues to be highly rated overall with the large numbers of student taking this course enjoying the opportunity for study and the associated resources. There is a strong link between the learning outcomes and assessment with high assessment outcomes. The students on this module rated it very highly in terms of good to excellent giving it an overall rating of 4.5 out of 5. The lecturing staff was rated 5 out of 5 with students scoring the lecturer 100% for all the indicators in terms of motivating students and engaging them, quality of teaching overall and conveying terms, concepts and principles of the module.

Regarding the module itself students stated it was the “best organized module in the School”, “was very engaging”, and “covered a wide-range of topics with vast number of sources and reading available.” Students appreciated the opportunity of “lots of extra resources to fully integrate into a topic”, the “portfolio as part of the assessment ... to adopt skills that may be more relevant beyond my degree as well as the traditional essay”, and lecturers who were “very engaging and brought in a variety of different methods when teaching, such as media etc.”

One student stated, “I just wanted to take the time to thank you both for delivering a brilliant module this term ... Being able to study the Middle East at full throttle has been an exhilarating experience. I’ve been surprised at the depth and breadth I’ve been able to delve into, from hydro-politics to al-Qaeda in the Arabian Peninsula.”

Other students commented that the experience was “really enjoyable lectures and tutorials, encouraging the interactive student led discussions really worked well” and “the overall atmosphere of the module was excellent, very relaxed and allowed us to engage in a new subject without the sometimes ‘stuffy’ feeling.”

We regularly solicit student feedback on this module throughout the semester and always reflect on ways to improve it. We will continue to do so and offer resources such as the 'weekly briefing news' and additional opportunities.

Convenor
Prof Beverley Milton-Edwards
Assessment Weighting
40% Essay 1, 60% Portfolio

**PAI3014 Scotland and Northern Ireland: Points of Political Comparison**
This module is concerned with the comparative analysis of key political themes and issues relating to both Scotland and Northern Ireland. These include: devolution and constitutional change; religion and ethnicity; questions of national and cultural identity; possible future relationships. The module examines subjects in their historical and contemporary contexts.

Summary of Module Review (2013-14)
Students enjoyed this module and especially appreciated how different it was from their other modules, and from modules they had taken previously. They valued the way the module made them think critically and creatively about their own interactions with visual culture, and also appreciated how it made them think differently about politics as a whole. They responded enthusiastically to the variety of topics covered in the module and embedded in the assessments. Many students said they would recommend the module to others.

Convenor
Prof Graham Walker

Assessment Weighting
60% Exam, 40% Essay

**PAI3025 Contemporary Political Philosophy**
We examine the most significant contributions to recent debates about the concept of justice and what it demands of our political, economic and social institutions. The work of a number of leading contemporary political philosophers is assessed. The module introduces students to key issues in contemporary political theory, focusing on four broad areas: distributive justice; debates about cultural diversity and equality, i.e. multiculturalism and the politics of recognition; democracy; and global justice.

Summary of Module Review (2012-13)
Students reported that they enjoyed the module, despite the challenging nature of the material.

Convenor
Dr Cillian McBride

Assessment Weighting
60% Exam, 40% Essay

**PAI3026 The Politics of Sustainable Development**
The continuing problematic relationship between key dynamics of modern economic and social systems and the non-human world is one of the most pressing issues of the 21st century and will continue shape the political agenda both nationally and globally. This module will examine some of the key debates of the politics of sustainable development, including: green ethical and political theory; the role of the environment and nature in political theorising; the economic and policy alternatives to unsustainable development and the normative underpinnings of a sustainable society. Some of the topics covered include: climate change, peak oil and energy security, limits to economic growth, consumerism and radical politics in the 21st century. Half of the topics covered on this module are decided by students.

Summary of Module Review (2013-14)
There are no major issues that have arisen from this module review process. The student experience and learning outcomes from the module were excellent as reflected in the comments and scores given for the module as well as the run of student marks.

Convenor
Prof John Barry

Assessment Weighting
40% Essay 1, 60% Essay 2

PAI3032 Ethnicity, Multiculturalism and the Nation State
The module examines the relationship between ethnicity, multiculturalism and nationalism. Can we reconcile nationalism with multiculturalism? We further discuss nationalism, minority rights and the crisis of the nation state, multiculturalism, the politics of difference, ethnic and national minority rights. Key contemporary dilemmas are considered: Liberal democratic self-determination: territorial or non-territorial? Individual or collective rights for minorities? Should every nation have its own separate state? Is it possible to have successful multiethnic states? We discuss conceptual approaches and exemplify arguments with current problems, such as the position of Islamic minorities in Europe.

Summary of Module Review (2012-13)
Students were enthusiastic about the subject matter, the diversity and variety of different points of view and the availability of material on QOL. Students appreciated that a handout was given in every lecture summarising in one page the argument of the lecture. 100% of the students surveyed said the outcomes of the module were achieved, that they were encouraged to participate and that written work was returned within reasonable time. The high achievement of students was commended by the moderator and external examiner

Convenor
Dr Ephraim Nimni

Assessment Weighting
Essay 60%, Literature Review 40%

PAI3034 Africa in the Global Political Economy
This module examines the post-colonial history and contemporary nature of sub-Saharan Africa’s political economy in a global context. It investigates how African countries are pursuing socio-economic development in an era characterised by a gradual shift in economic and political power from the West towards the emerging markets of the Global South. Various issues addressed in this module include: the political and economic legacies of colonialism in Africa; neo-colonialism and Africa’s decline in the post-independence era; orthodox and heterodox approaches to development; the rise of the BRICS and other emerging markets in the 21st Century and the ‘new scramble for Africa’. The module also includes case studies on the politics of land ownership; natural resource nationalism; and socio-economic transformation in divided societies.

Summary of Module Review (2013-14)
Student response to the module was overwhelmingly positive. Lectures were considered stimulating and interesting, tutorials engaging and insightful, and the module being of overall high quality.

Convenor
Dr Stefan Andreasson
PAI3039 Arms Control
The module will introduce the student to arms control as a part of national security policy and strategy. The focus of the module is mainly on strategic arms control of the 20th Century and early 21st Century. The module focus is on nuclear arms control and the structures of world order. The Nuclear Non Proliferation regime will be the basis for the analysis of the arms limitation and arms reduction treaties of the 1970s to 2000s. The module will thus deal with SALT I, SALT II, with START, New START and the INF Treaty. The MBFR negotiations and CFE treaty will offer a bridge to the wider spectrum of arms control. Humanitarian arms control, biological and chemical arms control regimes and control or prohibition of space based weapons will also feature. The module will offer a classic and a critical introduction into arms control theory.

Summary of Module Review
This module is new for 2014-15.

Convenor
Dr Ralph Dietl

Assessment Weighting
90% Essay, 10% Learning log/Presentation

PAI3041 Asylum and Migration in Global Politics
The politics of asylum and migration are undergoing profound changes. States are closing down many routes for asylum seekers, turning attention to security and border control concerns. Bilateral and multilateral relations are imbued with concerns about controlling the movement of people as states work with and respond not only to each other, but to non-governmental and international organizations. These dynamics are imbued with global power relations, with changing notions of security and with age-old questions of sovereignty, citizenship, and belonging. The dominant policy direction favours solutions that emphasize either preventative protection or repatriation, both practices of containment and conflict resolution and management. We are witnessing a decline in the traditional category of refugees, but a rise in the number of internally displaced persons. Economic deprivation and poverty continues to pair with conflict to drive migration that muddies the waters between “forced” and “voluntary” categories. Increasing incidents of human smuggling and human trafficking, and a failure in many circles to effectively distinguish between the two, are demanding new policy innovations that are linking international criminal law to diplomatic relations – and migrants are caught in the middle. Finally, emerging categories such as “environmental refugees” are challenging the current refugee regime, which remains rooted in the 1951 Convention.

This module will examine these changes in the fields of refugee and migration studies, asking questions that assess not only shifting policy and practices but also the impacts these shifts have on the lived lives of migrants themselves. We will engage these questions and the issues they raise through thoughtful and critical dialogue. We will focus on the politics of migration and citizenship as dynamic practices rather than pre-determined institutions, and ask what roles the various structures and frameworks of contemporary International Relations play in these politics. Importantly, we will also ask what role individuals play, and examine the politics of voice and agency in both shaping, contesting and resisting state practices. To tackle these issues, we will engage with both policy and theoretical literatures and illustrate conceptual and philosophical arguments through extensive use of specific case studies from different regions of the world. We will emphasize contemporary and emerging issues, but also look at the historical contexts and questions that shape the politics of migration and citizenship as they exist today.
Summary of Module Review
This module is new for 2014-15.

Convenor
Dr Heather Johnson

Assessment Weighting
Learning log 10%; Portfolio Assessment 10%, Annotated Bibliography 10%, Media Assessment 15%, Final Summative Research Paper 55%

PAI3064 N Ireland: A Case Study in Ethno-National Conflict & Peace Making
This module will explore the dynamics of the Northern Ireland conflict with reference to its wider political context, and examine the peace process with consideration of its international and comparative dimensions. Accordingly, it will consider the Northern Ireland problem as a residue of the historic conflict between Britain and Ireland, and a failure to resolve political relationships in these islands. The module will reflect on how these relationships have evolved in recent decades, and how international factors have played an ultimately positive part in this. For example, it will examine the role of European integration in facilitating a more co-operative relationship between London and Dublin over Northern Ireland, and how the White House was able to overcome unionist suspicions of Irish-American interference to play a highly constructive supporting role in the peace process. It will also attempt to evaluate critically the success of the peace process, both in terms of relations between the two communities in Northern Ireland, and more broadly between Britain and Ireland. Finally, the module will consider debates as to whether the Northern Ireland peace process and Good Friday Agreement provide a “model” for ending conflict in regions such as the Basque country, or an influence on developments such as the creation of a power-sharing constitution in Iraq.

Summary of Module Review (2013-14)
100% of students felt that this module was taught with enthusiasm and in a way that made the subject interesting, while 90% felt their participation was encouraged. 87.5% felt the module was well-prepared and well-organised and that learning resources (notes, web-based material, etc.) were accessible, clear and helpful. Comments included: “Lecturer was extremely helpful and well-prepared with PowerPoints, handouts, etc. Encouraged students to answer/ask questions in lectures”; and “does not just read off the slides ... brings in external knowledge”.

A core aim of the course is to teach a subject which most of the students will be very familiar with, but in a more nuanced and critical way – an approach which in turn prompts them to think more deeply about the dynamics of conflict and peace-making in the Northern Ireland. The fact that 100% of students felt that the module was taught with enthusiasm and in way that made the subject interesting, and that the vast majority felt encouraged to participate in and ask questions in classes, suggests this key learning objective was achieved. The course was also commended as “excellent” by the external examiner.

Convenor
Dr Peter McLoughlin

Assessment Weighting
60% Exam, 40% Essay
PAI3067 Political Parties, Representation and democracy
The module will focus on one of the key features and actors of politics in representative democracies: political parties. What explains the range and number of parties that voters can choose from at any election? Who joins political parties and why do they bother? Should parties be funded through our taxes or private money? Do political parties make a difference in terms of public policy? These are some of the questions that will be addressed in this module.
This module will introduce students to the key theoretical perspectives and authors on party systems, party system change (why a country has a specific set of political parties and how new parties emerge) and about party organisation (how parties organise internally). As agents of representation and recruitment of our political elites, the internal organisation of political parties matters, in particular with respect to the issue of their membership, recruitment procedures and funding. The module will also discuss how parties compete with each other and their impact on policy. The module is comparative in nature, with a focus on European countries, and often makes use of quantitative data to compare parties and party systems. No prior knowledge of statistics is required.

Summary of Module Review (2013-14)
Overall, students were satisfied with the quality of the module and teaching and all students thought that the module was intellectually stimulating and challenging. The students appreciated the 2-hour seminar format and the emphasis placed on student participation through seminar discussions and presentations.
Students also appreciated the opportunity to provide feedback on presentations (‘this helps the audience focus on the presentation, and gives the presenter an extra incentive to make it interesting for everyone’). Students responded well to peer assessment of presentations because it ‘allowed to view presentations from another point of view and look more critically’, ‘increased the sources of feedback in the tutorial’, ‘offered a different view on the assessment’, and ‘made [the student] more conscious of making sure [his/her] presentation was as audience-friendly as possible’.

Convenor
Dr Elodie Fabre

Assessment Weighting
Coursework 1 (essay): 35%; Coursework 2 (analytical research paper): 55%; Presentation: 10%

PAI3097 Internship (double-weighted)
The Internship scheme provides an opportunity for workplace-based learning in one of a range of public sector institutions including, among others the NI Assembly Secretariat, the Police Ombudsman’s Office and the Equality Commission. The scheme constitutes a double module and extends for three days per week for the full 12 weeks of either Semester 1 or Semester 2 and is open to Level 3 Single and Major Honours Politics students and Joint Honours candidates who have completed the Level 2 ‘Skills and Methods’ module. The Internships are designed to enable successful candidates (chosen by interview) to engage in a hands-on learning environment within which they will apply and develop their skills, contribute to the work of the relevant host institution and produce both a weekly learning journal and a final 12,000 word Project. The latter must be academically sound and be based on a topic agreed by the student, the line manager in the host institution and the academic supervisor in the School.

Convenor
Dr Muiris MacCarthaigh

Assessment Weighting
30% Journal, 70% Dissertation

53
PHL3013 Contemporary Epistemology
This module explores some of the major topics in contemporary epistemology, especially the epistemology of testimony, and contextualism and its rivals.

Summary of Module Review
This module is new for 2014-15.

Convenor
Dr Roger Clarke

Assessment Weighting
60% exam, 40% essay

PHL3015 Philosophy of Law
In the liberal jurisdictions of Western societies the law as it is drafted and as it is administered is underpinned by key moral principles. These determine both what kinds of laws it is proper to enforce and the manner in which such enforcement is conducted. Thus it seems right that we should only criminalise certain kinds of conduct and also that the penalties associated with various crimes should be in some sense fitting ones. It makes sense to ask whether we should legally prohibit every wrongful act and how we might determine the amount of punishment for any particular breach of the law.

This module aims to identify what general moral principles should inform the law’s operation and to explore the answers that might be given to particular questions about crime and its punishment. The topics that will be explored include the scope of the criminal law and its relationship to morality; the basis for individual legal liability and its relation to moral responsibility; the grounds for exemptions from legal liability and the significance of the distinction between excuses and justification; and, the nature and defence of punishment.

The module will use particular crimes, such as that of rape or murder, to illustrate the critical questions. It will also develop overarching themes that run across the various topics such as the role of emotions, the basis of any obligation to obey the law, and the fairness of holding individuals accountable in law for their behaviour.

The module assumes no knowledge of the criminal law or of the criminal justice system.

Summary of Module Review (2013-14)
As a result of last year’s review the tutorials this year were organised around a set of questions distributed in advance with the expectation that students would prepare answers to them. This was clearly welcome and worked very well. It will be repeated next year.

Convenor
Prof Dave Archard

Assessment Weighting
60% Exam, 40% Essay

PHL3040 Scholastic Metaphysics
An introduction to the Scholastic tradition of the philosophy of being, with particular emphasis on the writings of Aristotle, Plotinus, Augustine, Aquinas as well as some modern and contemporary authors. Topics to be covered include substance, matter and form, potency and actuality, causality, the transcendentals, being and essence, being and existence.
Summary of Module Review (2013-14)
I think the learning outcomes have been achieved; the student responses are all quite positive, the module
covers a much neglected field of philosophy and so offers to fill a gap in the students’ education thereby
fitting in with their overall programme.

Convenor
Dr Gaven Kerr

Assessment Weighting
60% Exam, 40% Essay

Level 3 Modules – Spring Semester

PAI3004 Contemporary Critical Theory
This module provides a framework for understanding contemporary critical theory by exploring some key
thinkers in the minor canon (e.g. Spinoza, Hume, and Nietzsche) before turning to exploration of
contemporary debates and positions such as the critical theory of the Frankfurt School, poststructuralism,
and radical liberalism.

Summary of Module Review (2011)
The module remains highly successful, and students are given an opportunity to explore questions and
literatures that are at once challenging and enjoyable. The level of attainment is very good, as are external
comments. Contemporary Critical Theory was rated highly by students, who found the module to be
challenging, interesting, relevant to contemporary politics, and enabled them to connect political theory to
everyday life practices.

Convenor
Dr Susan McManus

Assessment Weighting
40% Essay, 60% Essay

PAI3006 Irish Political Thought
This module focuses on Irish political debates from the seventeenth to the twenty-first centuries and does
so through the particular expertise and research interests of staff teaching the module. Topics covered
include the attitudes of the Anglican establishment in the seventeenth and eighteenth centuries, the
political thought of Edmund Burke, the ideas of the United Irishmen, the arguments of nineteenth-century
Irish nationalists (including O’Connell, the Young Irelanders and Parnell), unionist political arguments, Irish
republican thinking, and Irish socialism.

Summary of Module Review (2012-13)
87.5% of students declared an overall satisfaction that their interest in the course had been stimulated with
the quality of teaching on the module.

Convenor
Prof Paul Bew

Assessment Weighting
100% Exam
PAI3019 The Religious and the Secular in Modern Political Thought
This module explores the emergence of modern secular society by looking at the work of a number of key political thinkers. It begins with Machiavelli’s distinction between the moral purposes of the state and those of the individual; this leads into Locke’s work on toleration, as western Christendom fractures with the onset of the Reformation. It then examines the emergence of Deism, through the work of Thomas Paine, as Christianity struggles with the implications of the scientific discoveries of the seventeenth and eighteenth centuries. It then moves on to consider the notion of the separation of church and state developed by Thomas Jefferson. After this there is an exploration of the attacks of scepticism, atheism and anti-theism on Christianity in the work of Hume, Marx and Nietzsche. It concludes with a look at a couple of modern projects that seek to critique the modern secular movement in the form of Fundamentalism and post-secularism. Throughout the course the emphasis is on reading the primary works of the various thinkers, with tutorials concentrating on close reading of key extracts from these works.

Summary of Module Review (2011-12)
The results and comments suggest that the students found this module stimulating, and that large numbers achieved very good grades.

Convenor
Prof Vincent Geoghegan

Assessment Weighting
60% Exam, 40% Essay

PAI3027 European Cultural Identities
An examination of the range of concepts related to the notion of identity in modern and contemporary Europe. The module offers an interdisciplinary survey of the construction of identity in localities, regions, and states of Western Europe, with a particular emphasis on the role of identity in cultural integration and diversity.

Summary of Module Review (2012-13)
The student feedback for European Cultural Identities was extremely positive. In total, 92.9% of respondents ‘Definitely’ agreed that they were satisfied with the quality of the module. The module review indicated that students enjoyed the subject and found the module to be interesting, stimulating and challenging. Many of them said that they were encouraged to participate and were satisfied with the learning resources. Students particularly appreciated the feedback received throughout the module and enjoyed the combination of theoretical debates, case studies and timely examples. The moderator and the external examiner were satisfied with the marking process and the written feedback given to students.

Convenor
Dr Cathal McCall

Assessment Weighting
60% Exam, 40% Essay

PAI3038 US Foreign Policy: War, Terror and Security in the International System
Understanding the nature and sources of the world’s pre-eminent superpower is indispensable in analysing global security arrangements and the liberal international system. Using international relations theoretical perspectives and approaches in security studies, this module introduces students to a number of themes and debates concerning the central role of the United States in the international system and the contemporary global order. More specifically, it critically engages students with US foreign policy during the Cold War, US grand strategy, the purposes of US global military presence and its influence in the
contemporary liberal global order, the “Pax Americana”, and other pertinent issues, placing these in historical context from the Cold War up until the current challenge of the rise of China. The course uses various historical cases to elucidate central dynamics in US foreign policy, from US involvement in Latin America during the Cold War to US counter-terrorism strategies in the War on Terror. In this sense, the course is designed to provide substantive content regarding US foreign policy and its dynamics as well as critically evaluate the role of US power in the international system.

Summary of Module Review
This module is new for 2014-15.

Convenor
Dr Andrew Thomson

Assessment Weighting
60% Exam, 40% Essay

PAI3044 War and Visual Culture
This module will examine the different ways that war and conflict are produced and represented across both historical and contemporary visual culture. It will examine specific examples of how war and conflict are represented in visual art (e.g. photography, photojournalism, museums and memorials), but also how visual technologies enable conflicts and reconcile citizens to permanent war (e.g. Surveillance, drone warfare). It will draw on interdisciplinary research in Visual Culture, International Relations, Cultural Studies and War Studies, and ask students to reflect on their own assumptions about, and engagements with, how war and visuality intersect.

Summary of Module Review (2011-12)
Students enjoyed this module and especially appreciated how different it was from their other modules, and from modules they had taken previously. They valued the way the module made them think critically and creatively about their own interactions with visual culture, and also appreciated how it made them think differently about politics as a whole. They responded enthusiastically to the variety of topics covered in the module and embedded in the assessments. Many students said they would recommend the module to others.

Convenor
Dr Debbie Lisle

Assessment Weighting
60% Essay, 40% Portfolio

PAI3056 The Far Right in Western Europe
Right-wing extremist parties have experienced success in elections across Western Europe over the last two decades. This phenomenon has attracted widespread attention, both in the media and in academic circles, sparking a number of frequently asked questions: why have these parties suddenly become electorally successful? What exactly do they stand for? What kind of people vote for them? Why do people vote for them? Why have they experienced more success in some countries than in others? Should we be worried about their rise? And what can we, or mainstream political parties, do to counter their rise?

This module aims to examine all these questions. It begins by introducing students to the theoretical perspectives and key bodies of literature on the nature of right wing extremism in contemporary Europe, and it explores the complex conceptual, analytical and terminological debates surrounding this subject of enquiry. It places particular emphasis on the politics of the far right in France, Germany, Italy and the
United Kingdom after 1945. It explores far right ideology and finishes by considering the issue of right-wing motivated violence and right-wing terrorism.

Summary of Module Review
This module ran for the very first time in 2012-13. It did not run 2013-14. The module proved to be a real success. This was the first time that we ‘had encountered the far right’ and it was very ‘relevant’ and ‘interesting’. The module was run by a ‘great tutor. Some described it as ‘brilliant’, liked the ‘use of Youtube clips’, the use of groupwork and the ‘excellent discussions’. Students commented very positively on the content, structure and assessment of this module. Students found feedback ‘great and useful’. Two thirds of the students (77) scored marks of 60 per cent and above. 96% of students thought that this module was well organised and prepared – 70% definitely agreed with this. 98% though it was intellectually stimulating and challenging (79% definitely agreed); 97.7% agreed that feedback was prompt (72% definitely agreed).

Convenor
Dr Lee McGowan

Assessment Weighting
55% Exam, 35% Essay, 10% Presentation

PAI3057 Ethics, Power and International Politics
International politics is all about interactions between different subjects, whether these subjects are individuals (such as refugees, activists and terrorists), cities (such as London and New York), civil society groups (charities and NGOs), networks (such as Al Quaeda), states (large and small), regional bodies (the EU or NATO) or international institutions (such as the UN or IMF). These various actors are formed and gain their identities and interests through these interactions. However, such contacts also throw up issues and questions of power and ethics, as agents seek to control, conduct, manage and change their relationships and each other: Who is silenced by these exchanges, and denied a political voice? How are interactions managed to form and impose identities on agents, such as those of ‘passive victim’, ‘evil terrorist’, ‘benign aid donor’, ‘conquering saviour’? How are such identities and relationships being contested, changed or resisted? In what ways do they depend upon histories, memories and narratives of the past? What strategies and techniques are used to control the movement, communication and networking of groups? Can ethics ever be separated from politics and power in these interactions, or are they always intertwined? This module seeks to engage these questions and treats international politics as a matter of contesting and developing relationships of ethics and power. It engages critical literature from poststructural, postcolonial and feminist approaches to help explore how identities, agents and relationships are formed, how power is exercised, and what moral and ethical issues emerge from this.

Summary of Module Review (2012-13)
The responses to this module in its first year were overwhelmingly positive (with 100% of students agreeing or strongly agreeing that they were satisfied with the module). In particular the seminar format, interactivity and mix of theory/issues was praised. Assessment results, with 8 of 26 students who completed the course receiving firsts, suggest that the learning outcomes were achieved. While some students noted that the 5000 word essay was a little “daunting”, plenty of opportunities were provided for feedback before the submission date and I have decided to retain the method of assessment because of its ability to demonstrate the breadth and depth of a student’s critical thinking.

Convenor
Dr Dan Bulley

Assessment Weighting
100% Essay

58
PAI3058 Political Parties and Elections in NI
This module analyses political parties and elections in Northern Ireland. The module is motivated by the following simple question: What drives citizens’ party choice in Northern Ireland elections. The module situates the Northern Ireland case in the context of the international literature on political and electoral institutions. Specifically, given the consociational institutional context of Northern Ireland, what expectations should we have of how citizens choose parties at election time? The module assesses the relative importance of ‘conflict’ and ‘non conflict issues’ in determining voting behaviour.

Note that there will be an element of quantitative statistical analysis in this module. Students should be prepared for this.

Summary of Module Review
This module was new for 2013-14.

Convenor
Dr John Garry

Assessment Weighting
60% Essay 1, 40% Essay 2

PAI3059 Minorities in Europe
Often trapped between the competing logics of nation and state, minority groups in Europe have played an important role in the twentieth century’s bloodiest tragedies and have been targeted in many conflicts. However, contemporary Europe offers a substantial institutional approach to put minority issues on an entirely novel footing. This course looks at the role of minority groups in Europe addressing their competing claims over political representation, economic resources and cultural rights that persist throughout the Union. The course will examine minority issues from a comparative perspective to shed light on challenges that face specifically postcommunist European societies and will address issues pertaining to recognition of minority rights in the ‘older’ EU member states.

Summary of Module Review (2012-13)
The course provided students an opportunity to engage in detailed discussion of an issue areas from a theoretical perspective and develop skills to approach social and political processes theoretically. The course introduced the method of comparative politics and used a set of minority issues to illustrate ways theory can be applied for a rigorous analysis of public perceptions and political agendas of minority status in Europe. Student feedback suggested that the module is highly stimulating intellectually, reflective in approach and intensive in nature; it also gauges student attention by placing great emphasis on face to face interactions, student cooperation and peer learning in group projects. 70% of students identified the module as intellectually stimulating and 57% as well organised; in evaluating lecturer/students exchange, the majority regarded the challenging nature of the course as either “good” or “excellent”.

This third year module offer students a forum to sum up their skills in abstract and practical thinking, link their knowledge of European integration processes with those related to state/society relations and offers theoretical entry-points to these matters for those interested in further study, especially of comparative ethnic conflict.

Convenor
Dr Timofey Agarin

Assessment Weighting
35% Book review, 55% Essay, 10% Presentation/Learning log
PAI3063 Politics of the Global Economy
This module examines how politics conceived as relations between governments and with and between various socio-economic interests and groups shapes the global economy and the power relations it represents. Various issues addressed in the module include: how to think about power and authority in the global economy; contrasting national models of capitalism; the United States as a global economic hegemon in the post 9/11 era; the political economy of the rise of BRIC; the Doha Round of trade talks; Credit Crunch (causes, implications and responses); the geo-politics of currency rivalry; the global governance of oil; and a new global economic order to replace the old order?

Summary of Module Review (2012-13)
The course provided students an opportunity to engage in detailed discussion of an issue areas from a theoretical perspective and develop skills to approach social and political processes theoretically. The course introduced the method of comparative politics and used a set of minority issues to illustrate ways theory can be applied for a rigorous analysis of public perceptions and political agendas of minority status in Europe. Student feedback suggested that the module is highly stimulating intellectually, reflective in approach and intensive in nature; it also gauges student attention by placing great emphasis on face to face interactions, student cooperation and peer learning in group projects. 70% of students identified the module as intellectually stimulating and 57% as well organised; in evaluating lecturer/students exchange, the majority regarded the challenging nature of the course as either “good” or “excellent”.
This third year module offer students a forum to sum up their skills in abstract and practical thinking, link their knowledge of European integration processes with those related to state/society relations and offers theoretical entry-points to these matters for those interested in further study, especially of comparative ethnic conflict.

Convenor
Dr Andrew Baker

Assessment Weighting
60% Exam, 40% Essay

PAI3068 Politics, public administration and policy making
The Module provides students with the opportunity to develop a more detailed understanding of modern government by exploring the interplay between politics and public administration in the process of policy making. Issues to be examined include theories and models of the policy process, comparative public administration and regulatory governance, as well as exploration of major themes in contemporary government such as evaluation, accountability, implementation, performance and reform. This Module thus presents an excellent opportunity for graduate students to gain proficiency in public administration and policy, and to develop detailed knowledge of modern governing in and beyond the political arena. In all cases, students will be exposed to theoretical approaches to these issues with a view to mastering them, and also expected to apply their learning to real-world practice of policy-making in a political environment. The Module will also involve engagement with some statistical datasets and publications produced by international organisations such as the OECD, IMF and EU. The Module will be delivered by means of 12 seminars, including some with invited experts, and assessed by means of two written assignments and class presentations.

Summary of Module Review
This module was new for 2013-14.

Convenor
Dr Muris MacCarthaigh

Assessment Weighting
PAI3090 Dissertation (PPE) (double-weighted – Full Year)
The dissertation is a research project that the student develops, designs and implements. The end product is a substantial piece of written work of between 8,000 and 10,000 words on a topic that has been agreed between the student and his/her supervisor. In the case of students on the PPE programme this should involve an area of study that entails engagement with literature from at least two of the disciplines of politics, philosophy or economics, or should be in an area of interdisciplinary overlap such as political philosophy, or political economy, subject to agreement with the prospective supervisor and the programme convenor.

Convenor
Dr Andrew Baker

Assessment Weighting
10% Assignment, 80% Dissertation, 10% Contribution

PAI3097 Internship (double-weighted)
The Internship scheme provides an opportunity for workplace-based learning in one of a range of public sector institutions including, among others the NI Assembly Secretariat, the Police Ombudsman’s Office and the Equality Commission. The scheme constitutes a double module and extends for three days per week for the full 12 weeks of either Semester 1 or Semester 2 and is open to Level 3 Single and Major Honours Politics students and Joint Honours candidates who have completed the Level 2 ‘Skills and Methods’ module. The Internships are designed to enable successful candidates (chosen by interview) to engage in a hands-on learning environment within which they will apply and develop their skills, contribute to the work of the relevant host institution and produce both a weekly learning journal and a final 12,000 word Project. The latter must be academically sound and be based on a topic agreed by the student, the line manager in the host institution and the academic supervisor in the School.

Convenor
Dr Muiris MacCarthaigh

Assessment Weighting
Journal 30%, Dissertation 70%

PAI3099 Dissertation (Politics) (double-weighted – Full Year)
The dissertation is a research project that the student develops, designs and implements. The end product is a substantial piece of written work of between 8,000 and 10,000 words on a topic that has been agreed between the student and his/her supervisor.

Convenor
Dr Ralph Dietl

Assessment Weighting
10% Assignment, 80% Dissertation, 10% Contribution

PHL3001 Philosophy of Science
This will be an exploration of fundamental philosophical issues raised by the practice of science. It will cover issues in scientific methodology, scientific knowledge, the language of science, the relation between scientific theories and reality, the rationality of science and progress and the relation between science and society. By examining these issues we shall attempt to solve the demarcation problem: is there a principled
way to distinguish legitimate scientific enterprises from pseudo-sciences? Is the special status of science in our society justified? Or is the practice of science just one human activity among the others? Other questions we shall attempt to answer are whether the practice of science is truly objective and immune from the influence of culture and ideology, and what the relation between science and philosophy should be.

Summary of Module Review (2011-12)
The module was overwhelming success with students. The writing exercises and feedback on presentations were very positively received. Learning outcomes were appropriate and realistic. Some students wished that there had been more students in the class to participate in discussions but discussions still went well. No relevant issues. No changes necessary. I am absolutely delighted by the positive endorsement from the students.

Convenor
Dr Joe Morrison

Assessment Weighting
60% Exam, 40% Essay

PHL3034 Philosophical Theology
This module will provide a systematic, philosophical approach to understanding and engaging with a number of topics in Christian Theology. Topics to be discussed will include divine eternity and God’s relationship to time, divine foreknowledge and human freedom, theological anthropology, and Christology. In pursuing these topics we will engage both with historical and contemporary sources.

Summary of Module Review (2012-13)
I will be changing some of the readings for next year, and will provide more introductory material for some of the completely new concepts.

Convenor
Dr Joseph Diekemper

Assessment Weighting
60% Exam, 40% Essay

PHL3099 Dissertation (Philosophy) (double-weighted Full Year)
The student will investigate and write a dissertation of 8-10,000 words on a suitable philosophical topic agreed between the student, the co-ordinator and a designated supervisor.

Convenor
Dr Ralph Dietl

Assessment Weighting
10% Assignment, 80% Dissertation, 10% Individual Contribution
### Assignment Cover Sheet

**School of Politics, International Studies and Philosophy**

**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>
<td></td>
</tr>
<tr>
<td>TUTOR:</td>
<td></td>
</tr>
<tr>
<td>CONVENOR:</td>
<td></td>
</tr>
<tr>
<td>WORD COUNT</td>
<td></td>
</tr>
<tr>
<td>ESSAY TITLE:</td>
<td></td>
</tr>
<tr>
<td>DATE DUE:</td>
<td>RECEIPT No. XXXXXXX</td>
</tr>
</tbody>
</table>

**To be completed by the School Office:**

<table>
<thead>
<tr>
<th>DATE SUBMITTED:</th>
<th>RECEIVED BY:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART 2 – To be retained by the School Office**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>STUDENT No.</th>
</tr>
</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/Education/Plagiarism">www.qub.ac.uk/pisp/Education/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>
</tr>
</thead>
<tbody>
<tr>
<td>RECEIVED BY</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Please note that all coursework is retained by the School for scrutiny by the external examiner.
# Appendix 7: Undergraduate Conceptual Marking Equivalence Scales

## Undergraduate Conceptual Equivalence Marking Scale – Level 1, 2, and 3

<table>
<thead>
<tr>
<th>Conceptual Equivalent</th>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| High/Excellent I      | 100/90| Excellent answer which:  
• Is comprehensive and accurate  
• Is presented in a clear and cogent manner  
• Makes full reference to appropriate material  
• Makes effective use of language  
• Displays some of the following characteristics:  
  • integration of a wide range of learning resources  
  • originality of exposition or treatment  
  • evidence of insight  
  • critical evaluation  |
| Definite I            | 80/73 | Definite I  
| Low I                 | 68/65 | Low I  
| High III              | 68/65 | High III  
| Definite III          | 58/55 | Definite III  
| Low III               | 58/55 | Low III  
| High III / Pass       | 48/45 | Adequate answer which:  
• Displays evidence of understanding of the main principles in broad terms  
• May contain important inaccuracies or omissions  
• May lack a coherent structure  
• May answer the question indirectly or may lack supporting evidence  
• Makes minimal reference to relevant material  
• Shows poor use of language, although the meaning is understandable  |
| Marginal Fail         | 35    | Failing but compensatable answer which:  
• Displays a very limited understanding of the aim of the question  
• Is sparse in material and lacking in organisation  
• Contains material that is inappropriately used or of limited relevance  
• Proceeds by way of assertions unsupported by appropriate evidence  
• Shows poor use of language with significant grammatical and other errors  |
| Weak Fail             | 25    | Unsatisfactory, poor answer which:  
• Shows a complete lack of understanding of the question  
• Provides very little of any relevance and value to the question  
• Makes an incoherent argument  
• Shows poor use of language with significant grammatical and other errors  |
| Poor Fail             | 15    |  |
| Nothing of merit      | 0     |  |
## Appendix 8: Report Sheet on Assessed Work: Undergraduate Modules

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Module Code</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Date Submitted</th>
<th>Date Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension applied for (Y/N)</th>
<th>Days extension granted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Mark</th>
<th>Marks deducted</th>
<th>Provisional Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For information on the conceptual marking scheme used by the School, see: [www.qub.ac.uk/pisp/Education/Undergraduates/Assessment/](http://www.qub.ac.uk/pisp/Education/Undergraduates/Assessment/)

### ARGUMENT/STRUCTURE

<table>
<thead>
<tr>
<th>Clarity of Introduction</th>
<th>Organisation of essay</th>
<th>Coherence of Argument</th>
<th>Effectiveness of approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs More Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Much More Work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CONTENT

<table>
<thead>
<tr>
<th>Knowledge of Topic</th>
<th>Relevance to Question</th>
<th>Original/Creative Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs More Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Much More Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PRESENTATION

<table>
<thead>
<tr>
<th>Style/ Spelling/Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Needs More Work</td>
</tr>
<tr>
<td>Needs Much More Work</td>
</tr>
</tbody>
</table>

### USE OF SOURCES

<table>
<thead>
<tr>
<th>Range employed</th>
<th>Effective deployment</th>
<th>Correct referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs More Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Much More Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments

65
Queen's University Belfast

Appendix 9: 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. This is reflected in the range of services to both support you and help you develop your skills as you study.

The University takes the view that all aspects of student life offer opportunities for learning and development. This is reflected in the range of services we offer to both support you and to help you develop your skills as you study.

Specialist support services are offered both through the University’s Student Guidance Centre and the Students’ Union. The Student Guidance Centre and the Students’ Union work closely together to provide comprehensive services. The Students’ Union is located on University Road, opposite the Lanyon Building. The Student Guidance Centre is also on University Road, above the Ulster Bank, Post Office and the University Bookshop.

What follows is a brief summary of support that is available and how to access them. If you are not sure which service is most appropriate, call the Student Guidance Centre on 028 9097 2727 and one of the Information Assistants will point you in the right direction.

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 recommends 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.
You can also contact SU Lets at:

T 028 9023 1000  
E info@sulets.net  
www.sulets.net

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

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

It is never too early to start thinking about how you can use your time at Queen’s to enhance your employability and develop your career. Call in for a chat.
Degree Plus

Degree Plus is a unique and innovative programme which allows Queen’s students to gain accreditation for skills and experiences developed outside of their academic programme.

Students may participate in the programme at any time during their academic career but must have submitted evidence for the award of Degree Plus by 1 April for undergraduate students and 1 October for postgraduate students in the year they hope to graduate. Successful completion of the programme provides students with the award of Degree Plus alongside their Degree classification. Any extra-curricular activities which enables the development of academic, personal, career or employability skills may be included, e.g., volunteering, involvement in a club or society, completion of an additional course or programme, summer experience or working part-time. The award may be obtained in two different ways: either by undertaking a programme which is fully accredited through Queen’s, or by combining two experiences and presenting evidence on a Degree Plus application form. To view programmes available under Route A or to download the application form for Route B visit the website: http://www.qub.ac.uk/degreeplus

Paid Employment and Part-time work

A high percentage of students work part-time while 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/isso
Careers and Employability

Careers Employability and Skills offer a range of facilities including Guidance on a drop in or appointment basis, accredited employability programmes and workshops, events such as careers fairs and business games, all to help students map their career path. It is never too early to visit the Careers Employability and Skills to talk about how you can use your time at Queen’s to enhance you employability.

Student Guidance Centre, University Terrace, Belfast BT7 1NN
Tel: 028 9097 2727 ; Email: careers@qub.ac.uk; www.qub.ac.uk/directorates/sgc/careers/

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

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

Disability

Students with Disabilities

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
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
E: d.forsey@qub.ac.uk

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 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 Headquarter 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

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:

Study Support

Speaking to your Personal Tutor or Supervisor and using some of the material on the Student Gateway site 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. The Learning Development website also offers excellent resources on referencing, essay writing, time management and stress management, as well as a range of other topics that will help you in your studies.

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
ERASMUS/Study and Work Abroad

One of the advantages of improving your language skills whilst here at Queen's is that it can enable you to make the most of any time you choose to spend abroad during your studies. Taking the opportunity to study or work abroad whilst here at Queen's is one of the best ways to maximise your student experience! Not only can you travel to exiting places and experience new cultures, you can also gain invaluable international experience in your field, which can really support your future career. There are a range of opportunities for students wishing to spend a semester or two in universities throughout Europe, and across the globe. Now is the time to broaden your horizons, improve your CV and open up a world of opportunities!

For further information 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

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.

Part-time work whilst you study on a full-time degree

We recognise that some students may have to work whilst they study. Some do this to help pay their bills, others because it is a good outlet from being in a student environment all week and others to help improve career prospects.

Our experience however is that students who work too many hours each week seriously disadvantage themselves academically. Whilst at Queen’s, you are first and foremost a full-time student even if you do not have timetabled contact hours every day. Non-timetabled hours are primarily for your self-directed learning, research and preparation for seminars, tutorials, presentations and group work. If you use all this time to work you are effectively putting yourself at a disadvantage to other students.

The University would not go as far as prohibiting part-time work, as some have done in England but we do urge you to be sensible about how you manage your study, work and social time to get the best result you can from your degree.
If you do have financial pressures that mean you have to work more hours than is advisable, please, 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 Support Service can also offer advice on time management.

**International Students (non-EU)**

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.

The International Students Advisor is Helen Eastham. Helen can be found in the International Student Support Office in Lanyon South; her email address is: h.eastham@qub.ac.uk. You can email her at any time if you have any questions or concerns about anything.

If you have any queries about your visa or immigration status, including any dependants you may have, you must contact Helen who will be happy to meet with you.

If you are on a student visa and are here for more than six months or more, you are entitled to free healthcare on the NHS. We strongly recommend that you register with the University Health Centre. You cannot normally receive treatment at a Doctors surgery if you are not a registered patient; therefore you should register with a Doctor as soon as possible. Doctors in the UK are also known as ‘GP’s’ which means General Practitioner. If you are here for six months or less you normally should have medical insurance. If you don’t have any medical insurance please speak to Helen about your medical care.

Opticians offer eye care and tests and are available at local Opticians which can be found in Belfast. You will have to pay for treatment for any glasses or contact lenses you need.

Dental treatment is available at Dentists in Belfast. Some are NHS which means that you pay a reduced fee. Others are private and you will be charged significantly more. For information on how to find an optician, dentist or any other queries you may have, call into the Student Guidance Centre and the Information Assistants will be happy to point you in the right direction.

International Students who are residing in the UK with a student visa must be very careful about working in the UK. If you are here for less than six months you may not be entitled to work and should not start working until you have spoken to Helen. If you are permitted to work in the UK and you are an undergraduate student you are restricted to 20 hours per week during term time. If you are permitted to work in the UK and you are a postgraduate student and you want to work please speak to Helen first. It is really important that you do NOT work more hours than you are permitted this as it would be considered a breach of your visa conditions and the UKBA could curtail your visa. If you are thinking about working please email Helen to discuss this further.

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

Helen Eastham, International Welfare Adviser  
Tel: 028 9097 5178; h.eastham@qub.ac.uk

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.