



Queen's University  
Belfast

SCHOOL OF  
**SOCIAL SCIENCES,  
EDUCATION AND  
SOCIAL WORK**

**EDUCATION  
AT QUEEN'S**

Postgraduate 2017 Entry



[www.qub.ac.uk](http://www.qub.ac.uk)



**RUSSELL  
GROUP**

# BE PART OF A HUB TRANSFORMING LIVES

## OUR DEGREE PROGRAMES

[GO.QUB.AC.UK/PG-EDUCATION](http://GO.QUB.AC.UK/PG-EDUCATION)

### TAUGHT

Applied Behaviour Analysis

Autism Spectrum Disorders

Children's Rights

Educational Leadership

Educational Studies

Inclusion and Special Needs Education

Postgraduate Certificate in Education (PGCE)

Teaching English to Speakers of Other Languages (TESOL)

### PROFESSIONAL DOCTORATE

Doctorate in Education

### RESEARCH

Education



Education is studied both as a preparation for teaching in schools and as an important area of academic and professional activity. Northern Ireland provides a unique teaching experience particularly in post-primary schools (grammar, secondary and special schools).



## WHY STUDY EDUCATION AT QUEEN'S?

Queen's offers a number of unique opportunities eg a placement for PGCE students which provides them with invaluable real-world experience.

We offer an economically attractive Applied Behaviour Analysis course as online/blended delivery of the content allows UK/EU/international students to participate without relocation.

The Inclusion and Special Educational Needs course is attuned specifically to raising awareness, addressing issues specifically related to working with children with special educational needs, increasing knowledge of concepts and models of inclusion and evidence-based interventions.

Through the Master's-level TESOL programme students will gain the necessary knowledge and skills to devise and teach effective English Language courses, and the essential research and analytical skills to keep up with the rapid developments in the field.

Graduates find employment in teaching, community and development work, government and in social services.

# TAUGHT PROGRAMMES

## APPLIED BEHAVIOUR ANALYSIS

(MSC, PGDIP)

### Entrance Requirements

A 2.1 Honours degree or above or equivalent qualification acceptable to the University in any subject discipline plus one year of experience in an Applied Behaviour Analysis (ABA) related context and access to an ABA related working environment.

Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may also be considered if they have at least two years of experience in an ABA related context and access to an ABA related working environment.

### International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

### Additional Information for International Students

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

### Duration

1 year full-time or 2\*-3 years part-time. Individual modules may be studied as a short course.

\* Subject to specific University regulations.

### Teaching Times

Students can study at the time of their convenience within pre-determined daily or weekly periods.

The programme content is delivered online with multiple focused weekly virtual interactions that include peer and tutor feedback. This structure allows for acquisition of knowledge, information sharing, and development of critical thinking skills, as well as giving and receiving immediate feedback. An intensive, on-campus, one-day or half-day consolidation workshop takes place once during each module to give students the opportunity to meet each other and course tutors face-to-face.

17.5 hours online delivery, 5 or 2.5 hours face-to-face seminar per 20 CATS point module.

### Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500

International Fees: £15,200

Normally self-funded, although the School may offer a limited number of scholarships.

For fees and funding information please see:

Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

**“The MSc in Applied Behaviour Analysis is a highly flexible programme that responds to current professionals’ and students’ needs for an evidence-based education that is readily applicable with a range of populations. The programme offers great opportunities for professional development as well as a solid basis of research skills that can lead to a doctorate in the area of ABA.”**

Dr Katerina Dounavi, Lecturer. Programme Director

## OVERVIEW

Behaviour analysis has been recognised as the basis for medically necessary intervention and educational provision for individuals with Autism Spectrum Disorders. With the growing prevalence of Autism Spectrum Disorders (now estimated to be 1:88), behaviour analysis has experienced a significant rise in popularity. There are over 13,000 Board Certified Behavior Analysts (BCBAs) worldwide and this number is predicted to rise given that professional approval is seen as the key to delivering high quality services to individuals, families, in schools and in related settings. Furthermore, behaviour analysis is increasingly being applied to general education, special education and organisational leadership settings.

This MSc is a highly interactive blended learning programme providing professionals from a wide range of backgrounds with scientifically validated expertise that is applicable to mainstream and special needs education, inclusion, curriculum, learning, and pedagogy.

This programme should be of interest to professionals wishing to become BCBAs, to those in the ‘helping’ professions (eg teachers, speech/language therapists, occupational therapists, psychologists) and students preparing for PhD studies.

The Centre for Behaviour Analysis is well connected both locally and internationally and unique project and employment opportunities arise on a regular basis.

## CONTENT

Students may enrol on a full-time (1 year) or part-time (2 or 3 years) basis. Individual modules may be studied as a short course. Part-time students typically complete one or two modules per semester. Full-time students typically complete three modules per semester.

The MSc is awarded to students who successfully complete six taught modules (120 CATS) and a 15,000-20,000 word dissertation (60 CATS) as well as audit ‘An Introduction to Research Methods: Children, Young People and Education’ online module in Semester 2.

Students may exit with a Postgraduate Diploma in Applied Behaviour Analysis by successfully completing 120 CATS points from taught pathway modules.

### Modules (20 CATS)

- Assessment in Behaviour Analysis
- Concepts and Principles of Behaviour Analysis
- Ethical and Professional Conduct
- Evaluation in Behaviour Analysis
- Fundamental Elements of Behaviour Change

Students are expected to audit 'An Introduction to Research Methods: Children, Young People and Education' online module in Semester 2.

## ASSESSMENT

Modules are assessed by a variety of methods, eg multiple choice tests, essays, project reports, and contributions to an online discussion forum.

## CAREERS

The majority of students are already in relevant jobs and the job market is healthy for BCBA's at present. Professionals who are certified BCBA's have the skills and knowledge to develop, implement and evaluate quality interventions that help to produce positive behavioural changes in a range of settings.

Typically, behaviour analysts work in the 'helping' professions (eg teachers, speech/language therapists, occupational therapists, psychologists). Increasingly, jobs advertised for behaviour managers or specialists require BCBA status and there is a demand for BCBA's in Europe and worldwide, especially in North America.

Teachers, as well as allied health professionals, should find this degree beneficial in their workplace.

## WHY QUEEN'S?

### BACB Recognition

The Behavior Analyst Certification Board (BACB) has approved the six core modules of this course sequence, which covers the curriculum as outlined in the 4th Task List ([www.bacb.com](http://www.bacb.com)).

Students who successfully complete an approved course sequence, have a Master's degree and have fulfilled practice requirements are eligible to take the BACB Certification exam and become BCBA's. The exam is a four-hour/160 question Multiple Choice Test (check [www.bacb.com](http://www.bacb.com) for more details) and preparation for taking multiple choice tests is an integral part of the MSc ABA assessment structure.

The BCBA qualification is internationally recognised and endorsed. BACB practice requirements will not be included in this programme; however, the Centre for Behaviour Analysis has close links with international service and placement providers, and can provide contacts for supervised placements that fulfil the BACB practice requirements.

### FLEXIBILITY

This MSc is designed to meet the needs of local and international professionals and is delivered via blended learning. A Diploma option is also available.

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Gillian Beavis  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5923  
e: [g.beavis@qub.ac.uk](mailto:g.beavis@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

# AUTISM SPECTRUM DISORDERS

(MSC, PGDIP, PGCERT)

## Entrance Requirements

A 2.1 Honours degree or above or equivalent qualification acceptable to the University in any subject discipline.

Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may also be considered if they have at least two years of professional experience in an education, training or relevant context.

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## Additional Information for International Students

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

1 year full-time or up to 3 years part-time. Individual modules may be studied as short courses.

## Teaching Times

Full-day workshops and online. Some of the modules are taught in 3-day block workshops on campus and some are taught entirely online. There is no weekly attendance requirement.

## Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500  
International Fees: £15,200

Normally self-funded, although the School may offer a limited number of scholarships.

For fees and funding information please see:  
Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)  
Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## OVERVIEW

This MSc was developed in consultation with the education, health and social care, and voluntary sectors, as well as individuals affected by Autism Spectrum Disorder (ASD), and is designed to facilitate the professional development of teachers and other related professionals who work, or wish to work, in this area. Students explore the theories and practice underpinning ASD and can engage in associated experiential work.

In line with the needs identified in the Northern Ireland Executive's Autism Strategy (2013-2020) and associated Action Plan, the course has been attuned to raising awareness, addressing issues specifically related to children and adults on the autism spectrum, and increasing knowledge and skills in relation to evidence-based interventions.

The aim is to enable the study of the theory and practice underpinning the specialist area in order to enhance understanding and ability to engage in research- and evidence-based practice.

On completion of the degree, students will have:

- developed a breadth of knowledge and understanding of the special needs of children, young people and adults diagnosed with ASD
- shown evidence of critical reflection on their professional practice and be able to apply relevant research literature to both personal and professional experience

- acquired a range of specialised practical skills which will enhance their ability to support pupils and students in a variety of settings
- developed teamwork skills required to work in partnership, supporting and advising other colleagues

## CONTENT

The MSc is awarded to students who successfully complete six taught modules (120 CATS) and a 15,000-20,000 word dissertation (60 CATS). Exit qualifications are available: students may exit with a Postgraduate Diploma by successfully completing 120 CATS points from taught pathway modules or a Postgraduate Certificate by successfully completing 60 CATS points from taught pathway modules.

We've made it easy to study for a Master's module as a short course. If you would like to apply for a short course, please contact the Education Secretary (contact details below) for advice.

### Modules (20 CATS)

- An Introduction to Research Methods: Children, Young People and Education (online)
- Fundamental Elements of Behaviour Change (online/1/2-day workshop)
- Understanding Adults with ASD (3-day workshop/online)
- Understanding Children with ASD (3-day workshop/online)

Two optional modules may be chosen from the Educational Studies (MEd) programme. See page 13 and our online Course Finder.

## ASSESSMENT

Modules are assessed by a variety of assessment methods, eg written assignments, project reports, online multiple choice tests, or weekly contributions to online fora. Active student participation is required for all modules.

## CAREERS

Graduates from this degree have found it beneficial in their workplace when advising colleagues, influencing policy makers and supporting pupils and students with autism and their families, or seeking professional promotion or diversification. Others progress to doctoral-level studies and research or teaching.

## WHY QUEEN'S?

**Flexibility:** this programme is designed to meet the needs of professionals and is delivered via blended and online learning. Diploma and Certificate options are also available.

**Innovation:** some modules of the programme are based on the Behavior Analyst Certification Board (BACB) Task Lists (eg Fundamental Elements of Behaviour Change).

**Employability:** the programme provides a range of specialised practical skills for teaching and supporting pupils and students in a variety of settings; the teamwork skills needed to support and advise colleagues; and, the knowledge and understanding of the special needs of individuals with ASD.

**"The MSc ASD is aimed at professionals working in the fields of education, health, and social care with a specific focus on autism spectrum and special needs. The course is suitable for staff who work with children and adolescents as well as adults on the autism spectrum. This programme is unique in Northern Ireland and Ireland and the course structure is designed to ensure that it is easily accessible for students from further afield (no need to leave your job or relocate to Belfast!). Employers welcome skilled and well-informed staff who have completed the MSc in ASD from Queen's."**

Professor Karola Dillenburger

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Gillian Beavis  
 School of Social Sciences, Education  
 and Social Work  
 t: +44 (0)28 9097 5923  
 e: [g.beavis@qub.ac.uk](mailto:g.beavis@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)



# CHILDREN'S RIGHTS

(MSC, PGDIP, PGCERT)



## Entrance Requirements

A 2.1 Honours degree or above or equivalent qualification acceptable to the University in any subject discipline. Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may also be considered if they have at least two years of professional experience in an education, training or relevant context.

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## Additional Information for International Students

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

1 year full-time. Individual modules may be studied as short courses.

## Teaching Times

A combination of face-to-face sessions and online learning formats.

## Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500

International Fees: £15,200

Normally self-funded, although the School may offer a limited number of scholarships.

For fees and funding information please see:

Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## OVERVIEW

This MSc is linked to the Centre for Children's Rights (CCR), which has an international reputation in the area of children's rights with a focus on the implementation of children's rights, child participation, education, social care and the children with disabilities. It will meet the increasing demand for a postgraduate qualification in Children's Rights, explicitly focused on interdisciplinary research and child rights-based research methods.

The aim of the programme is to provide high-level knowledge and skills in children's rights law and practice of value to those working with and for children, including public officials and NGOs as well as educators, social workers and health care providers.

The programme will develop participants' expertise in two distinct but interconnected areas:

- Children's Rights - using the United Nations Convention on the Rights of the Child and other relevant international standards to evaluate the laws, policies and practices which affect children
- Research with Children - evaluating the best methods of conducting research into children's lives with a particular focus on approaches which involve children actively in the research process.

The programme features input from leading international children's rights scholars at Queen's and from around the world.

## CONTENT

This MSc is part of a suite of four programmes in childhood studies offered by the University. There are two short compulsory modules (10 CATS) which across all four programmes and which provide students with an initial opportunity to consider these four disciplinary perspectives and to work with students and staff from these four areas.

The MSc is awarded to students who successfully complete 120 CATS points from the taught modules and a 15,000-20,000 word dissertation (60 CATS points).

Exit qualifications are available: students may exit with a Postgraduate Diploma by successfully completing 120 CATS points from taught modules or a Postgraduate Certificate by successfully completing 60 CATS points from taught modules.

### Core modules

- An Introduction to Research Methods: Children, Young People and Education
- Childhood and Youth Research in Practice
- Children's Rights in Research
- Foundations of Children's Rights
- Perspectives on Childhood and Youth

### Optional modules include

- Children's Rights and Conceptions of Childhood
- Education, the Law and Children's Rights
- Qualitative Research in Childhood and Youth

## ASSESSMENT

There are no written examinations. A variety of assessment methods will be used including assignments, online tests and participation in workshops. Students will have the option of undertaking research work for external organisations to submit as part of their dissertation.

## CAREERS

There is increasing demand for high-

level skills in interdisciplinary research, participatory research methods and knowledge of children's rights. Professionals within children/human rights-focused NGOs, public officials, educators, social workers and health professionals who work with children should find this degree beneficial.

The MSc is a good foundation for students wishing to pursue their own research through Doctoral study.

## WHY QUEEN'S?

**Blended Learning:** the programme is designed to meet the needs of local and international professionals and is delivered via blended and online learning.

**Choice:** the programme has been designed to enable students to pursue individual interests and to maximise the range of modules available to students.

**"The best thing about studying Children's Rights at Queen's is that it provides you with the opportunity to reflect on your professional practice with academics who are leaders in their field. This has equipped me to return to my workplace and be a better informed and more analytical practitioner. I have taken the learning from this course and applied it directly into my professional practice with positive outcomes for service users and colleagues."**

Gerry Marshall, Children's Services Inspector

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Gillian Beavis  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5923  
e: [g.beavis@qub.ac.uk](mailto:g.beavis@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

# EDUCATIONAL LEADERSHIP

(MSC, PGDIP, PGCERT)



## Entrance Requirements

A 2.1 Honours degree or above or equivalent qualification acceptable to the University in any subject discipline. Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may also be considered if they have at least two years of professional experience in an education, training or relevant context.

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## Additional Information for International Students

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

1 year full-time or up to 3 years part-time. Individual modules may be studied as short courses.

## Teaching Times

Evening, through a combination of face-to-face sessions and online learning formats.

## Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500  
International Fees: £15,200

For fees and funding information please see:

Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)  
Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## OVERVIEW

In the current climate of structural and political pressure on improving educational performance and opportunities, there is an increased focus upon the quality of leadership within educational institutions. This MSc recognises that a high-quality educational system depends on leaders from all walks of life and all types of positions, regardless of title. It is intended, therefore, to provide leadership development for people who work in all manner of roles in the educational system: classroom teachers, formal school leaders, local authority personnel, policymakers, and any individual with a direct interest in the primary and post-primary school sectors.

The programme aspires to equip students with the necessary knowledge, skills, and creative capacity to respond to a variety of leadership challenges faced in contemporary educational institutions. It challenges traditional notions of 'leaders' and 'leadership' pointing to new, more collaborative and more organic models of leading. It is expected that graduates will be able to inform their professional practice with the latest research evidence in the field to nurture meaningful relationships in educational communities, address issues of equity and diversity, support teaching and learning, and ultimately ensure quality outcomes which are tailored to contextual needs.

## CONTENT

The MSc is awarded to students who have successfully completed six taught modules (120 CATS points) and a 15,000–20,000 word dissertation (60 CATS points).

Exit qualifications are available: students may exit with a Postgraduate Diploma by successfully completing 120 CATS points from taught modules or a Postgraduate Certificate by successfully completing 60 CATS points from taught modules.

We've made it easy to study for a Master's module as a short course. If you would like to apply for a short course, please contact the Education Secretary (contact details below) for advice.

### Compulsory modules (20 CATS)

- Leadership Theory and Practice
- Leadership for Change
- School Effectiveness and School Improvement
- An Introduction to Research Methods: Children, Young People and Education

**Optional modules** may be chosen from the Educational Studies (MEd) programme. See page 13 and our online Course Finder.

## ASSESSMENT

There are no written examinations. Modules are assessed by coursework, which includes written assignments and group presentation projects.

We seek to develop in students the ability to critique current leadership practices and to enact changes that will improve education for all.

## CAREERS

Graduates have found this degree beneficial for improving leadership practice in their workplace. Others have found it beneficial in expanding the roles they undertake at work, and gaining employment or promotion. Some progress to doctoral-level studies and research.

### WHY QUEEN'S?

- Active student involvement in sessions (student-led sessions)
- Assignments tailored to topics of interest to each individual student
- Research-led teaching
- International outlook on leadership issues
- Interdisciplinary approach
- Blended learning format
- Online discussions and debates
- Small group work and presentations
- International mix of students enabling exchanges of knowledge, experience, and perspectives
- World-class teaching/facilities

### Credit Transfer

Students who have completed the Professional Qualification for Headship (PQH) degree within the last 10 years are eligible to credit transfer (up to 30 M-level credits towards the taught modules).

The credit transfer application must be submitted at the same time as the online programme application as retrospective applications are not accepted.

### Flexibility

The programme is tailored to working professionals. It is partly delivered online, while face-to-face teaching sessions take place in the evenings to facilitate attendance. Part-time students can remain in their workplace during their studies and directly apply new knowledge in their settings.

**“Rather than offering ‘how-to-do’ type of knowledge or quick-fix solutions to common leadership problems, the course promotes critical and creative thinking among students, bringing to light and questioning many long-held assumptions. This is achieved through extended periods of academic study and insightful dialogues with professional peers.”**

Dr Stefania Giannakaki

**“I have acquired knowledge about educational leadership theory and practice that I can apply in my school in Kazakhstan as a leader and as a teacher.”**

Nurbolat Bissengaliyev, graduate

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Gillian Beavis  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5923  
e: [g.beavis@qub.ac.uk](mailto:g.beavis@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

# EDUCATIONAL STUDIES

(MED, PGDIP, PGCERT)



## Entrance Requirements

A 2.1 Honours degree or above or equivalent qualification acceptable to the University in any subject discipline. Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may also be considered if they have at least two years of professional experience in an education, training or relevant context.

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## Additional Information for International Students

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

1 year full-time or 3 years part-time. Individual modules may be studied as short courses.

## Teaching Times

The majority of sessions are in the evenings. Attendance at weekend workshops is occasionally required. In some modules there is an online taught element.

## Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500  
International Fees: £15,200

Normally self-funded, although the School may offer a limited number of scholarships.

For fees and funding information please see:  
Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)  
Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## OVERVIEW

The MED in Educational Studies offers teachers and educational professionals opportunities to learn across a range of areas within the broad field of education. Education professionals in the twenty-first century are expected to have strong knowledge and skills in core areas as well as an ability to move flexibly in and out of a variety of specialist areas. The Educational Studies pathway is designed to meet these diverse needs by offering a number of core modules as well as the opportunity to select optional modules from a wide range of topics including educational leadership, inclusion and special educational needs.

The programme offers students an opportunity to familiarise themselves with current research on learning and teaching, assessment and curriculum design. In addition, students are encouraged to consider and reflect on the practical implications of theoretical perspectives and research findings.

The MED in Educational Studies is open to teachers in primary-, secondary- and tertiary-level institutions as well as to professionals in other fields of education.

On completion of the modules students will be able to:

- demonstrate a broad-based knowledge and understanding of educational research, policy, practice and theory covered by the modules of their choice
- analyse and critically apply examples of the research literature in the chosen modules (and, where appropriate, skills)
- reflect critically on their own personal practice

## CONTENT

The MEd is awarded to students who successfully complete six taught modules (120 CATS points) and a 15,000-20,000 word research dissertation (60 CATS points). Exit qualifications are available: students may exit with a Postgraduate Diploma by successfully completing 120 CATS points from taught modules or a Postgraduate Certificate by successfully completing 60 CATS points from taught modules.

We've made it easy to study for a Master's module as a short course. If you would like to apply for a short course, please contact the School for advice.

### Modules (subject to change)

- An Introduction to Research Methods: Children, Young People and Education (compulsory)
- Assessment Issues in Teaching and Learning in Classrooms (compulsory)
- Curriculum Theory and Policy (compulsory)
- Contemporary Perspectives on Learning and Teaching (compulsory)
- Behaviour Change and Education
- Digital Literacy and Communication
- Fundamental Elements of Behaviour Change
- Leadership for Change
- Leadership Theory and Practice: An Overview
- Reflective Practice and Action Research
- Reimagining Special Needs Education: Inclusive Pedagogy
- School Effectiveness and School Improvement
- Special Needs Education and Issues of

Equity

- The Intellectual Foundations of Special Education
- Understanding Adults with ASD
- Understanding Children with ASD

## ASSESSMENT

There are no written examinations. Modules are assessed by coursework. Modules with an online element use a variety of assessment methods, eg multiple choice exam and contributions to an online forum.

## CAREERS

Graduates from this degree have found the skills and knowledge learned to be beneficial in their workplace by improving their professional practice. In the case of teachers this has meant the development of research-informed practice and the ability to lead professional development within their schools. Furthermore, a higher degree can enhance employment prospects for help secure future promotion. Having deepened their knowledge in a specific area, other students have chosen to continue academic study to doctoral level.

## WHY QUEEN'S?

### Research strengths

The core discipline of Education at Queen's is one of the leading areas for educational research in the UK and Ireland and our educational research has been ranked 4th within the UK in relation to research intensity with 87 per cent of the research undertaken within this subject assessed as 'internationally excellent' or 'world leading' (REF, 2014).

### Choice

The diversity of topics is particularly appreciated by students who want to learn across a range of topics, rather than focusing on one specialist subject.

### Credit transfer

Students who have completed other Master's-level awards, eg PGCE, within the last 10 years are eligible to credit transfer. The credit transfer application must be submitted at the same time as the online programme application as retrospective applications are not accepted.

### Flexibility

This programme is delivered via blended learning (a mixture of face-to-face and online learning).

**"The MEd in Educational Studies offers a fantastic range of opportunities for teachers and others involved in education to engage in professional development. You will benefit from a stimulating and supportive environment that will introduce you to new ideas, the latest research and fresh approaches in the field of education."**

Dr James Nelson

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Gillian Beavis  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5923  
e: [g.beavis@qub.ac.uk](mailto:g.beavis@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

# INCLUSION AND SPECIAL NEEDS EDUCATION

(MED, PGDIP, PGCERT)

**“After returning to studying after 25 years, I was more than a little nervous but studying this Master’s has helped me to think deeply, analyse closely and enabled incredible personal growth! This is a fabulous course, well supported and inspirational. What are you waiting for?”**

AM Bose, Primary School Teacher

## Entrance Requirements

A 2.1 Honours degree or above or equivalent qualification acceptable to the University in any subject discipline.

Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may also be considered if they have at least two years of professional experience in an education, training or relevant context.

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## Additional Information for International Students

International students wishing to apply to Queen’s University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen’s University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

1 year full-time or up to 3 years part-time. Individual modules may be studied as a short course.

## Teaching Times

Evenings and attendance at Saturday workshops is required.

Students typically have 5 weekly face-to-face lectures (2 hours) plus two Saturday workshops (5 hourly). Part-time student contact teaching hours varies depending on module choice.

## Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500  
International Fees: £15,200

Normally self-funded, although the School may offer a limited number of scholarships.

For fees and funding information please see:  
Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)  
Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## OVERVIEW

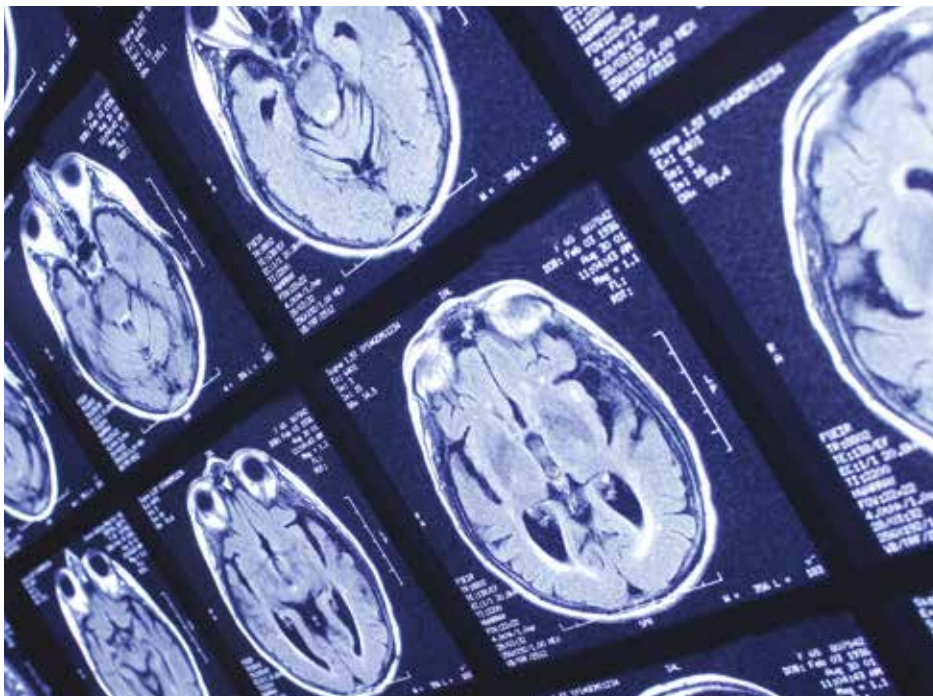
As contemporary societies become more heterogeneous, and as inclusive education reforms gain currency across the world, educational systems are being challenged to address some fundamental questions about teaching and learning related to the accommodation of, and respect for, difference. Underpinning the movement for inclusion is a concern for social justice and wellbeing. Meeting the diverse needs of learners within today’s schools, colleges and universities, is one of the most challenging and important tasks facing education today.

This Master’s degree is unique not only because of the disciplinary approaches it employs, but also because students study and apply an approach to wellbeing that has been developed by some of the world’s leading thinkers. This is an approach that is internationally recognised by, for example, the UN, and whose principles are increasingly found in government policy on education and SEN, namely the Capability Approach. The School of Social Sciences, Education and Social Work at Queen’s is one of the very few institutions in the UK to offer this practical and ethical approach to assessing issues of SEN, equality and inclusion.

There are three compulsory modules:

- The Intellectual Foundations of Special Needs Education (online module)
- Reimagining Special Needs Education and Inclusion
- Special Needs Education and Issues of Equity

Issues you will explore include, for example, what we mean by special educational needs; how a SEN impacts on attainment, emotional and physical wellbeing, or



inclusive practice; barriers to inclusion, including social class, gender, and ethnicity; and the role of stereotyping, prejudice and ignorance to ask questions about justice and equality for those identified as having a special educational need. In exploring your responses to such questions, you will examine the practical implications for improving and developing your own professional practice.

The skills you will develop include critical thinking skills and how best to be an inclusive practitioner. Importantly, this is a professionally based degree which means that you will apply what you have learned to your own professional practice, whether you are a classroom assistant, SENCO, or university lecturer.

Students who have undertaken the Master's degree value it for its innovative, challenging, and thought-provoking content, as well as its practical application to professional practice. On successful completion students will have:

- familiarity with a range of philosophical and sociological issues in special needs education and an insight into the implications of these

issues for children who often find themselves on the margins of inclusion

- a high level of critical understanding of the theory and practice of contemporary inclusive and special/additional needs education, and of inclusive pedagogy
- a comprehensive understanding of exclusion and the relationship between educational special needs and social justice, and how these relate to dyslexia, autism, and so on, as well as to class, gender and ethnicity.

## CONTENT

The MEd is awarded to students who successfully complete six taught modules (120 CATS) and a 15,000-20,000 word dissertation.

Exit qualifications are available: students may exit with a Postgraduate Diploma by successfully completing 120 CATS points from taught modules or a Postgraduate Certificate by successfully completing 60 CATS points from taught modules.



We've made it easy to study for a Master's module as a short course. If you would like to apply for a short course, please contact the School for advice.

#### **Compulsory modules** (20 CATS)

- Deconstructing Special Needs Education and Inclusion'
- Social Justice in Special Needs Education: A Capability Approach
- Special Needs Education and Issues of Equity
- An Introduction to Research Methods: Children, Young People and Education

**Optional modules:** two optional modules may be chosen from the Educational Studies (MEd) programme. See page 13 and our online Course Finder for information.

#### **ASSESSMENT**

There are no written examinations. Modules are assessed through a written assignment of 3,000 words that is informed by the student's own professional practice and experience.

#### **CAREERS**

Graduates from this degree have found it beneficial in their professional institutions in advising colleagues, influencing policy and supporting pupils and students.

The degree helps students reshape their thinking on special needs education and matters of inclusion, to question values and beliefs that were previously taken for granted.

Importantly, a Master's degree in SEN/ Inclusion will be of great advantage to professionals seeking promotion as we move towards a Master's-led teaching profession.

#### **WHY QUEEN'S?**

##### **Flexibility**

This programme is designed to meet the needs of professionals and is delivered via blended learning (a mixture of face-to-face and online learning). Diploma and Certificate options are also available.

#### **Credit transfer**

Students who have completed other Master's-level awards, eg PGCE, within the last 10 years are eligible to credit transfer. The credit transfer application must be submitted at the same time as the online programme application, as retrospective applications are not accepted.

**"In terms of your career prospects, there is no doubt that completing this MEd will increase your promotion potential as we move towards a Master's-led teaching profession and as issues of SEN and Inclusion take centre stage in a society whose ambition is to increase social justice and inclusion."**

Dr Alison MacKenzie

#### **APPLY NOW**

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

#### **CONTACT**

Gillian Beavis  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5923  
e: [g.beavis@qub.ac.uk](mailto:g.beavis@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

# POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

## Entrance Requirements

Applications received after the closing date will be regarded as LATE and will be considered only if vacancies exist when all applications received by the closing date have been processed. Normally we do not consider 'late' applications before June at the earliest.

All students applying for this course must possess the following:

- An Honours degree (and/or higher degree), or equivalent qualification acceptable to the University relevant to one of the subject areas of the course (English, Mathematics, Science, Modern Languages, Politics, Sociology, RE, ICT/ Computing)
- Degrees in cognate areas may be considered if the School deems that 50% or more of the modules studied are currently relevant to teaching the chosen subject

Applicants with an Honours degree, or equivalent qualification acceptable to the University in Accounting or Engineering disciplines who are applying for PGCE Mathematics must possess A-level Mathematics at grade B or above at the time of application.

In addition, all students must possess: a GCSE, at Grade C or above, or acceptable equivalent, in both English language and Mathematics.

Depending on the subject area, a minimum degree classification may be required. We reserve the right to enhance the shortlisting criteria for heavily over-subscribed subjects.

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## Additional Information for International Students

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

1 year full-time.

## Teaching Times

Typically Monday to Friday from 9am-5pm. Optional courses are available in the evenings from 5-7pm. School-based placements are dependent on the host school's timetable for the school day. 20 hours contact time per week (minimum).

## Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500

International Fees: £15,200

Students may be eligible for grants and tuition fee loans.

For fees and funding information please see:

Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

## Places

140

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## OVERVIEW

The PGCE programme aims to develop students' competence and confidence in the teaching of their chosen subject specialism and in the general professional role of the teacher.

We recruit students who are in the final year of their first degree or who have completed higher degrees, and those more mature individuals who, after a period in another occupation, have decided to become post-primary teachers.

## CONTENT

The PGCE is broadly aligned with the Northern Ireland Curriculum, training graduates to teach across the 11-18 year age range. You will gain a postgraduate qualification and qualified teacher status (QTS).

The programme combines university-based tuition, consisting of taught sessions and directed independent study, with professional placements in schools and is organised around three interdependent strands:

- Professional School-based Experience
- Subject Studies (eg English, Mathematics)
- Educational Studies including the Professional Role of the Teacher

The PGCE trains students to teach one of the following school subjects up to Advanced-level GCE:

- Computing/Information Technology
- English
- Mathematics
- Modern Languages (typically two from: French, Irish, Spanish, although German and Italian might also be considered as second languages offered)
- Politics
- Religious Education
- Science (Biology, Chemistry, Physics)
- Sociology

The programme also offers practical experience and supervised teaching in schools, as well as workshops on a variety of topics including special educational needs, classroom management, pastoral care, diversity and inclusion, Children's Rights and digital storytelling.

Extra places are reserved to prepare those who are interested in teaching their subject through the medium of Irish in Irish-medium schools. An additional certificate in Irish Medium Education (IME) is awarded in conjunction with St Mary's University College.

### Modules

- Education and Professional Studies
- School Placement
- Subject Studies

## ASSESSMENT

Coursework comprises subject studies assignments, practical teaching and core tasks arising from lectures, workshops and tutorials addressing key educational issues.

## CAREERS

This PGCE prepares students for teaching in secondary-level schools (age 11-18+).

## WHY QUEEN'S?

The Education and Training Inspectorate has assessed the quality of provision for learning and the standards achieved by the students as 'very good'. The School is also a GTCNI accredited provider of Initial Teacher Education programmes.

**"You need to have a real desire to teach and willingness to work very hard, but assuming that's the case, the PGCE at Queen's is an interesting, challenging course and the long placements give you plenty of experience."**

Naomi Steen, PGCE Mathematics

**"The PGCE at Queen's attracts a lively mix of students from different parts of the country, from a variety of local and national universities and colleges, and from different academic disciplines. We prepare confident, innovative and high quality teachers who find employment both in NI and the UK as well as in international schools worldwide."**

Dr Pamela Cowan

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Ruth McKittrick / Margaret Mitchell  
PGCE Programme Secretary  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5928/3514  
e: [r.mckittrick@qub.ac.uk](mailto:r.mckittrick@qub.ac.uk)  
[margaret.mitchell@qub.ac.uk](mailto:margaret.mitchell@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

# TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

(MSC, PGDIP, PGCERT)

## Entrance Requirements

A 2.1 Honours degree or above or equivalent qualification acceptable to the University in any subject discipline plus evidence of relevant teaching experience (minimum of 30 hours). Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may also be considered if they have at least two years of professional experience in an education, training or relevant context plus evidence of relevant teaching experience (minimum of 30 hours).

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## Additional Information for International Students

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required.

\*Taken within the last 2 years.

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

1 year full-time or up to 3 years part-time. Individual modules may be studied as a short course.

## Teaching Times

Afternoon/Evening

## Hours per Week

Full-time students: typically 6 hours per week. Part-time students: typically 2-4 hours per week.

## Fees and Funding<sup>1</sup>

UK/EU Fees: £5,500  
International Fees: £15,200

For fees and funding information please see:

Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)  
Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## OVERVIEW

This is a professionally-oriented higher degree for those who intend to follow a career in English Language Teaching (ELT) and teachers who wish to extend and develop their knowledge of teaching English language learners.

The programme enables participants to gain the necessary knowledge and skills to devise and teach effective English language courses, in addition to equipping students with the essential research and analytical skills to keep up with the rapid developments in the field.

One of the key features of the MSc TESOL is the emphasis on learning through interaction; much of the course is organised around class-based data.

## CONTENT

The MSc is awarded to students who successfully complete six taught modules (120 CATS) and a 15,000-20,000 word dissertation (60 CATS).

Students may exit with a Postgraduate Diploma by successfully completing 120 CATS points from taught modules or a Postgraduate Certificate by successfully completing 60 CATS points from taught modules. We've made it easy to study for a Master's module as a short course. If you would like to apply for a short course, please contact the Education Secretary (contact details overleaf) for advice.

The programme also offers practical experience and supervised teaching in schools, as well as workshops on a variety of topics including special educational needs, classroom management, pastoral care, diversity and inclusion, Children's Rights and digital storytelling.

### Modules include (20 CATS)

- An Introduction to Research Methods: Children, Young People and Education
- Language Awareness for TESOL
- Language Learning for TESOL
- Materials Development for TESOL
- TESOL: Principles and Practices

### Optional modules (20 CATS)

- Digital Literacy and Communication
- Issues in Language Assessment for TESOL
- One of the modules offered on the Educational Studies (MEd) programme (except Assessment Issues in Teaching and Learning in Classrooms).

## ASSESSMENT

There are no written examinations. Modules are assessed through written assignments, including case studies, language analysis assignments and coursebook evaluations.

## CAREERS

Graduates have found their degree very beneficial in gaining employment in a range of teaching institutions worldwide, international agencies and examination bodies, and to gain promotion in their current workplace. Others progress to further doctoral-level studies and research.

## WHY QUEEN'S?

**Small-group teaching:** the number of students on the programme is limited to facilitate learning through face-to-face interaction with tutors and peers.

**Flexibility:** Diploma and Certificate options are also available.

**Credit transfer:** Students who have completed other Master's-level awards, eg PGCE, within the last 10 years are eligible to credit transfer. The credit transfer application must be submitted at the same time as the online programme application as retrospective applications are not accepted.

**"The most interesting part of the course was actually to learn by doing. I found this method to be very beneficial as we were able to apply the theory learned into practice. The mix of nationalities in the group was interesting as we were able to exchange ideas and learn how education styles varied between cultures."**

Dee Knox, graduate

**"The MSc in TESOL challenges course participants to think in new and different ways in relation to language, language learning and teaching, and the contexts in which English language is taught in local and global contexts, in order to transform their professional practice for the better."**

Dr Aisling O'Boyle

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Gillian Beavis  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5923  
e: [g.beavis@qub.ac.uk](mailto:g.beavis@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

# PROFESSIONAL DOCTORATE

---

## DOCTORATE IN EDUCATION

(EDD)

### Entrance Requirements

A 2.2 Honours degree or above or equivalent qualification acceptable to the University and a Master's degree or equivalent qualification acceptable to the University. Performance profiles (grades etc) may also be required to ensure suitability of the applicant for Doctoral study. Applicants will normally be expected to have at least five years' full-time professional experience in a field of work related to Education.

### International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

### English Language Requirements

International students (where English is not their first language), must be able to demonstrate their proficiency in English. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component is required (\*taken within the last 2 years). For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

### Duration

3-4 years full-time or 4-8 years part-time.

### Teaching Times

Morning / Afternoon / Weekend.  
The programme consists of a taught element and an independent research-related thesis. Students must complete nine taught Doctoral modules and a research dissertation. The research dissertation has the same level of challenge and high standards as a PhD but is approximately half the scale (40,000 words). Modules are usually taught over 2.5 days (Thurs to Sat).

You will complete the programme on a part-time basis using our e-learning suite of materials which includes access to an on line discussion forum. The teaching per module is delivered intensively over a two and half day period from Thursday morning to Saturday lunchtime inclusive. Modules are delivered in Spring and Autumn each year. Each module is taught in the splendid surroundings of the newly renovated Graduate School which provides world-class graduate education.

### Fees and Funding<sup>1</sup>

UK/EU Modular Enrolment Fees: £870  
International Fees: £15,100

For fees and funding information please see:

Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)  
Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

### RESEARCH STRATEGIES

This Professional Doctorate (EdD) provides an alternative route to the current PhD for mid-career and senior professionals in mainstream education and related disciplines in Northern Ireland and further afield. On successful completion, students will have made an original and independent contribution to educational knowledge in the field determined by the topic of their research dissertation study. They will demonstrate a critical evaluation of the relevant literature, a high level of competence in appropriate research methods, and the ability to communicate the results and their implications.

### RESEARCH STRENGTHS

We undertake a wide range of research that falls within two broad themes: pedagogy, learning and curriculum; and human rights, equality and social cohesion in education. Underpinning all of our research is a commitment to achieving a real impact in the lives of educators and learners.

### CONTENT

Students must complete the following compulsory research modules:

- Introduction to Doctoral Study in Education
- Qualitative Research: Methods, Data and Theory
- Quantitative Research: Methods, Data and Theory

Plus one other research module from:

- Experimental Methods in Educational Research
- Narrative and Arts-Based Research Approaches
- Philosophical and Ethical Issues in Educational Research



- Researching Children and Young People in Educational Settings
- Survey Methods in Educational Research
- The Professional as Researcher

#### **Optional modules**

- Assessment and Testing: Concepts and Issues
- Children's Rights – Research and Practice
- Critical Perspectives on Early Childhood
- Education in Divided Societies: Contribution to Social Cohesion
- Educational Special Needs: Policy and Partnerships for Inclusion
- TESOL: Discourse and Pedagogy
- TESOL: Issues in Language Learning

#### **CAREERS**

Graduates from this degree have found it of great benefit in developing their professional expertise and in gaining promotion in their current workplaces.

**“For experienced professionals in the field of Education, the Professional Doctorate Programme (EdD) is a distinctive way of undertaking doctoral research embedded in professional practice. In both taught and self-directed elements students investigate their professional practice to make an original and independent contribution to research knowledge in Education.”**

Dr Aisling O’Boyle

#### **WHY QUEEN’S?**

##### **Flexibility**

The Doctorate in Education programme is designed to meet the needs of professionals and is delivered via blended learning.

##### **Credit Transfer**

Applicants may (at the time of application) be considered for credit transfer of Master’s degrees completed within the last 10 years (for a maximum of one module).

#### **APPLY NOW**

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

#### **CONTACT**

Karen Wylie  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5937  
e: [k.wylie@qub.ac.uk](mailto:k.wylie@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

## RESEARCH PROGRAMME

Education at Queen's is one of the leading research units in the UK and was ranked 4th for research intensity in REF2014. Our key areas of research strength include work on the role of education in divided societies, particularly through cross-sectoral school collaboration; the use of rigorous methods for evaluating the impact of interventions on children's lives; and children's rights, including the development of innovative approaches to empowering children and young people in fulfilment of the Convention on the Rights of the Child.

Education is strongly connected internationally, with collaborative projects currently underway in California, Macedonia, South Africa, Israel and many other places. We also work closely with a range of international organisations, including UNESCO, UNICEF and the Council of Europe. This is reflected in the significant number of international students undertaking Master's and Doctoral level study in Education at Queen's.

Education plays a leading role in interdisciplinary research in the University, with staff playing a leading role in the Centre for Evidence and Social Innovation, while others are actively involved in the Senator George J Mitchell Institute for Global Peace, Security and Justice, one of the University's global research institutes.





# EDUCATION

(PHD/MPHIL)

## Entrance Requirements

The minimum academic requirement for admission to a research degree programme is normally an Upper Second Class Honours degree from a UK or ROI HE provider, or an equivalent qualification acceptable to the University. A 2.2 may also be considered.

Further information can be obtained by contacting the School.

## International Qualifications

For information on international qualification equivalents, please see [go.qub.ac.uk/YourCountry](http://go.qub.ac.uk/YourCountry)

## English Language Requirements

International students (where English is not their first language), must be able to demonstrate their proficiency in English. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

Evidence of an IELTS\* score of 6.5, with not less than 5.5 in any component is required (\*taken within the last 2 years).

For more information on English Language requirements for EEA and non-EEA nationals see: [go.qub.ac.uk/EnglishLanguageReqs](http://go.qub.ac.uk/EnglishLanguageReqs)

If you need to improve your English language skills before your study, our partner INTO Queen's University Belfast offers a range of English language courses; see [www.intohigher.com/qub](http://www.intohigher.com/qub)

## Duration

Registration is on a full-time or part-time basis, under the direction of a supervisory team appointed by the University. You will be normally expected to submit your thesis at the end of three years of full-time registration for PhD, or two years for MPhil (or part-time equivalent).

## Fees and Funding<sup>1</sup>

UK/EU Fees: TBC  
International Fees: £15,100

For fees and funding information please see:  
Fees: [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)  
Funding: [go.qub.ac.uk/pgfunding](http://go.qub.ac.uk/pgfunding)

A range of competitive scholarships are available including those from the Department for Economy (Home/EU), and awards from the China Scholarship Council.

<sup>1</sup> Postgraduate Taught tuition fees for UK/EU students for 2017-18 are proposed at time of print; please refer to website for further information. Postgraduate Research tuition fees for UK/EU students will be set in early 2017; please refer to website for further information. See [qub.ac.uk/TuitionFees](http://qub.ac.uk/TuitionFees)

## RESEARCH STRATEGIES

We undertake a wide range of educational research. Staff research expertise can support projects in the areas of pedagogy, learning assessment and curriculum as well as human rights, equality and social cohesion. Underpinning all of our research is a commitment to achieving a real impact in the lives of educators and learners with a strong emphasis on ethical engagement.

Education staff play a major role in the Centre for Evidence and Social Innovation, in particular the 'What Works for Schools' strand. This is a pioneering interdisciplinary research centre comprising over 90 academic and research staff. We are also home to three other globally recognised research centres:

- Centre for Behaviour Analysis
- Centre for Children's Rights
- Centre for Shared Education

## RESEARCH STRENGTHS

The School of Social Sciences, Education and Social Work provides a rich and vibrant context for educational research. The core discipline of Education at Queen's is one of the leading areas for educational research in the UK and Ireland and our educational research has been ranked 4th within the UK in relation to research intensity with 87 per cent of the research undertaken within this subject assessed as 'internationally excellent' or 'world leading' (REF, 2014).

Our research comprises a variety of methodologies, among which are randomised control trials, ethnographic, children's rights-based, multidisciplinary, projective and constructivist methodologies, and large-scale attitudinal surveys. Innovations in methodology, as well as developing innovative practice, are key drivers of our research activity. The

wider influence of research is also evident in the extensive involvement of staff and students in key national and international research networks and our ability to attract major international conferences to Queen's networks and our ability to attract major international conferences to Queen's.

## CAREERS

Many of our PhD graduates have moved into academic and research roles in Higher Education while others go on to play leading roles in educational practice, the public sector or within NGOs.

## WHY QUEEN'S?

Our Doctoral Research Centre has a lively community of over 200 full-time and part-time research students. The Centre co-ordinates training and support for our research students and organises a series of research seminars, conferences, and workshops for Doctoral students throughout the year.

The research student body is active and dynamic and a particular highlight of the Doctoral student year is the annual Doctoral Conference, which is jointly organised with Doctoral students in University College Dublin. Research students are encouraged to play a full and active role in relation to the wide range of research activities undertaken within the School and there are many resources available including:

- a wide range of specialist research methods modules which are available as part of the EdD programme, are also open to PhD students
- access to the Queen's University Postgraduate Researcher Development Programme
- office accommodation with access to computing facilities and support to attend conferences for full-time PhD students

**"The School of Social Sciences, Education and Social Work provides a dynamic and scholarly environment in which to pursue doctoral study, with students from over 25 different countries working on a range of educational topics. Colleagues place considerable emphasis on student engagement and the Doctoral Research Centre offers students the opportunity to become part of a supportive research community that lends emphasis to the cross fertilisation of ideas and innovation in the advancement of knowledge."**

Dr Andy Biggart

**"I chose Queen's because of the close-knit community of focused researchers and I haven't been disappointed! The University hosts leading experts in various topics and there is always someone available to discuss new ideas. The School is very dedicated to advancing research and this ambition is really paying off, most notably with its educational research being ranked 4th out of 76 institutions for research intensity!"**

Ciara Keenan, PhD student

## APPLY NOW

[go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)

## CONTACT

Lara Sittlington  
School of Social Sciences, Education  
and Social Work  
t: +44 (0)28 9097 5961  
e: [l.sittlington@qub.ac.uk](mailto:l.sittlington@qub.ac.uk)  
[qub.ac.uk/ssesw](http://qub.ac.uk/ssesw)

## FACILITIES

The award-winning **McClay Library** has 2,200 reader seats in a mixture of formal and informal spaces, and offers places for quiet study and significant provision for group work. Its iconic CS Lewis Reading Room, a serene reading space, is the Library's magnificent centrepiece: decorated with glass-engraved quotations from the Belfast author's works, it is also home to a hand-carved replica of the famous wardrobe door from 'The Chronicles of Narnia'.

**The Graduate School** offers a unique facility for postgraduate students by providing a range of support services including skills development workshops and events to add value to your student experience. The Graduate School aims to support postgraduates in the development of transferable skills that can be applied to their study and future career.

## VISIT US

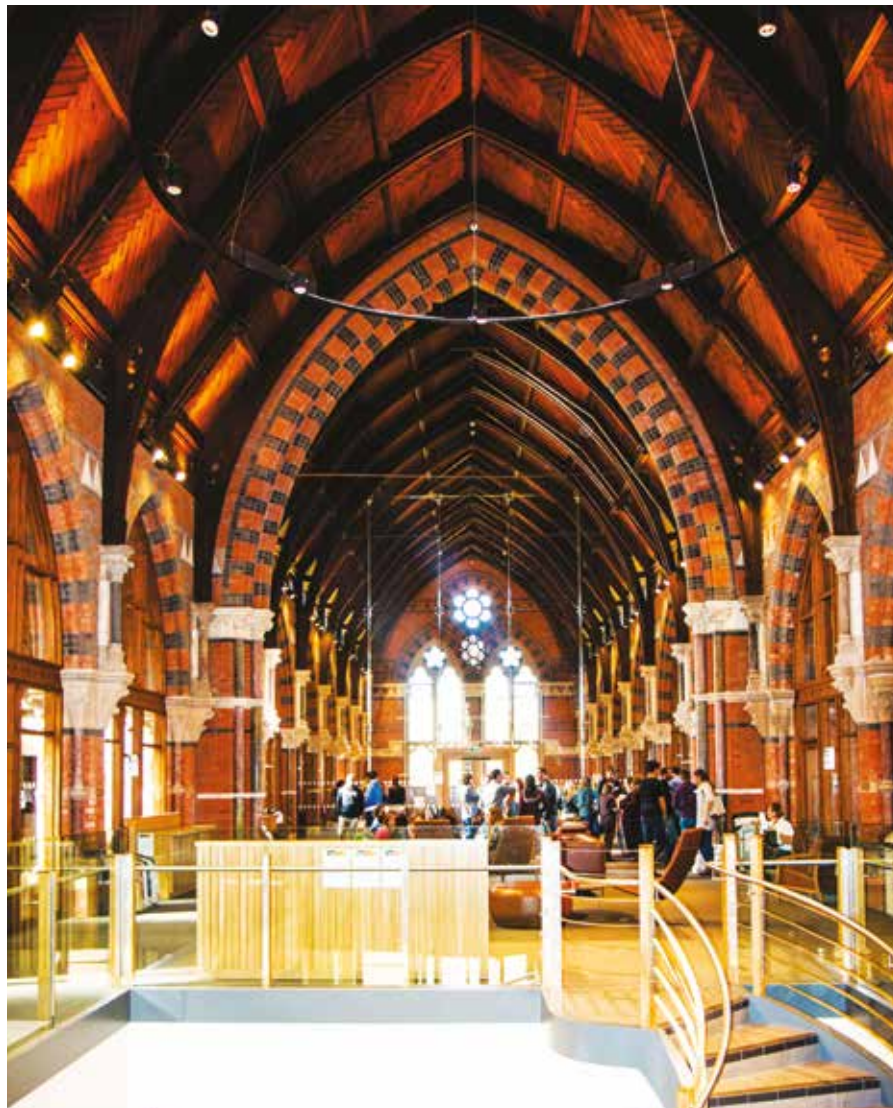
The School welcomes prospective postgraduate students at all times, so get in touch if you would like to arrange your own visit.

## CONTACT

School of Social Sciences,  
Education and Social Work  
69-71 University Street  
Belfast  
BT7 1HL

e: [ssesw@qub.ac.uk](mailto:ssesw@qub.ac.uk)

t: +44 (0)28 9097 5941/3323/5117



**SCHOOL OF SOCIAL SCIENCES,  
EDUCATION AND SOCIAL WORK**

69-71 University Street  
Belfast  
BT7 1HL

e: [ssesw@qub.ac.uk](mailto:ssesw@qub.ac.uk)  
t: +44 (0)28 9097 5941/3323/5117

Find out more about the School and the degrees at:  
[www.qub.ac.uk/ssesw](http://www.qub.ac.uk/ssesw)