



QUEEN'S
UNIVERSITY
BELFAST

**SOCIAL SCIENCES,
EDUCATION AND
SOCIAL WORK
POSTGRADUATE
PROGRAMMES
2021 ENTRY**

**MAKING
A SOCIAL
DIFFERENCE**

**RUSSELL
GROUP**

WELCOME

“The School of Social Sciences, Education and Social Work is a vibrant community of academics with a diverse range of interdisciplinary skills and expertise but sharing a single core vision: to produce world-leading research and first-class teaching which expands the frontiers of knowledge and understanding, informs policy and practice and makes a social difference locally, regionally and globally. Our vision is underpinned by a commitment to the principles of excellence, transparency and inclusiveness and the creation of an academic environment in which all staff and students feel valued and possess a shared sense of ownership and commitment to what the School seeks to achieve.”

Professor Carl Bagley PhD FRSA
Head of School of Social Sciences, Education and Social Work

OUR DEGREE PROGRAMMES

go.qub.ac.uk/courses

TAUGHT

Applied Behaviour Analysis
Autism Spectrum Disorders
Children's Rights
Cognitive Behavioural Practice
Cognitive Behavioural Psychotherapy
Cognitive Behavioural Therapy,
Specialist (Trauma)
Educational Leadership
Educational Studies
Inclusion and Special Needs Education
International Postgraduate Certificate in
Education (IPGCE)
Mental Health and Mental Capacity Law
Postgraduate Certificate in Education (PGCE)
Social Science Research
Social Work with Children, Young People
and Families
Substance Use and Substance Use Disorders
Systemic Practice and Family Therapy
Systemic Psychotherapy
Teaching English to Speakers of
Other Languages (TESOL)
Youth Justice

RESEARCH

Education (Integrated PhD)
Criminology (Integrated PhD)
Sociology (Integrated PhD)
Social Policy (Integrated PhD)
Social Work (Integrated PhD)
Education (PhD)
Sociology (PhD)
Social Policy (PhD)
Social Work (PhD)



**OVER 75% OF THE RESEARCH
IN SOCIAL WORK IS OF
WORLD-CLASS AND
INTERNATIONAL QUALITY**

(RESEARCH EXCELLENCE
FRAMEWORK 2014)



**EDUCATION AT QUEEN'S IS
RANKED IN THE TOP 200 IN
THE WORLD**

(TIMES HIGHER EDUCATION
WORLD UNIVERSITY RANKINGS 2021)



**TOP TEN IN THE UK FOR
SOCIAL WORK**

(COMPLETE UNIVERSITY GUIDE 2021)



**SOCIAL POLICY AND
ADMINISTRATION IS RANKED
IN THE TOP 100 IN THE
WORLD**

(QS WORLD RANKINGS BY SUBJECT
2020)



**4TH IN THE UK WITH OVER
87% OF THE RESEARCH
IN EDUCATION ASSESSED
AS INTERNATIONALLY
EXCELLENT OR WORLD
LEADING**

(RESEARCH EXCELLENCE
FRAMEWORK 2014)

THE WORLD
UNIVERSITY
RANKINGS
TOP 200 2021

**TAUGHT
PROGRAMMES**



APPLIED BEHAVIOUR ANALYSIS (MSc, PgDip)

ENTRANCE REQUIREMENTS

A 2.1 Honours degree or above or equivalent recognised qualification in any subject discipline plus one year of experience in an 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.

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

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

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/ROI: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/ROI: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 2-3 years part-time

“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,
BCBA-D, 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 1:59) behaviour analysis has experienced a significant rise in popularity. There are over 29,000 certified behaviour analysts 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 Board Certified Behavior Analysts (BCBA®)*, to those in the ‘helping’ professions (e.g. teachers, speech/language therapists, occupational therapists, psychologists) and students preparing for PhD studies.

*From January 1, 2023, candidates who do not reside in the United States and Canada will no longer be able to become newly certified by the BACB (i.e., from that date, only candidates who reside in USA/Canada will be able to take the BACB exams in English). Additionally, the BACB exams will only be offered in English from 1 January 2022.

CONTENT

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 of



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.

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.

Modules (all 20 CATS points)

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

ASSESSMENT

There are no written examinations. Modules are assessed by a variety of

methods, e.g. multiple choice tests, essays, project reports, and contributions to an online discussion forum.

CAREERS

Typically, behaviour analysts work in the ‘helping’ professions (psychologists, teachers, speech/language therapists, occupational therapists). Increasingly, jobs advertised for behaviour managers or specialists require BCBA status and there is a demand for BCBAs 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?

ABAI Verification: The Association for Behavior Analysis International (ABAI)

has verified the six core modules of the MSc ABA toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® (Option 1) or Board Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

The supervised practice element is not included in the programme. However, the Centre for Behaviour Analysis has close links with international service and placement providers, and can provide contacts for supervised placements in line with the BACB experience standards.

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

Please note this course is not eligible for a Tier 4 visa.

Closing date for applications:
Monday 31 May 2021 at 4.00pm.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

AUTISM SPECTRUM DISORDERS

(MSc, PgDip, PgCert)

ENTRANCE REQUIREMENTS

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

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

Applicants with a sub-honours degree level qualification or equivalent qualification acceptable to the University may also be considered if they have at least five years of experience in an education, training or relevant context.

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/ROI: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/ROI: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 3 years Part-time

“I would recommend this program to parents and working professionals as the program is very accessible and accommodating for those with busy home and work schedules. It provides a basic framework about the key principles and concepts associated with Autism Spectrum Disorders as well as Applied Behaviour Analysis.”

Erica Steele,
(Canada)

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 autism 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 autism;
- 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

Part-time students normally complete one or two modules per semester. Full-time students normally 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).



The course includes four core/compulsory modules (these are available online) and two optional modules. A menu of optional modules is available; some of the optional modules are taught online, while some are taught in-class and require attendance on the Belfast campus.

Core Modules (all 20 CATS points)

Fundamental Elements of Behaviour Change (Online with one full-day workshop)

We will focus on pedagogical methods and practices for inclusion that emanate from the scientific discipline of behaviour analysis. This includes a range of pedagogical methods, including intensive behaviour interventions, incidental teaching, contingency management, precision teaching, dealing with challenging behaviours, and integrating systems support. We will also introduce the practice of measurement of behaviour change and displaying and interpreting behavioural data.

Understanding Adults with ASD (Three full-day on-campus workshops and online)

You will be assisted to develop and extend your skills in understanding the needs of adults with autism and their families. We will examine issues of identification, adult diagnosis, mental health, and transitions, as well as challenging behaviours, communication, and sensory issues, relationships, sexuality, self-advocacy, and neuro-diversity. We will consider the implications of an autism diagnosis for the nuclear and extended family, for schools, homes and employment.

Understanding Children with ASD (Three full-day on-campus workshops and online)

You will be assisted to develop and extend your skills in understanding the needs of children (aged 0-18) with autism and their families. We will examine issues of definition, identification, diagnosis and assessment, and early intervention, as well as communication, and sensory issues across childhood and adolescence. We will also consider the implications of an autism diagnosis for the nuclear and extended family, for teaching and learning in school and home-based programmes as well as transitions between school and home.

An Introduction to Research Methods: Children, Young People and Education (online)

This module will provide you with an understanding of differing perspectives that underpin quantitative and qualitative methodologies and is required preparation for your research dissertation.

Optional Modules

Two optional modules may be chosen from the Educational Studies (MEd) programme.

ASSESSMENT

There are no written examinations. Modules are assessed by a variety of assessment methods, e.g. 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: One of the core online modules of the programme is based on the Behavior Analyst Certification Board (BACB) Task Lists (e.g. Fundamental Elements of Behaviour Change). Optional modules that are based on the BACB list also are online (i.e., Behaviour Change and Education; Concepts and Principles of Behaviour Analysis), however, some of the other optional modules are classroom based and may require attendance on campus.

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.

Closing date for applications:
Wednesday 30th June 2021 at 4pm

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

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.

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/RO: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/RO: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 3 years part-time

OVERVIEW

Hosted by the internationally renowned Centre for Children's Rights, this MSc builds on existing specialisms across children's rights law, policy and practice. A blended learning approach has been adopted which includes a mixture of face-to-face and online learning, traditional lectures, workshops, condensed modules, online discussion forums and guest speakers. You will gain the opportunity to learn and apply key international children's rights concepts and standards, covering a range of issues that affect children's

lives. This course places an emphasis on an interdisciplinary approach and on participatory research with children. The programme is linked to the internationally renowned Centre for Children's Rights (CCR), which has an international reputation in the area with a focus on the implementation of children's rights, child participation, education, social care and children with disabilities.

CONTENT

20 CATS modules generally involve 20 contact hours per semester, 10 CATS modules generally involve 10 contact hours per semester. Contact hours often include a blend of face-to-face lectures, workshops and online sessions.

“I work as a Child Rights Officer for an international development organisation. The MSc has equipped me with a deeper understanding of children's rights and I have learned how to apply it to a wide range of fields. The focus on rights-based research is an added value of studying at Queen's University. I am definitely a better child rights expert now.”

Jonas Schubert,
graduate (Germany)

Core Modules

An Introduction to Research Methods - 20 CATS

The aim of the module is to provide a general research overview and to contextualise the broad range of approaches and debates that are evident within contemporary educational research. The module aims to provide students with an understanding of the theory and an appreciation of the differing perspectives that underpin quantitative and qualitative methodologies. Students will be introduced to the ethical issues relating to educational research as well as a range of methodological approaches, within which the key theoretical and practical issues will be addressed.

Childhood and Youth Research in Practice - 10 CATS

This introductory module brings together students and academic staff from a range of areas to showcase research, highlighting different issues and looking at a variety of projects using both qualitative and quantitative methods. The module will conclude with a workshop on research ethics and governance.

Children's Rights in Research and Participation - 20 CATS

The module will introduce students to children's right to participation as enshrined in Article 12 of the United Nations Convention on the Rights of the Child. It will locate this right within the broader critical and theoretical discourse on children's participation and the perceived extent and limits of children's autonomy. The module will contextualise the right by drawing on children's right to participate in decision making processes in relation to, for example, policymaking, medical decisions, and research processes. It will also explore how effective the right to participation is for different groups of children such as young children and children with disabilities.



Foundations of Children's Rights - 20 CATS

This module will introduce students to international children's rights laws affecting children, with a particular focus on the United Nations Convention on the Rights of the Child. It will locate children's rights within the broader framework of human rights law and introduce the core provisions of international children's rights, emphasising the research skills used to identify and understand major human rights treaties and secondary documentation. It will explain the fundamental principles of children's rights and their implementation and introduce theory and ongoing debates in the field, such as the limits of children's autonomy and the potential tensions between children's rights and parents' rights.

Perspectives on Childhood and Youth - 10 CATS

This introductory module brings together students and academic staff from a range of areas to familiarise students with diverse disciplinary perspectives on children and young people. Indicative content includes: the sociology of childhood; youth studies; psychobiological approaches; children's rights; health approaches and interventions.

Dissertation - 60 CATS (20,000 words max.) Students choose to work on a topic of interest under the supervision of an academic member of staff. Students have the opportunity to undertake research for external organisations to submit as part of their dissertation.

Optional Modules

A range of optional modules enable you to choose further research methods modules and a range of substantive children's rights modules including issues such as social work, disability, education and philosophical perspectives. For example, students can take modules on:

- Youth and Social Justice - 20 CATS
- Youth Justice: Theory, Law and Practice - 20 CATS
- Childhood Disability and Rights - 20 CATS
- Qualitative Research in Childhood and Youth - 10 CATS
- Economic Impact of Childhood Interventions - 10 CATS
- Qualitative Data Analysis - 10 CATS
- Quantitative Data Analysis - 10/20 CATS

In addition, you may choose modules from the School of Social Sciences, Education and Social Work.

ASSESSMENT

There are no written examinations. A variety of assessment methods will be used including assignments, research proposals, policy briefings 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 will find this degree beneficial. Previous graduates have been successful in gaining jobs with international and national children's rights NGOs while others have gone on to pursue doctoral study. Many of our graduates have also undertaken the course as form of professional development within their existing careers in areas such as law, medicine, education, social work and policy development.

WHY QUEEN'S?

We have extensive links with local and international NGOs and can provide some opportunities for students to undertake relevant research. This may be of particular interest if you want to gain experience in the children's sector, perhaps to secure a job or to change position.

Credit Transfer: Students who have completed other Master's-level awards, e.g. PGCE, within the last 10 years are eligible to transfer credit.

Flexibility: Diploma and Certificate options are also available.

Closing date for applications:
Friday 30 July 2021 at 4pm.
Late applications may be considered.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

COGNITIVE BEHAVIOUR PRACTICE (PgCert)

ENTRANCE REQUIREMENTS

A 2.2 Honours degree or equivalent qualification acceptable to the University. Applicants who do not meet this academic requirement but hold a professional qualification will be considered on an individual basis.

All applicants must have:

- Evidence of working with people who have experienced a mental health problem.
- A broad understanding of mental health issues.
- Good written and verbal communication skills.
- Good organisational and computer skills.

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Students currently employed by HSC Trust in Northern Ireland, may have funding available from the Health and Social Care Board (HSCB).

NI/ROI/GB: £3,535
Other (non-UK) EU Fees: £TBC
qub.ac.uk/TuitionFees

DURATION

1 year part-time

OVERVIEW

This multidisciplinary course will equip you with a better understanding of common mental health problems and the basic Cognitive Behavioural Therapy concepts, methods and skills to guide your clients towards recovery at Step 1-2 of the Mental Health Stepped Care Model, and is ideal if you are currently working in a mental health, primary care or social care setting.

Cognitive Behavioural Therapy is recognised internationally as an effective psychological treatment for many emotional and mental disorders.

“This multi-disciplinary course will equip you with a better understanding of common mental health problems and the basic cognitive behavioural techniques to guide your clients towards recovery at Step 1-2 of the Mental Health Stepped Care Model.”

Mr Stephen Herron,
Course Co-Ordinator

The UK NICE guidelines recommends Cognitive Behavioural Therapy for a number of conditions including depression, anxiety, panic disorder, social anxiety and Post Traumatic Stress Disorder. In Northern Ireland the Department of Health Psychological Therapies Strategy has endorsed the principle of stepped care for mental health services and recognised the need for more evidence-based psychological interventions at all levels of care. The purpose of the PG Cert in CBP is to train practitioners in mental health and non-mental health programmes including primary care, to apply Cognitive Behavioural Therapy models at levels 1 and 2 within a stepped care model (low intensity psychological interventions). At the end of this course students will be able to apply evidence based low intensity interventions, such as behavioural activation and guided self-help.

The course is highly sought after with applicants from all main mental health disciplines from Northern Ireland, across the UK and the Republic of Ireland.

CONTENT

The aim of the Postgraduate Certificate in Cognitive Behavioural Practice is to increase understanding of mental illness and train students in basic Cognitive Behavioural Therapy concepts, methods and skills.

The course is available to all health and social care professional groups and other staff such as counsellors who wish to learn basic Cognitive Behavioural Therapy methods and is relevant for staff working in mental health, primary care and social care settings.

The Postgraduate Certificate is offered over two 12-week semesters over one academic year. Students may enrol on a part-time basis only (one day per week).

The Postgraduate Certificate is awarded to students who successfully complete four 15-credit modules (60 CATS points):



- An Introduction to CBT Theories and Methods
- Evidence-Based Low-Intensity Psychological Intervention for Mild to Moderate Mental Health Problems
- Mental Health Awareness, Engagement and Assessment
- Providing Psychological Interventions at Levels 1 and 2 in a Stepped Care Model

ASSESSMENT

There are no written examinations. Modules are assessed by essays, case studies and simulated role plays.

CAREERS

Cognitive Behavioural Therapy (CBT) services are an expanding area of health

and social care services due to an increasing demand for evidence-based psychological therapies. The award of the Postgraduate Certificate in Cognitive Behavioural Practice will enable students to apply for professional employment at stepped care levels 1-2 and integrate CBT informed interventions into professional practice.

WHY QUEEN'S?

Internationally Renowned Experts:
The teaching team is comprised of a multi-disciplinary group of accredited skilled Cognitive Behavioural Therapy staff who are currently involved in clinical practice and research.

Please note this course is not eligible for a Tier 4 visa.

Closing date for applications:
Friday 30 July 2021 at 4pm.
Late applications may be considered.

APPLY NOW
go.qub.ac.uk/pgapply

CONTACT
ssesw@qub.ac.uk

COGNITIVE BEHAVIOURAL PSYCHOTHERAPY (PgDip)

ENTRANCE REQUIREMENTS

Applicants will be interviewed for the PG Diploma by Programme Directors from both the School of Nursing and Midwifery, and the School of Social Sciences, Education and Social Work and should:

- Hold a second class honours degree or equivalent qualification acceptable to the University in a cognate area or equivalent professional qualification(s);
- Have at least two years clinical/practice experience in a statutory or independent mental health or related setting where applicants have worked with mood and anxiety disorders;
- Provide evidence of prior basic knowledge of psychological therapies preferably CBT;
- Be currently employed in a clinical or practice setting within a suitable organisation providing therapeutic or counselling services, and
- Be in a role for the duration of the programme to access a suitable client group for practice and supervision purposes.

Applicants from a non-core profession, such as counsellors, will be expected to provide a portfolio of evidence and references to demonstrate suitable core knowledge, skills and attitudes in line with KSA guidelines produced by BABCP.

The programme is not suitable for TIER 4 international students. However, any non-native speaker must have IELTS 6.5 (5.5).

FEES AND FUNDING

NI/ROI/GB: £8,160
Other EU*: £TBC

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

(total cost over 2 years)
qub.ac.uk/TuitionFees

DURATION

2 years part-time

“This BABCP accredited course provides comprehensive training in CBT. As a psychologist, it allowed me to improve my skills and to develop my working role in terms of training provision, consultation and supervision. It also enabled me to enhance my research practice, specifically in respect of the design and implementation of research projects within the field of CBT.”

Clinical Psychologist

OVERVIEW

Anxiety and depression are among the most common mental health disorders experienced by all ages. Cognitive Behaviour Psychotherapy (CBP) is currently the key recommended psychological treatment for these and other mental health conditions. However, it is essential that practitioners are prepared with the necessary knowledge, skills and attitudes to deliver CBP competently. This course is written to the requirements of the lead organisation in the UK which sets the competency standards for Cognitive Behavioural Psychotherapy. The teaching at the University is of the highest standard. This course will fundamentally alter the way clinicians work in practice.

The course is jointly offered with the School of Nursing and Midwifery and meets the minimum training requirements for accreditation as a CBP therapist by the British Association of Behavioural and Cognitive Psychotherapies (BABCP).

CONTENT

The Postgraduate Diploma in Cognitive Behavioural Psychotherapy (CBP) consists of 6 modules, which are linked to the BABCP Minimum Training Standards for therapist accreditation (Level 2) and the Specialist Level award for social workers.

- Core Concepts & Skills of Cognitive Behavioural Psychotherapy for Depression
- Cognitive Behavioural Psychotherapy for Anxiety Disorders
- Training Supervision of the Application of CBP Models and Skills for Depression and Anxiety Disorders – Year 1 and Year 2
- Cognitive Behavioural Psychotherapy for Complex Disorders
- Self-Practice / Self-Reflection in Cognitive Behavioural Psychotherapy (Optional)
- Evidence Based Practice (Optional)

Students undertake 3 core modules and 1 optional module in Year 1 and 2 core modules in Year 2.

Students attend one day per week with small group supervision provided



in the morning, followed by workshop teaching for the remainder of the day.

STRUCTURE

The course is delivered over three semesters during an 18 month period and provides training in the evidence-based CBT models including those recommended in NICE guidelines. Throughout the course training supervision is provided each morning in small groups before teaching commences. Trainees will be expected to provide therapy with a minimum of 8 clients during the course and arrange their own clinical supervision within the agency providing the clients for the trainee.

Therapy sessions should be recorded on camera for supervision purposes and to facilitate self-reflection on practice development. Teaching and supervision are provided each Thursday in Year 1 and on Friday in Year 2 and trainees should plan for a second day to provide therapy with clients, receive supervision at base and critically review their own performance.

Each module is taught one day per week

over 3 x 12-week semesters at Queen's campus. Students must attend small group training supervision sessions at Queen's. Where possible, these will be delivered during the teaching days. They are designed to facilitate the integration of research and theory with practice, and the development of skills in CBT. Clinical accountability for CBT clinical practice remains with the agency responsible for the patients.

ASSESSMENT

Essays, case studies, supervision, recorded clinical sessions and a portfolio.

CAREERS

CBT services are an expanding area of mental health services due to an increasing demand for evidence-

based psychological therapies. The award of the PG Diploma in Cognitive Behavioural Psychotherapy will enable students to apply for professional employment as fully accredited Cognitive Behavioural Psychotherapists.

WHY QUEEN'S?

Professional Accreditations: The Postgraduate Diploma has been accredited by the CBT professional body, The British Association for Behavioural & Cognitive Psychotherapies (BABCP) to Level 2 (meeting BABCP minimum training standards criteria for individual therapist accreditation on successful completion of the course). The programme is also accredited for social workers at the specialist award level with NISCC.

Internationally Renowned Experts: The teaching team is comprised of a multi-disciplinary group of accredited skilled CBT staff who are currently involved in clinical practice and research.

Closing date for applications:
Friday 30 July 2021 at 4pm.
Late applications may be considered.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

COGNITIVE BEHAVIOURAL THERAPY, SPECIALIST (TRAUMA) (MSc)

ENTRANCE REQUIREMENTS

A 2.2 Honours degree or above, or equivalent qualification acceptable to the University in a cognate area or equivalent professional qualification(s) and at least two years clinical practice experience in a statutory or independent mental health or related setting.

All applicants must:

- Provide evidence of prior basic knowledge of psychological therapies preferably Cognitive Behavioural Therapy (CBT), and
- Be currently employed in a clinical or practice setting within an organisation providing therapeutic or counselling services, and
- Be in a role for the duration of the course to access a suitable client group for practice and supervision purposes.

Applicants from a non-core profession will be expected to provide a portfolio of evidence and references to demonstrate suitable core knowledge, skills and attitudes in line with KSA guidelines produced by BABCP.

All applicants will be interviewed.

Applicants with a relevant PgDip in CBT may apply to undertake the final year MSc module via Recognition of Prior Learning (RPL). Further details are available on the School website: www.qub.ac.uk/ssesw

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

NI/ROI: £6,450 per year
GB: £7,250 per year
Other EU*: £TBC

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

DURATION

2 years part-time

“The Specialist MSc in CBT (Trauma) is designed to train staff in the treatment of PTSD and trauma related disorders using psychological therapies that have a strong evidence base. The course will help to increase the skill base of mental health staff to practice at this specialist level.”

Dr Michael Duffy,
Programme Director

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

OVERVIEW

This degree provides both clinical and research skills training to promote evidence-based practice in mental health care, and adds to the core of the Postgraduate Diploma.

CONTENT

The MSc is delivered part-time over two years and provides training in the evidence based Cognitive Behaviour Therapy models that are recommended in NICE guidelines. The course consists of 6 modules (PG Dip modules) which are linked to the BABCP Minimum Training Standards for CBT accreditation (Level 2) and in addition an applied clinical module on Post-Traumatic Stress Disorder with a research component (60 credits).

Core Modules (all 20 CATS except where stated)

- Core Concepts & Skills of Cognitive Behavioural Psychotherapy for Depression
- Cognitive Behavioural Psychotherapy for Anxiety Disorders
- Training Supervision of the Application of CBP Models and Skills for Depression and Anxiety Disorders
- Cognitive Behavioural Psychotherapy for Complex Disorders
- Training and Supervision for the Application of Cognitive Behavioural Psychotherapy for Complex Disorders
- Self-Practice / Self-Reflection in Cognitive Behavioural Psychotherapy (Optional)
- Evidence Based Practice (Optional)
- Appraisal and Application of CBT for Post-Traumatic Stress Disorder & Other Trauma Related Disorders

Taught modules are delivered one day per week over 4 x 12-week semesters. Students must attend small group training supervision sessions at Queen's. Where possible, these will be delivered during the teaching days. They are designed to facilitate the integration of research and theory with practice, and the development of skills in CBT. Clinical accountability for CBT clinical practice remains with the agency responsible for the patients. During



the taught modules (first 18 months), training supervision is provided each morning in small groups before teaching commences. Teaching and supervision are provided and trainees should plan for a second day to provide therapy with clients, receive supervision at base and critically review their own performance.

Trainees will be expected to provide therapy with a minimum of 8 clients during the course and also arrange their own clinical supervision within the agency providing the clients for the trainee. Therapy sessions should be recorded on camera for supervision purposes and to facilitate self-reflection on practice development.

The MSc research teaching is provided to cover an introduction to research methods and to enable the student to produce a research project for the MSc in year 2.

The clinical component of the specialist MSc module is an applied specialist clinical module for Post-Traumatic Stress Disorder and related disorders and is provided over 12 weeks in the spring semester in year 2. MSc students will also complete further training in research methods.

The specialist MSc will be based on assessment of the following components which must all be passed to receive the MSc award:

- one PTSD therapy session recorded on camera
- one PTSD case study
- a research/literature review/project

Training supervision will be provided by the Queen's teaching team and agency supervision will be provided by CBT Agency staff.

ASSESSMENT

There are no written examinations. Modules are assessed by essays, case studies, case presentations, supervision, DVD-recorded clinical session supervision, portfolio and a research project.

CAREERS

Graduates of this specialist MSc can apply for professional employment as fully accredited Cognitive Behaviour Psychotherapists, practice in trauma at a specialist CBT level and be able to undertake clinical research with a view to publishing in academic and professional journals.

WHY QUEEN'S?

World-Class Teaching: The MSc is provided by a team of internationally recognised trauma researchers and clinicians and is one of the few specialist MScs in Cognitive Behavioural Therapy for Trauma and related disorders available in these islands and across Europe.

Professional Accreditation: The taught modules (PG Diploma) component of the MSc has been accredited by the Cognitive Behavioural Therapy professional body, The British Association for Behavioural & Cognitive Psychotherapies (BABCP), to Level 2 (meeting BABCP minimum training standards criteria for individual therapist accreditation).

Flexible Options: The 6 taught modules can be studied as a separate PG Diploma.

Please note this course is not eligible for a Tier 4 visa.

Closing date for applications: Friday 30 July 2021 at 4pm. Late applications may be considered.

EDUCATIONAL LEADERSHIP

(MSc, PgDip, PgCert)

ENTRANCE REQUIREMENTS

A 2.1 Honours degree or above or equivalent recognised qualification in any subject discipline.

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

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/ROI: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/ROI: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 3 years part-time

OVERVIEW

Leadership in schools is associated with fostering an environment where students can achieve their full potential and where educational staff are supported, motivated and can professionally develop. Effective school leaders are often described as having the capacity to transform and motivate others, they have vision, experience and expertise. This course takes the view however, that effective schools have leaders that can be found all-across a school and not necessarily confined

“I am an English Language teacher and I have taught for 17 years in India. I was looking for training for a leadership position in education and when I looked up the MSc Educational Leadership at Queen’s I found it perfect. It offered all the components of leadership that I was interested in.”

Anshu Valecha,
graduate (India)

only to those in senior positions. Key ideas explored in this course are leadership that is distributed, collaboration and the benefits of networks, transformational leadership and how effective leadership can change and improve schools.

The MSc in Educational Leadership recognises that schools and more broadly educational systems depend on leaders from all walks of life and all types of positions, regardless of assigned 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 aims to equip you 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. We seek to develop in you the ability to critique current leadership practices and to enact changes that will improve education for all.

CONTENT

The MSc 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).

Core Modules (all 20 CATS points)

Leadership Theory and Practice

This compulsory module introduces leadership and organisational theories as they pertain to education. You are expected to develop understanding



of the complex nature of leadership in educational institutions and appreciate the idea that ‘good leadership’ is always contingent upon the situation and context. Leadership practice is examined through different thematic lenses such as: human motivation theories; social systems theory; the concept of emotional intelligence; organisational culture and politics; partnership and collaboration; as well as equity and ethics.

Leadership for Change

You will develop theoretical and practical knowledge of change in complex educational environments. Topics covered include: the nature and types of change; the process of organisational change covering phases from inception to institutionalisation; factors affecting the success of change at different levels; creativity and change; resistance to change; and the subtle ways in which culture influences the implementation of reform. Attention is paid to the role of different stakeholders in the school change process and on developing constructive dialogue for change by shifting the focus from the identification of problems to exploring possibilities.

School Effectiveness and School Improvement

We will examine current debates on what constitutes an effective school, the factors affecting school outcomes, and the implications for those assuming leadership roles. Attention is paid to

the impact of inter- and intra-school collaboration on educational outcomes and the challenges posed by existing competitive structures internationally. You will learn how to use data critically in measuring school effectiveness and planning for improvement. We will look into how such data can be used to challenge inequities and promote a socially just education.

An Introduction to Research Methods: Children, Young People and Education

This module will provide you with an understanding of differing perspectives that underpin quantitative and qualitative methodologies and is required preparation for your dissertation.

Optional Modules

Two optional modules may be chosen from the Educational Studies (MEd) programme.

ASSESSMENT

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

CAREERS

Some 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 in gaining employment or promotion. Some graduates progress to doctoral-level studies and research.

WHY QUEEN'S?

- Active student involvement in sessions
- Assignments tailored to topics of interest to each individual student
- Blended learning format
- International outlook on leadership issues
- Interdisciplinary approach
- Online discussions and debates
- Research-led teaching
- Small group work and presentations
- World-class teaching/facilities
- Diploma and certificate options are also available.

Credit transfer: Students who have completed other Master’s-level awards, e.g. PGCE, within the last 10 years are eligible to transfer credit.

Flexibility: Diploma and Certificate options are also available.

Closing date for applications: Wednesday 30th June 2021 at 4pm.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

EDUCATIONAL STUDIES

(MEd, PgDip, PgCert)

ENTRANCE REQUIREMENTS

A 2.1 Honours degree or above or equivalent recognised qualification in any subject discipline.

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

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/RO: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/RO: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 3 years part-time

“I would strongly recommend Educational Studies! It has given me more choices when I’m looking for jobs.”

Yi Zheng,
graduate (China)

OVERVIEW

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. The programme 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.

This Educational Studies programme is designed to meet these diverse needs by offering you the opportunity to select modules from a wide range of topics including: learning and teaching, assessment, educational leadership, inclusion and special educational needs.

The programme offers you an opportunity to familiarise yourself with current research on these topics. In addition, you are encouraged to consider and reflect on the practical implications of theoretical perspectives and research findings.

On completion of the modules you 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 your own personal practice.

CONTENT

Part-time students typically complete one or two modules per semester. Full-time students typically complete three modules per semester.

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



Modules* (20 CATS points)

- An Introduction to Research Methods: Children, Young People and Education
- Assessment Issues in Teaching and Learning in Classrooms
- Behaviour Change and Education
- Contemporary Perspectives on Learning and Teaching
- Curriculum: Theory, Policy and Practice
- Deconstructing Special Needs Education and Inclusion
- Digital Literacy and Communication
- Education, the Law and Children’s Rights
- Fundamental Elements of Behaviour Change
- Leadership for Change
- Leadership Theory and Practice: An Overview

- Reflective Practice and Action Research (10 CATS points)
- School Effectiveness and School Improvement
- Social Justice in Special Needs Education and Inclusion: A Capabilities Approach
- Special Needs Education and Issues of Equity
- Understanding Adults with ASD
- Understanding Children with ASD

* These modules are subject to change.

ASSESSMENT

There are no written examinations. Modules are assessed by coursework. Modules with an online element use a variety of assessment methods, e.g. multiple choice tests 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.

WHY QUEEN’S?

Flexibility: This programme is delivered via blended learning (a mixture of face-to-face and online learning). Flexible exit qualifications (PgCert, PgDip) are available and individual course modules can also be taken as short courses.

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, e.g. PGCE, within the last 10 years are eligible to transfer credit. The credit transfer application must be submitted at the same time as the online course application as retrospective applications are not accepted.

Closing date for applications:
Wednesday 30th June 2021 at 4pm.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

INCLUSION AND SPECIAL NEEDS EDUCATION

(MEd, PgDip, PgCert)

ENTRANCE REQUIREMENTS

A 2.1 Honours degree or above or equivalent recognised qualification in any subject discipline.

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

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/ROI: £6,450
GB: £7,250
Other EU*: £17,700

Part-time

NI/ROI: £35.83 per CATS point
GB: £40.28 per CATS point
Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 3 years part-time

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,

“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.”

AM Bose,
graduate

is one of the most challenging and important tasks facing education today.

This thoroughly revised 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 Capabilities Approach. 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.

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.

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).

Core Modules (all 20 CATS points)

Social Justice in Special Needs Education and Inclusion: A Capabilities Approach

We will explore some of the complexities of understanding social justice in education and what it means to flourish, a much-vaunted aim in education at present. While education systems across the UK and many parts of the world espouse equal entitlement to education, and the importance of allowing the child and young person to flourish and attain wellbeing, the precise content of this goal is difficult to determine and agree upon. One approach which has emerged with considerable power and application is the Capability Approach (CA). The CA asserts two core normative claims: first, that the freedom to achieve well-being is of primary moral importance; and, second,



that freedom to achieve well-being is to be understood in terms of people’s capabilities, that is, their real opportunities to do and be what they have reason to value. Examples might include getting a degree, travelling, or being a teacher; or being valued, respected, and included.

Deconstructing Special Needs Education and Inclusion

We will focus on deconstructing Special Needs Education and Inclusion by exploring how some popular approaches and behavioural theoretical models have influenced our understanding of SEN. Much of the ‘knowledge’ of special education is, arguably, misconceived and promotes inequality, rather than addresses it. In examining the consequences of, for example, labelling or social and emotional behavioural difficulties (SEBD), we will consider a powerful rationale for inclusion based on deconstructing the very notion of ‘need’ and ‘special’ to ask: why special needs education? And whom does it really serve?

Epistemic Injustice: The Ethics of Knowing in SEN/Inclusion

What is a stereotype and how does a stereotype conduce to prejudice? How do forms of ignorance abet injustice against the marginalised? To explore these issues, we will examine how stereotyping and prejudice contribute to forms of ‘epistemic

injustice’ whereby what certain groups of people know is given less credibility and weight simply because of their disability, sex, class or ethnicity. The testimony (what they know or experience) of members of stigmatized groups is likely to be discounted because of (often unconscious) prejudicial beliefs and attitudes, which can magnify the effects of injustice as well as create others, such as failing to recognize certain questions as relevant for inquiry, such as the sexual abuse of vulnerable girls and boys, or sexuality of disabled or impaired people. Our judgments, as we will learn, are likely to be affected by implicit biases even when we think we’re making judgments of scientific or argumentative merit.

An Introduction to Research Methods: Children, Young People and Education

This module will provide you with an understanding of differing perspectives that underpin quantitative and qualitative methodologies and is required preparation for your research dissertation.

Optional Modules

Two optional modules may be chosen from the Educational Studies (MEd) programme.

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.

Most of the students on this course are practising teachers in the nursery, primary, secondary sector. Students from further education and disability sectors also attend. Students take up employment, or continue to work in teaching, apply for promotion, or go on to undertake further degrees.

WHY QUEEN’S?

Flexibility: This programme is designed to meet the needs of professionals. Diploma and Certificate options are also available.

Credit Transfer: Students who have completed other Master’s-level awards, e.g. PGCE, within the last 10 years are eligible to transfer credit.

Closing date for applications: Wednesday 30th June 2021 at 4pm.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

INTERNATIONAL POSTGRADUATE CERTIFICATE IN EDUCATION (IPGCE)

ENTRANCE REQUIREMENTS

At least a 2:2 Honours degree (and/or higher degree) or equivalent qualification acceptable to the University.

Any offer of a place on the course is subject to a satisfactory criminal history check. Applicants are required to have access to a host school for 22 weeks of placement during the course and access to a school based teacher tutor.

ENGLISH LANGUAGE REQUIREMENTS

Evidence of an IELTS* score of 6.5, with not less than 6 in any component, or an equivalent qualification acceptable to the University is required. *Taken within the last 2 years (or other acceptable English Language qualifications, or comparable alternative).

FEES AND FUNDING

Fee: £5,900
qub.ac.uk/TuitionFees

DURATION

1 year full-time / 2 years part-time

OVERVIEW

The international PGCE is an online programme that enables students to develop the understanding, abilities and competencies needed to teach in schools around the world. It allows students to develop a sound knowledge and understanding of current thinking in their chosen specialist area and ensures that international initial teacher education is rooted in theory, research and practice. Those completing this pathway will demonstrate both their ability in the classroom and their ability to critically reflect on their own classroom practice and current theories around teaching and learning.

“The IPGCE course is delivered online. Students taking the course come from a wide range of countries and contexts and we welcome this collaborative learning. Placement schools and block placements are the best way to link theory and practice and students are really enthusiastic about completing time in a school setting.”

Dr Jennifer Roberts,
IPGCE Programme Director

This course is for you if you want to gain the expertise and skills required to teach. The course will appeal to you if you are currently working as a teacher or thinking of beginning work as a teacher but have no formal qualification. Crucially, you will apply your academic learning through practical experience with extended placements in a school environment.

The IPGCE offers provision for teachers in the following areas:

- Primary (ages 4-11)
- Post-primary (ages 11-18, all subjects)

Is all the teaching delivered online?

This is an online course and so learning can be done at a time which is convenient for the student. Students are expected to partake in weekly learning tasks.

Will a placement opportunity be provided?

Students will be asked to identify a placement school. They will complete 2 school placements and their practical teaching will form part of the assessment for this module.

After this qualification, will I be able to teach in the UK or in international schools?

The IPGCE programme is an international programme which ensures teachers internationally are being trained in teaching. In order to teach in the UK, the student must complete the PGCE UK programme which is taught in Belfast.

Please note that this is a distance learning online programme and therefore not suitable for TIER 4 visa.

COURSE STRUCTURE

The course is designed to be taken in one year and to fit around your current work in schools. During the course you will be expected to spend time planning, teaching and reflecting in classrooms as well as taking part in flexible, online, academic modules.

The course is divided into three modules, each consisting of 20 CATS points. All modules are assessed at Master's level



and the course is entirely online. One of the modules involves 2 placement blocks, each 11 weeks (22 weeks total) and is carried out in a host school. Students must source and identify the placement school at the time of application.

The programme is delivered entirely online and encompasses online teaching and learning and school experience. There is a clear emphasis on the acquisition of key teaching competences and students are expected to develop the competences both during their online teaching and while on school experience. It is a professional preparation course with two central activities:

- Training in the methods of teaching;
- Practical experience in school.

In addition there is a series of general lectures, designed to introduce students to a wide range of educational theory and policy matters, and a variety of online tutorials, workshops, online and school based activities to ensure they have a broad understanding of educational issues and practices.

The professional aspects are designed to enable students to develop a variety of teaching, communication and organisational skills within a broad set of values which focus on the importance of good educational principles and practice.

COURSE CONTENT

Core Modules (all 20 CATS points): Education, Learning and International Perspectives

This module gives students an opportunity to develop their knowledge and understanding of teaching and learning in a range of international contexts. Students will explore theoretical approaches to the conceptualisation of learning and relate this to teaching and learning in their own classroom setting. This module is taught online.

Teaching in Your Discipline

This module begins to explore pedagogical issues around teaching and effective teaching strategies. It allows students to think more specifically about their subject specialisms. They will be able to apply their knowledge and understanding to a variety of contexts and types of pupils. This module is taught online.

School Based Learning

This module allows students to use learning from different modules and apply it in a classroom context. It includes

a placement in a host school and is organised by the students. The host school must teach the national curriculum to the age ranges 4-11 or 11-18. At the time of application Queen's will verify proposed school choices. This module is a placement module.

CAREERS

This course will equip students with the knowledge and skills required for a successful career in teaching and education. Graduates have found their degree to be essential in gaining promotion in their current workplace and gaining employment in schools worldwide. Others will progress to Master's and doctoral-level studies and research.

WHY QUEEN'S

Queen's University Belfast has a long history of preparing high quality teachers during initial teacher education. The course draws upon this expertise in order to deliver an internationally minded programme.

You will be taught by staff with research profiles of international standing, with a wide range of interests in education. Students on this course work in all areas of education and aim to provide experiences for a range of learners.

**Closing date for applications:
Friday 30 July 2021 at 4pm.
Late applications may be considered.**

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

MENTAL HEALTH AND MENTAL CAPACITY LAW (MSc, PgDip)

ENTRANCE REQUIREMENTS

Normally a 2.2 Honours degree or above or equivalent qualification acceptable to the University. Where this is not met, applicants must demonstrate that their experience and qualifications enable them to study at postgraduate level by showing either that they have the Pre-2007 Post-Qualifying Social Work Award or by producing a reflective assignment on their practice in this area (2,000 words).

Applicant must be nominated by their Health and Social Care Trust/employer who will undertake to provide support and appropriate learning opportunities. It will be the responsibility of employers to ensure that applicants have the opportunity to develop and demonstrate social work competence in their work with people who have a mental disorder and/or lack capacity, and their carers.

ENGLISH LANGUAGE REQUIREMENTS

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

Please note that this course is not eligible for a Tier 4 visa.

FEES AND FUNDING

NI/ROI: £6,450 (MSc), £3,110 (PgDip)
GB: £7,250 (MSc), £3,110 (PgDip)
Other EU*: £TBC

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

DURATION

Part-time only, 1 to 2 years

“This course prepares qualified social workers for the important statutory role of Approved Social Worker. This role involves the promotion and protection of people’s rights under mental health and mental capacity law.”

Professor Gavin Davidson,
Programme Director

OVERVIEW

The Mental Health and Mental Capacity Law programmes provide the required training for social workers to undertake the role of Approved Social Worker under the Mental Health (Northern Ireland) Order 1986 and the Mental Capacity Act (Northern Ireland) 2016. This is a statutory role and applications must have the support of a Health and Social Care Trust. The PG Diploma provides the qualification for practising as an Approved Social Worker (ASW) and then the dissertation module must be successfully completed for the MSc.

Contributors to the taught element of the ASW Programme are drawn from a wide range of backgrounds and professions including service users and carers; ASWs and other social work staff, psychiatrists, psychologists and nursing staff; representatives from the courts; Review Tribunal; Regulation Quality Improvement Authority; legal advisers and researchers.

COURSE STRUCTURE

The MSc in Mental Health and Mental Capacity Law is awarded to students who successfully complete taught modules (PG Diploma, 120 CATS points) and a 15,000 – 20,000 word dissertation (60 CATS points).

Core Modules (40 CATS points each)

- Context and Concepts in Mental Health
- Law Ethics and Applied Law in Mental Health
- Social Work Practice Development in Mental Health
- Dissertation (for MSc students - 60 CATS points)

ASSESSMENT

Assessment methods include written assignments, observations of practice, projects, and a dissertation (for MSc students).

CAREERS / FURTHER STUDY

Continuing professional registration in social work is predicated on continuing professional development, which this programme and its pathways offer. The Department of Health has directed



that social workers demonstrate their competence covered in the curricula of this programme and its pathways.

WHY QUEEN'S?

The programme responds to the needs of its students with updated, current and evidence-based information which will enhance their PG educational experience through vibrant and interactive learning. The MSc meets all nine of the professional requirements in the ‘Specialist’ category and giving the specialist award (PG Diploma option) and three requirements at the ‘Leadership and Strategic’ category.

SPECIAL FEATURES

This programme is the training for social workers to undertake the specialist role of an Approved Social Worker under the Mental Health (Northern Ireland) Order 1986 and the Mental Capacity Act (Northern Ireland) 2016. The course is delivered in partnership with social work agencies.

Professional Accreditations

This programme has been accredited by the Northern Ireland Post-Qualifying Education and Training Partnership and meets the requirements at the specialist and leadership levels.

Industry Links

For social workers, the programme reflects the Department of Health policy in relation to social work and social care training and development (the Personal Social Services Development and Training Strategy, 2006-16), including links with the Northern Ireland Post-Qualifying Education and Training Partnership’s professional requirements and awards in the specialist and leadership categories.

Professional Development

For multi-disciplinary applicants the programmes offer relevant CPD opportunities as well as recognised qualifications accredited by the University which will augment their professional development and enhance the development of further opportunities in their chosen field of practice.

Student Experience

The Programme Director has developed and nurtured their subject proficiency via their own practice, teaching and research in relation to their specialist area and they impart this trilateral expertise to the students via teaching on the MSc.

Please note that this course is not eligible for a Tier 4 visa.

**Closing date for applications:
Friday 30 July 2021 at 4pm.**

Late applications may be considered.

APPLY NOW
go.qub.ac.uk/pgapply

CONTACT
ssesw@qub.ac.uk

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

ENTRANCE REQUIREMENTS

Each PGCE subject specialism has its own set of entrance requirements. Please note Essential Skills Level 2 qualifications are not regarded as equivalent for entry to this professional course. For entry requirements, please see the relevant entry on the online Course Finder: go.qub.ac.uk/courses

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

NI/ROI: £4,530
GB: £9,250
Other EU*: £TBC

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time

“The PGCE in Maths has exceeded my expectations! I now feel prepared and equipped for life as a Maths teacher thanks to the unique blend of teaching practice, education theory, research, active learning and student support. My tutor was extremely supportive and encouraging and I had all the assistance I needed. I highly recommend the course.”

Tim Foley,
graduate

OVERVIEW

The PGCE is broadly aligned with the Northern Ireland Curriculum, training graduates to teach across the 11-18+ year age range. The programme aims to develop your competence and confidence in teaching and in the general professional role of the teacher.

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** focuses on developing practical teaching competence particularly through working closely with experienced teachers during periods of school placement.
- **Subject Studies** focuses on teaching and learning within your subject specialism (and cognate areas).
- **Education and Professional Studies** focuses on common aspects of teaching and the professional role of the teacher, including Northern Ireland Curriculum policy, the education system, assessment, theories of learning, educational disadvantage, barriers to learning, pastoral care and child protection/safeguarding, mental health and wellbeing of students, relationships with other professionals, promotion of inclusion, effective use of technologies, digital safeguarding, and, literacy and numeracy in the classroom.

The programme also offers workshops on a variety of topics including special educational needs, classroom management, pastoral care, diversity and inclusion.

CONTENT

After enrolment and induction in early September, you will complete a two week experience in a primary school. The next block of the course is devoted to university-based tuition, subject-specific taught sessions and directed independent study before you commence your first eleven week period of professional placement based in a school.



At the beginning of February, you return to university-based tuition in preparation for your second eleven week professional period in a school. A final week of university based tuition completes the course at the beginning of June.

Successful completion of the PGCE depends on achieving satisfactory standards in both practical teaching and in course work. The extended placements, which we arrange, are in two different schools, normally one spent in a school catering for 11 – 16 age range or a non-selective school, and the other in an 11 – 18 age range or a selective grammar school. This ensures a varied experience of teaching in different schools and working with pupils from the whole ability range.

In the two post-primary schools you will work closely with members of each school's staff. Your subject lecturer from Queen's will also maintain close co-operative links with these teachers during your school placements.

SUBJECT SPECIALISMS

We offer the following subject specialisms:

- English
- Mathematics
- Information Technology/Computing
- Modern Languages (you should offer

at least one of French, Irish or Spanish. German alone is not considered but is welcomed in combination with French and/or Spanish)

- Science (Biology, Chemistry, Physics)
- Religious Education
- Social Science

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.

CAREERS

This PGCE prepares students for teaching in secondary-level schools (age 11-18+). On completion of the programme you will achieve Eligibility to Teach / Qualified

Teacher Status (QTS). Qualified teachers have found employment in secondary schools, progressing through either a subject specialist or pastoral route into middle and senior management. Others have gone on to successfully complete further postgraduate study.

**Closing date for applications:
Monday 2 November 2020 at 4pm.**

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.

WHY QUEEN'S?

Professional Accreditation: The Education and Training Inspectorate has assessed the 'Outcomes for learners' on the course to be 'Outstanding'. Students are involved in active, enquiry-based and research-informed learning throughout the course. We are also a GTCNI accredited provider of Initial Teacher Education programmes.

Credit Transfer: PGCE graduates may transfer 30 credits into one of the School's Educational Master's degrees.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

sseswpgceadmissions@qub.ac.uk

SOCIAL SCIENCE RESEARCH (MRes, PgDip)

ENTRANCE REQUIREMENTS

Normally a 2.1 Honours degree or equivalent qualification acceptable to the University in a social science or related discipline.

Applicants holding a 2.1 Honours degree in a non-related discipline may be considered if they have at least two years of professional experience in a relevant context.

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/ROI: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/ROI: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 2 years part-time

OVERVIEW

This programme provides practical, career orientated training in research design, data collection and data analysis skills relating to both qualitative and quantitative modes of inquiry.

You will have the opportunity to specialise in particular methodologies and to learn more about their application to illuminate important issues and debates in contemporary society.

“The MRes is an intellectually stimulating course which provides the opportunity to work alongside a dedicated teaching team who are experts in the field of social research. Completing the MRes has allowed me to broaden my knowledge and research skills and has subsequently led to me being offered a funded PhD studentship.”

Gemma Cherry,
graduate

The MRes is designed to develop critical understanding of contemporary issues for both those interested in developing academic and research oriented careers and those who are interested in improving their research skills and critical understanding for practical employment-orientated careers.

Key features include:

- Advanced skills in designing social research projects, including both quantitative and qualitative methods.
- Opportunity to become familiar and training in commonly used software, e.g., SPSS and NVivo.
- Opportunity to design and conduct individual research project, with specialist dissertation supervision from a dedicated member of staff (Master's students).
- Option to partner with the Science Shop and develop a research project in collaboration with a community and voluntary sector organisation.
- Students can also avail of additional training courses and opportunities for networking offered by The Graduate School and avail of the excellent facilities and services provided by the McClay library.

CONTENT

The programme is designed to provide a fundamental grounding in both quantitative and qualitative research skills, along with the opportunity to specialise in new methods and in practical applications of research techniques. Master's and Diploma students take taught modules amounting to 120 CATS. In addition, Master's students carry out a 60 CATS research dissertation. The modules are delivered via a mixture of traditional lecture, seminar, workshop and computer lab class. Students are also expected to undertake independent

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CONTACT

ssesw@qub.ac.uk



study. Master's students completing a dissertation will meet one-to-one with their academic supervisor throughout the course of their studies to provide guidance on their project.

Core Modules

- Approaches to Social Research (20 CATS)
- Theory and Debates in Social Research (20 CATS)
- The Sources and Construction of Qualitative Data (10 CATS)
- The Sources and Construction of Quantitative Data (10 CATS)
- Qualitative Data Analysis (10 CATS)
- Quantitative Data Analysis: Foundational (10 CATS)
- Quantitative Data Analysis: Intermediate (10 CATS)
- Dissertation (for Master's students –60 CATS)

Optional Modules

We offer a range of specialist modules which reflect the teaching team's diverse research interests, from the social logic of emotional life to conflict and change in divided societies, and specialist methods such as social science research online and visual research method. Optional modules generally run during the Spring semester and are offered subject to sufficient student demand and staff availability.

Students will be able to choose a number of optional modules (depending on whether they are required to complete Quantitative Data Analysis: Foundational).

CAREERS

Research skills are highly transferable and marketable, and needed across a range of sectors including - academic, government, charities and business. MRes students receive advanced training in both quantitative and qualitative research skills and gain experience of independent project management through the dissertation. Graduates can use their qualification to develop a career in any aspect of social research. The MRes is also ideal high-level preparation for doctoral research (PhD).

WHY QUEEN'S?

Research Strengths: We are a research intensive School and our programmes are all informed by latest developments and debates in the social sciences, reflected in our research-led teaching.

Q-Step Centre: Queen's is one of only 15 Q-Step Centres in the UK, established to provide a step-change in the social sciences with regards quantitative research training. This means that we are well placed to deliver a high level of training to our postgraduate students.

ESRC Doctoral Research Partnership:

The programme delivers training for QUB students as part of the ESRC NINE Doctoral Training Programme (<https://www.ninedtp.ac.uk>).

Student Choice: We have a wide and varied range of modules, reflecting staff expertise in research methodologies and substantive areas. The dissertation allows students the opportunity to specialise in a topic of their own choice, guided by an academic supervisor.

Funding Opportunities: We have a number of Q-Step bursaries available for eligible students undertaking quantitative research for their dissertations.

Flexibility: The programme is delivered in evenings and full day/half day sessions, including weekends. The programme can be taken full-time or part-time (2-3 years options are available). Students can exit with a PG Certificate (60 CATS) or PG Diploma (120 CATS).

Closing date for applications:

Friday 30 July 2021 at 4pm.

Late applications may be considered.

SOCIAL WORK WITH CHILDREN, YOUNG PEOPLE AND FAMILIES

(MSc, PgDip, PgCert)

ENTRANCE REQUIREMENTS

Normally a 2.2 Honours degree or above or equivalent qualification acceptable to the University. Equivalent qualifications include the Pre-2007 Post-Qualifying Award in Social Work. Where this is not met, applicants must demonstrate that their experience and qualifications enable them to undertake study at postgraduate level through the uptake of references and through completing a written assignment.

Please note that this programme is only open to applicants who are working as Social Care Professionals within NI/UK.

Applicants must also possess a social work qualification recognised by the Northern Ireland Social Care Council, be registered with the Council and should normally have two years post-qualification experience practising with service users or carers in a social work setting (including the Assessed Year in Employment where appropriate). All applicants must be currently engaged for at least 12 hours per week in a capacity in which core social work values underpin their practice with service users or carers.

ENGLISH LANGUAGE REQUIREMENTS

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

Please note that this course is not eligible for a Tier 4 visa.

FEES AND FUNDING

NI/RO: £6,450 (MSc), £4,300 (PgDip), £2,150 (PgCert)
GB: £7,250 (MSc), £4,834 (PgDip), £2,417 (PgCert)
Other EU*: £17,700 (MSc); £11,800 (PgDip); £5,900 (PgCert)

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

“The three modules of the Social Work with Children, Young People and Families programme provide great opportunities for experienced practitioners to learn together, sharing their knowledge and enhancing their practice to support best outcomes for children and families.”

Professor Danielle Turney,
Programme Director

DURATION

Part-time only, 1 to 3 years

OVERVIEW

The Social Work with Children, Young People and Families programmes are designed to meet the continuing professional development needs of those staff working in the care professions (social work, psychology, education, nursing, teaching, medicine, etc).

With the current emphasis on a flexible, accessible, streamlined and seamless post-qualifying continuum, and one that aims to offer a more continuous range of opportunities for progression, we offer a range of modules and courses within an overall PG Certificate/Pg Diploma/MSc programme.

The programmes present opportunities to study a range of areas including direct practice in child care, management and leadership within organisations and adult mental health at postgraduate level.

In addition, they aim to maintain educational coherence whilst covering diversity and choice. You can access a range of modules that accumulate into an award, affording the flexibility to work within their own time schedules.

The modules that make up the Social Work with Children, Young People and Families programme are designed to meet the continuing professional development needs of social work staff working across the child care sector.

The programme presents opportunities to study a range of areas relevant to practice with children, young people and families, with three modules focusing broadly on:

- Advanced Knowledge, Theory and Methods (SWK8055)
- Promoting and Safeguarding the Welfare of Children and Families (SWK8056)
- Enhancing Outcomes for Children in State Care (SWK8057)



Teaching is informed by current research and evidence, and students are encouraged to apply the learning to their particular professional contexts. Working with practitioners from a range of settings affords a creative and challenging opportunity for learning and the sharing of ideas and approaches for best practice with children, young people and families.

Students can access modules individually and accumulate academic credit points towards an award, affording the flexibility to work within your own time schedules.

CONTENT

The MSc in Social Work with Children, Young People and Families is a modular Master's programme. Students enrol on a part-time basis and they must also be currently engaged for at least 12 hours per week in a capacity in which core social work values underpin their practice with service users or carers.

Core Modules (40 CATS points each)

- SWK8055 Advanced Knowledge, Theory and Methods
- SWK8056 Enhancing Outcomes for Children in State Care
- SWK8057 Promoting and Safeguarding the Welfare of Children and their Families

The three modules can be taken as standalone modules (each earning 40 academic credits) but can be combined to achieve either a Postgraduate Certificate – which requires successful completion of two of the modules; or a Postgraduate Diploma – which requires successful completion of all three modules. Candidates can then go on to complete the MSc by completing a further Dissertation module which earns an additional 60 academic credits.

CAREERS / FURTHER STUDY

Continuing professional registration in social work is predicated on continuing professional development, which this programme offers. The Department of Health has directed that social workers demonstrate their competence in a range of areas and these are addressed in the curricula of this programme.

The three modules have all been accredited as meeting requirements for

the NI Specialist Award in Social Work under the PiP framework as follows:

- SWK8055 – requirements 1, 5 and 8
- SWK8056 – requirements 2, 4 and 7
- SWK8057 – requirements 3, 6 and 9

A candidate who completes all three modules, therefore, will be awarded a Postgraduate Diploma in Social Work with Children, Young People and Families and the NI Specialist Award in Social Work.

A candidate who completes two modules will be awarded a Postgraduate Certificate in Social Work with Children, Young People and Families but will also have achieved six of the requirements for the NI Specialist Award.

A candidate who completes all three modules and then goes on to do the Dissertation module will achieve an MSc in Social Work with Children, Young People and Families – they will also have met all of the requirements for the Specialist Award and, in addition, three of the requirements for the Leadership and Strategic Award (requirements 4, 7 and 9) which the Dissertation module delivers.

Closing date for applications:
Friday 30 July 2021 at 4pm.
Late applications may be considered.

APPLY NOW
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CONTACT
ssesw@qub.ac.uk

SUBSTANCE USE AND SUBSTANCE USE DISORDERS (MSc, PgDip, PgCert)

ENTRANCE REQUIREMENTS

Normally a 2.2 Honours degree or above or equivalent qualification acceptable to the University in a relevant subject. Equivalent qualifications include the Pre-2007 Post-Qualifying Award in Social Work.

Social workers seeking entry to the programme must:

- Be registered with the Northern Ireland Social Care Council (NISCC)
- Hold an Honours Degree in Social Work (2.2 or equivalent), Diploma in Social Work, CSS, CQSW or predecessor equivalent. Social Workers trained outside of NISCC jurisdiction must produce a letter of comparability with these awards or a letter of verification issued by NISCC;
- Have completed the Assessed Year in Practice or have at least one year post-qualifying experience if graduated prior to the AYE implementation.

Non social workers seeking entry to the programme must:

- Have two years' experience of working with clients who have experienced substance use or mental health issues.

Applicants who do not satisfy the above but who are holders of an equivalent approved professional qualification or work experience will be considered on a case-by-case basis.

Please note this course is not eligible for a Tier 4 visa.

ENGLISH LANGUAGE REQUIREMENTS

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.

FEES AND FUNDING

NI/ROI: £6,450 (MSc),
£4,300 (PgDip), £2,150 (PgCert)
GB: £7,250 (MSc),
£4,834 (PgDip), £2,417 (PgCert)
Other EU*: £17,700 (MSc);
£11,800 (PgDip); £5,900 (PgCert)

“The programmes in Substance Use and Substance Use Disorders provide graduates from a range of social and health care professions with a variety of opportunities to develop their specific areas of learning and skills in practice. Increasingly, our graduates operate within teams which consist of workers from a range of professional backgrounds and there is a need to hone skills and knowledge which are relevant to the multi-disciplinary environment.”

Dr Anne Campbell,
Programme Director

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

DURATION

MSc (3 years) / PgDip (2 years) /
PgCert (1 year) part-time

OVERVIEW

This multi-disciplinary programme is designed to enable substance use professionals, mental health workers, social workers and workers from allied health and social care sectors to gain an understanding of substance use disorders, including definitions, UK and international contexts and the application of theory in practice.

You can study flexibly by working around your professional duties whilst integrating learning and knowledge acquired through this mixed modality programme of study.

The programmes will develop practitioner confidence and skills in the complex areas of substance use and substance use disorders.

The overarching aims of the PG Certificate, PG Diploma and Masters in Substance Use and Substance Use Disorders is to enable professionals from a range of sectors working in substance use, mental health and related fields to build on their existing knowledge and skills and to use them effectively within their current work environment. It also aims to develop and the participants' understanding of the range of theories informing substance use, and to assist workers to translate these theories into effective practice. These learning objectives will ultimately enrich the lives of individuals, families and communities who are in receipt of services.

The programme will have a pragmatic focus and this will enable practitioners to learn about a range of multi-disciplinary assessment tools, methods of interventions and the necessary skills to work with substance use across a range of settings.

Substance use problems permeate work with a range of service user



groups, from the more obvious groups, i.e. working with substance use and mental health, to working with children and families, learning disability offenders and older people.

POSTGRADUATE CERTIFICATE

You may take each of the three modules of the programme of study as a stand-alone module (20 credits) or collectively to obtain the PG Certificate in Substance Use and Substance Use Disorders (SUDs).

Core Modules (20 CATS points each)

- Substance Use and Substance Use Disorders: Prevalence, Legislation and Theoretical Concepts
- Substance Use Disorders and Co-Morbid Mental Health Disorders
- Substance Use and Substance Use Disorders: International Contexts.

POSTGRADUATE DIPLOMA

The PG Diploma in Substance Use and Substance Use Disorders will build upon the knowledge gained in the PG Certificate programme and will enable you to enhance critical thinking skills, utilise methods of reflective analysis, and consider individual, multi-disciplinary and interdisciplinary team working within the sector. You will also be given a reflective period in which to analyse your learning from each of the teaching sessions and think about how the information may be best disseminated to colleagues in your respective teams. This reciprocal knowledge flow will be facilitated via an online discussion forum whereby you will be afforded the opportunity to apply the information from teaching sessions to your work cases after sharing information with work based colleagues.

You may take each of the three modules of the programme of study as a stand-alone module (20 credits). Alternatively, you can complete six modules (three from the PG Certificate in Substance Use Disorders and a further three credits from the PG Diploma programme and thereby obtain the PG Diploma in Substance Use and Substance Use Disorders.

Core Modules (20 CATS points each)

- Assessment and Risk Assessment in Substance Use (Alcohol, Opioid Use and Poly Drug Use Contexts).
- Interventions in Substance Use: Skills in Practice
- Substance Use Disorders: Working with Specific Groups

COURSE STRUCTURE

Substance Use and Substance Use Disorders is a modular Master's programme whereby you can complete the PG Certificate in Substance Use and Substance Use Disorders and then have the option to enrol on the PG Diploma and subsequently to enrol on a Master's by thesis module.

ASSESSMENT

Assessment methods include written assignments case study material based on candidates' practice.

A variety of assessment methods for the Certificate/Diploma will be used including written assignments, a reflective analysis on how you apply relevant theory to your practice in two different cases and an assignment critically reflecting on how you have enhanced the practice of colleagues drawing on the knowledge in this module.

CAREERS / FURTHER STUDY

Continuing professional registration in all areas of health and social care is predicated on continuing professional development.

The Department of Health has highlighted that health, social care workers and social workers should demonstrate their competence covered in the curricula of this programme.

SPECIAL FEATURES

The Substance Use and Substance Use Disorders programme responds to the needs of its students with updated, current and evidence based information which will enhance their postgraduate educational experience through vibrant and interactive learning programmes.

For all applicants it provides the opportunity to enhance special substance use and substance use disorders skills within a multidisciplinary teaching environment.

For Social Work applicants only, the Certificate meets all six of the professional requirements in the 'Specialist' category in the Professional in Practice framework, and on completion candidates will be conferred with the Specialist Award. The Diploma will meet a number of the professional requirements in the 'Leadership' category in the Professional in Practice framework.

Professional Development

For multi-disciplinary applicants the programmes offer relevant CPD opportunities as well as recognised qualifications accredited by the University which will augment your professional development and enhance the development of further opportunities in your chosen field of practice. You can study flexibly by working around your professional duties.

Student Experience

The programmes are taught by a number of highly skilled academics and practitioners who are currently working or researching and teaching in substance use disorder settings. This marriage of pragmatic skills based knowledge with corollary evidence based learning will greatly enhance the student learning experience.

Please note this course is not eligible for a Tier 4 visa.

Closing date for applications:
Friday 30 July 2021 at 4pm.
Late applications may be considered.

APPLY NOW

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CONTACT

ssesw@qub.ac.uk

SYSTEMIC PRACTICE AND FAMILY THERAPY (MSc, PgDip, PgCert) SYSTEMIC PSYCHOTHERAPY* (MSc)

ENTRANCE REQUIREMENTS

A prior relevant professional training in a mental health or social care related discipline e.g. social work, nursing, psychiatry, clinical psychology. Applicants who do not hold one of the designated relevant professional qualifications may be accepted in accordance with the AFT training standards – additional information and a full CV is required.

Normally a 2.2 Honours degree or above or equivalent qualification acceptable to the University. Equivalent qualifications include the pre-2007 Post-Qualifying Award in Social Work. Where this is not met, applicants must show that their experience and qualifications enable them to study at postgraduate level through the uptake of references and through completing a reflective assignment on their practice.

Applicants must be working in a context to apply course learning.

At least one referee should be professionally qualified and be able to comment on the applicant's current practice.

Please note that different levels of training have Additional Entrance Requirements in relation to qualifications and practice experience. Please see the online Course Finder (go.qub.ac.uk/courses) for further information.

ENGLISH LANGUAGE REQUIREMENTS

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.

FEES AND FUNDING

NI/ROI: £6,450 (MSc);
£4,300 (PgDip); £2,150 (PgCert).
GB: £7,250 (MSc);
£4,834 (PgDip); £2,417 (PgCert)
Other EU*: £17,700 (MSc);
£11,800 (PgDip); £5,900 (PgCert)

“The Systemic Practice Foundation course enabled me to engage more meaningfully with the whole family and their network encountering difficulties, rather than solely with the child, young person or adult deemed to have ‘the problem’. This ‘relationship’ focus enables me to provide a more caring service and has enabled my social work practice to be stimulating, energising and fun”.

Gillian Craig,
Foundation graduate

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

MSc Systemic Psychotherapy
The next intake for this course is September 2022.

qub.ac.uk/TuitionFees

DURATION

Systemic Practice and Family Therapy:
part-time MSc (3 years) / PgDip (2 years) / PgCert (1 year)
MSc Systemic Psychotherapy:
2 years part-time

OVERVIEW

Systemic practice and family therapy helps people in close relationships to better understand and support each other. It enables individuals and family members to express and explore difficult thoughts and emotions safely, understand each other's experiences and views, appreciate each other's needs, build on family strengths, and work together to make useful changes in their relationships and their lives. Systemic Family Therapy has been found to be effective across the life course in helping children, young people, adults, couples and families struggling with a broad range of difficulties and circumstances. Systemic practitioners and systemic family therapists work in many health and social care contexts across child and adult settings, including child and family support services, looked after children services, older people's services, physical health and disability, substance use, justice and mental health services.

Our suite of multidisciplinary programmes are suitable for professionally qualified staff who wish to enhance their skills in working effectively with individuals, families, couples, other systems and relationship networks. Concepts and skills are transferable across diverse settings and roles. There are three levels of systemic practice and family therapy training (Foundation, Intermediate and Qualifying). The programmes offer students the opportunity to undertake a Postgraduate Certificate in Systemic Practice and Family

Therapy (Foundation); Postgraduate Diploma in Systemic Practice and Family Therapy (Intermediate); academic Master's in Systemic Practice and Family Therapy; or full Qualifying level training (MSc Systemic Psychotherapy). Students may exit at the end of each year/level. The Certificate and Diploma programmes constitute years 1 and 2 of the four year Qualifying level training with the Master's in Systemic Psychotherapy constituting years 3 & 4 for those students who wish to become Family and Systemic Psychotherapists, eligible for professional registration with the UK Council for Psychotherapy (UKCP).

CONTENT

Systemic Practice and Family Therapy Year 1: Postgraduate Certificate (AFT Foundation level)

This one-year Postgraduate Certificate is the entrance programme to systemic training. This level of training provides practitioners in different settings and roles with an understanding of the core concepts of contemporary systemic practice and the opportunity to develop and utilise systemic skills and techniques current practice context to maximise the therapeutic benefit for individual service users or relationships groups.

Systemic Practice and Family Therapy Year 2: Postgraduate Diploma (AFT Intermediate level)

This Postgraduate Diploma is designed for those who have completed Foundation level training and who wish to further enhance their ability to work systemically with families, individuals and organisations. The programme aims to develop reflexive and ethical practitioners who have a solid knowledge of the theories and research underpinning systemic family practice and its application to their specific area of work. Three modules are taken, providing a balance of academic theory, skills development, personal development and application to the student's work setting. Assessment is by written assignment and oral presentation, including a case study and learning portfolio. Students must also demonstrate 60 hours of supervised systemic practice



in a current work setting and access a minimum of 10 hours of individual or small group supervision by a qualified Family and Systemic Psychotherapist.

MSc Systemic Practice and Family Therapy

This programme involves an additional year of study, and is suitable for those who have completed the Postgraduate Diploma (Intermediate) and wish to achieve an academic Master's qualification by undertaking a research dissertation. This MSc is not equivalent to qualifying level family therapy training which takes a further 2 years (MSc Systemic Psychotherapy).

Systemic Psychotherapy Years 3 and 4: MSc (AFT Qualifying level)*

This two-year Master's clinical training programme is designed for those who have completed Intermediate level training and wish to qualify as a Systemic Family Psychotherapist and achieve full accreditation as a Family and Systemic Psychotherapist with the UK Council for Psychotherapy (UKCP). This programme requires a major commitment over two years. A distinctive feature of the training is 300 hours of 'live supervised' practice in a family therapy clinical placement. This usually takes the form of a one day per week training clinic in a health and social care setting throughout the academic year in addition to the taught days. Students must also evidence 200 hours of systemic practice in their own work setting and access a minimum of 24 hours of supervision by a qualified Family and Systemic Psychotherapist. Assessment includes clinical practice assessment in combination with written assignments and oral presentations.

CAREERS

These courses provide knowledge and skills which are highly valued in both

child and adult contexts across child and adult settings, including child and family support services, looked after children's services, older people's services, physical health and disability, substance use, justice and mental health settings. On successful completion of the Postgraduate Diploma, students will be considered to have achieved the status of 'Systemic Practitioner'. The academic MSc programme also develops students' research skills through developing and undertaking a study relevant to their current work context.

WHY QUEEN'S?

Funding: Students are supported to attend these systemic programmes across a wide range of disciplines employed in the voluntary and statutory sectors, in both child and adult settings.

Professional Accreditation: All programmes are fully accredited by the Association of Family Therapy and Systemic Practice UK (AFT) and recognised by the relevant professions' continuing professional development frameworks.

Teaching teams: Course teaching teams are comprised of experienced family systemic therapists who bring a wealth of practice experience.



Please note this course is not eligible for a Tier 4 visa.

Closing date for applications: Friday 30 July 2021 at 4pm. Late applications may be considered.

* intake for the MSc Systemic Psychotherapy is every 2 years, with September 2022 being the next intake.

APPLY NOW
go.qub.ac.uk/pgapply

CONTACT
ssesw@qub.ac.uk

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

(MSc, PgDip, PgCert)

ENTRANCE REQUIREMENTS

A 2.1 Honours degree or above or equivalent recognised qualification in any subject discipline plus evidence of relevant teaching experience (minimum of 30 hours).

Applicants with a 2.2 Honours degree or equivalent recognised qualification 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).

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/ROI: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/ROI: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 3 years part-time

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 MSc TESOL team is internationally recognised for its range of teaching and research in language education and Applied Linguistics.

“The MSc TESOL is designed for English teachers to enhance their language teaching knowledge and skill which will benefit their lifelong teaching career. Beyond that, completing MSc TESOL has honed my research and analytical skills to start a PhD.”

Pingping Xie,
graduate

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 of TESOL and Applied Linguistics.

Through the range of modules you can also focus on certain aspects of TESOL and language learning, including, materials development, bilingual education, the impact of digital literacies, and language assessment. One of the key features of the MSc TESOL is that the programme is linked directly to the new Centre for Language Education which means that students can benefit from a rich research culture to augment their course activities.

CONTENT

The MSc 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).

Core Modules (20 CATS points)

Language Awareness for TESOL

This module will consider the different systems and skills of the English language (phonology, grammar, lexis, discourse, speaking, listening, reading and writing) and equip course participants with the skills needed to analyse language for teaching purposes. The module will place emphasis on the use of pedagogic grammars and adopt a systemic/functional approach to grammar. Particular attention will be given to the study of spoken and written discourse.

Language Learning for TESOL

This module will provide an overview of the key theories associated with language learning and language acquisition in the formal context of the classroom. It will offer module participants an opportunity to assess different approaches to the support of learning in a range of TESOL contexts.



TESOL: Principles and Practices

This module will consider the principles and practices of ELT methodology and trace developments over the past 20 years. From the advent of ‘the communicative approach’ to the current ‘post-method’ era, the course will examine a range of pedagogical issues and evaluate their impact on current classroom practice.

An Introduction to Research Methods: Children, Young People and Education

This introductory research methods module is compulsory for all Master’s students in the School of Social Sciences, Education and Social Work and assumes no previous experience or knowledge of research methods. The aim of the module is to provide a general research overview and to contextualize the broad range of approaches and debates that are evident within contemporary educational research.

Optional Module: (20 CATS)

One optional module may be chosen from those offered on the Educational Studies (MEd) programme including the following:

Issues in Language Assessment for TESOL*

This module explores a number of issues in assessment including the relationship between assessment and learning and the impact of assessment and testing on learning. It provides an overview of key assessment concepts of validity and reliability and considers various models of assessment practice. This module examines the notion of language proficiency for TESOL and current methods and practices in second language classroom based assessment.

*Students cannot take Assessment Issues in Teaching and Learning in Classrooms if taking this module.

Digital Literacy and Communication

The aim of this module is to examine the impact of new digital literacies upon language learning and TESOL. The module begins from a social practice view of literacy, which is then used as a lens to critically examine digital literacy in contemporary society, and its role in language education. Course participants will also examine methodologies that have been applied to researching language and literacy in digital environments. The module equips course participants with the skills needed to practically examine and analyse digital literacy in the lives of people, in institutions, and in wider society.

Materials Development for TESOL

This module will examine the notion of ‘context’ in relation to TESOL. Beginning with the classroom as context, participants will have an opportunity to develop their own interactional awareness as a means of promoting learning opportunity. The module will then consider the broader notion of ELT contexts in relation to the cultural politics of English as an international language and assess the impact that different contexts has on approaches to teaching and learning, assessment and the design and use of curricula and teaching materials.

Bilingualism, Literacy and Disciplinary Literacy Development

This module is designed to provide participants with a foundational understanding of bilingualism/multilingualism and models of bilingual/multilingual education. The module will advance teachers’ understanding of the pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners by drawing on their linguistic and cultural resources. The course will cover historical and theoretical foundations of bilingual education as related to various bilingual programs, including instruction, curriculum, and assessment.

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?

Professionally-focused Assessment: There are no written examinations. All modules are assessed by written assignments which have a professional focus. Examples include: case studies, language analysis, and materials evaluations. Formative assessment practices to support students are a key feature of MSc TESOL modules.

Credit Transfer: Students who have completed other Master’s level awards, e.g. PGCE, within the last 10 years are eligible to transfer credit.

Flexibility: Diploma and Certificate options are also available.

Closing date for applications:
Wednesday 30th June 2021 at 4pm.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

YOUTH JUSTICE (MSc, PgDip)

ENTRANCE REQUIREMENTS

Normally a 2.1 Honours degree or equivalent qualification acceptable to the University in a Social Science or related discipline. Applicants with a 2.2 Honours degree or equivalent qualification acceptable to the University may be considered if they have at least two years of professional experience in a relevant context.

ENGLISH LANGUAGE REQUIREMENTS

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

FEES AND FUNDING

Full-time

NI/ROI: £6,450

GB: £7,250

Other EU*: £17,700

Part-time

NI/ROI: £35.83 per CATS point

GB: £40.28 per CATS point

Other EU*: £98.33 per CATS point

*Students from the EU (excluding the Republic of Ireland), other EEA and Swiss nationals.

qub.ac.uk/TuitionFees

INTERNATIONAL FEES

£17,700 go.qub.ac.uk/pgfunding

DURATION

1 year full-time / 3 years part-time

OVERVIEW

Designed for those who want to advance their understanding of youth issues, youth offending and social and criminal justice responses to young people, this programme focuses on developing critical analytical skills and enhancing the ability to assess policy and practice against international standards and benchmarks.

You will develop critical analytical skills and enhance your ability to assess policy and practice against international standards and benchmarks.

“The course equipped me to delve into and become enthusiastic about research with children and young people; to think critically about policies, issues and systems impacting them. It provided me with a welcoming and mentally stimulating environment to share my views and experiences as an international student. Moreover, as I come from a different learning and education system, I have truly benefited from the constructive, detailed feedback on my assignments.”

Renata Kutan,
graduate

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

This course may appeal to you if you are already a practitioner or policy maker in this area, or if you are interested in further academic study.

Given increased policy attention in the area of youth justice and strategies impacting on children and young people more generally, the programme reflects the concern to understand the needs and rights of children and young people and ground responses in evidence, best practice and international standards.

CONTENT

The programme draws on specialisms within the School of Social Sciences, Education and Social Work (in youth studies, youth justice, criminology, social work and research methods). Optional modules from a range of programmes and Schools are available.

A blended learning approach has been adopted which includes a mixture of face-to-face and online learning, traditional lectures, workshops, condensed weekend modules, online discussion forums and guest speakers.

The MSc is awarded to students who successfully complete a combination of core and optional taught modules (120 CATS points) and a research dissertation (60 CATS points). Postgraduate Diploma (120 CATS points from core and optional modules) and Certificate (60 CATS points from core modules).

Core modules:

- Childhood and Youth Research and Practice 10 CATS
- Foundations in Children's Rights 20 CATS
- Introduction to Research Methods 20 CATS
- Perspectives in Childhood and Youth 10 CATS
- Youth and Social Justice 20 CATS
- Youth Justice: Theory, Law and Practice 20 CATS
- Dissertation 60 CATS (20,000 words max.)



Optional modules include:

- Childhood and Disability Rights – 20 CATS
- Economic Impact of Childhood Interventions – 10 CATS
- Qualitative Data Analysis – 10 CATS
- Qualitative Research in Childhood and Youth – 10 CATS
- Quantitative Data Analysis – 10/20 CATS
- Researching Conflict and Change in Northern Ireland - 10 CATS

ASSESSMENT

Modules will be assessed through a variety of written work including: essays; blogs; research proposals/tenders and a dissertation for those undertaking the Master's route.

CAREERS

The programme is designed to enhance students' knowledge and understanding of young people's lives so they can apply this in careers working with or on behalf of young people, particularly those in conflict with the law.

Possible career paths include work in youth and social justice related fields. Previous graduates have been successful in gaining jobs working for NGOs in the criminal justice and youth justice fields. The programme is also an excellent stepping-stone for doctoral research.

WHY QUEEN'S?

This programme is designed for flexible learning and involves a blended learning

approach offering a mixture of online and face-to-face course delivery. Students have the opportunity to select child and youth focused optional modules from a range of Schools, gaining an interdisciplinary perspective. The programme has been designed to encourage students to consider the interface between social justice, criminal justice and children's rights. Students have the opportunity to apply academic knowledge and critical analytical skills to practice and enhance understanding of young people's lives, the criminal justice system and the discourse of children's rights.

Closing date for applications:

Friday 30 July 2021 at 4pm.

Late applications may be considered.

RESEARCH PROGRAMMES



Integrated PhD CRIMINOLOGY, EDUCATION, SOCIAL POLICY, SOCIAL WORK, SOCIOLOGY

THE
TRADITIONAL 3
YEAR FULL-TIME
PHD IS ALSO
AVAILABLE

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. Further information can be obtained by contacting the School of Social Sciences, Education and Social Work.

ENGLISH LANGUAGE REQUIREMENTS

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

DURATION

4 years full-time / 7 years part-time

OVERVIEW

The Integrated PhD is designed to prepare you for doctoral-level study by providing a year of taught research-focused modules before you move on to your PhD research.

The programme is suitable for all those wishing to engage in research but should appeal to those who have the basis of a research project but require additional support to develop this into a feasible PhD study.

The Integrated PhD programme is made up of one year of taught modules, independent study to develop research skills and a PhD study proposal, followed by progression to a further three years of PhD research.

You will benefit from:

- An additional year to develop research skills and subject expertise through taught modules
- A more thorough understanding of the demands of PhD study
- Enhanced support to develop a robust and feasible research proposal for PhD
- A stronger foundation from which to deliver a successful PhD thesis

On successful completion of year one you will have gained competence in the following:

- critical evaluation of relevant literature;
- ability to apply a range of research methods;
- skills in communicating research findings and identifying the practical implications of such findings for a range of professional groups.

These competencies will be demonstrated through the successful completion of assignments and a research project on a topic which will be in the student's area of professional expertise.

*year one of the Integrated PhD is only available for full-time study therefore the part-time route is only available after year one is complete.

4 YEAR FULL TIME PHD STRUCTURE*

Year 1	Year 2	Year 3	Year 4
<p>Four Doctoral-level modules (30 CAT points each) and a Pilot Research Project (60 CAT points)</p> <p>120 CAT points at 60%; sign off of improved research proposal</p> <p>Optional exit with MRes Social Science Research</p>	<p>PhD progress (e.g. literature review, design consolidations, ethics approval)</p> <p>Initial Review</p> <p>Differentiation</p>	<p>PhD progress (e.g. fieldwork as applicable, thesis chapters written)</p> <p>Annual Progress Review</p>	<p>PhD progress (e.g. writing chapters, final draft, plan for submission)</p> <p>Annual Progress Review</p> <p>Viva Voce</p>

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

FEES

UK/EU Fees: £TBC
International Fees: £17,460 per year
go.qub.ac.uk/pgfunding

PhD EDUCATION

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. Further information can be obtained by contacting the School of Social Sciences, Education and Social Work.

ENGLISH LANGUAGE REQUIREMENTS

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

DURATION

3 years full-time / 6 years part-time

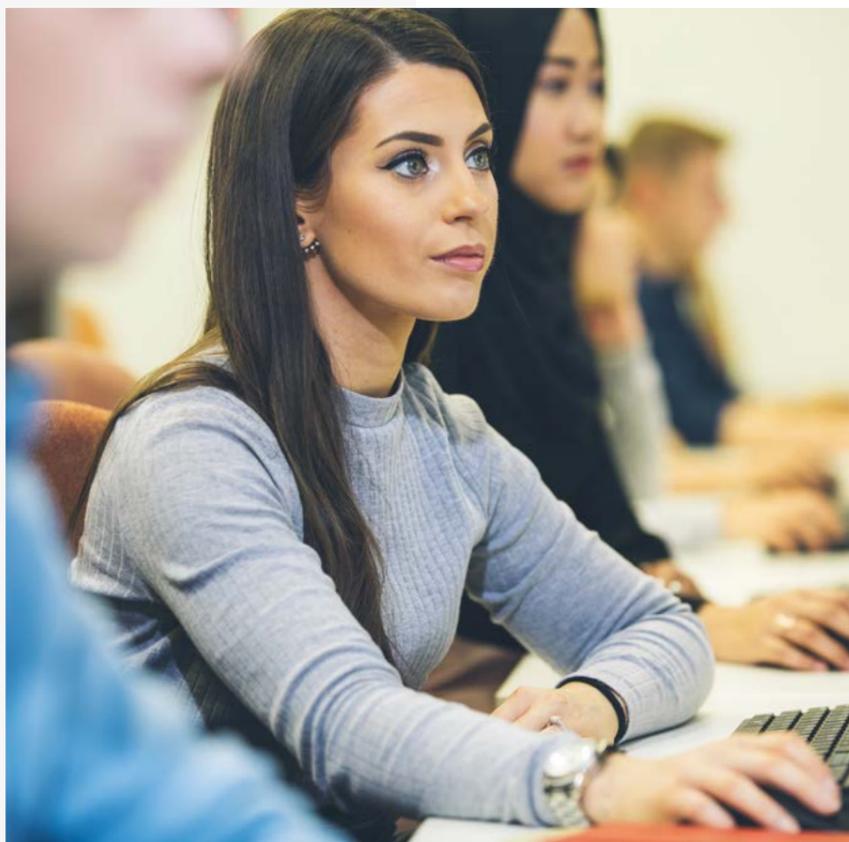
OVERVIEW

You will be part of a dynamic doctoral research environment and will study alongside students from over 25 different countries; we supervise students undertaking research in key educational areas including: education in divided societies; effective education; children's rights in education; educational assessment and inclusion.

As part of a lively community of over 200 full-time and part-time research students you will have the opportunity to develop your research potential in a vibrant research community that prioritises the cross-fertilisation of ideas and innovation in the advancement of knowledge.

Key interdisciplinary research themes in the School include:

- Health, Wellbeing and Inclusion
- Children, Young People and Families: Policy and Practice
- Crime and Criminal Justice
- Peace in Societies
- Education: Advancing Understanding, Improving Outcomes



Research Projects

Education is delivering a wide range of research projects including working with the Centre for Evidence and Social Innovation at Queen's, supporting the dissemination of a Shared Education model with the Department for Education in Northern Ireland and internationally. Our researchers are also working towards improving literacy on an international level for primary school students with innovative methods and robust research.

Current PhD Student Research

School-based Physical Activity Interventions and Wellbeing in Children

Education and Identity in Divided Societies: A Comparative Study

Exploring Young People's Social Networks and their Impact on Behaviour

FEES

UK/EU Fees: £TBC
International Fees: £17,460 per year
go.qub.ac.uk/pgfunding

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

PhD SOCIOLOGY, SOCIAL POLICY AND SOCIAL WORK

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. Further information can be obtained by contacting the School of Social Sciences, Education and Social Work.

ENGLISH LANGUAGE REQUIREMENTS

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

DURATION

3 years full-time / 6 years part-time

OVERVIEW

You will be a social scientist committed to ways of working, through multidisciplinary research, that build knowledge and capacities in the communities around us and have a positive impact on human wellbeing. You will care about young people and families, conflict and social change, social inequality, disability, ageing and health, criminal justice, drugs and alcohol, trauma, violence and abuse and the effect these have on society.

The School combines a rich tapestry of disciplinary strengths in Sociology, Education, Social Policy and Criminology, so that we proudly proclaim ourselves as key advocates for the worth and value of the Social Sciences.

Our research is organised through a series of Centres and Networks in our core disciplinary research areas across five interconnected themes:

- Health, Wellbeing and Inclusion
- Children, Young People and Families: Policy and Practice
- Crime and Criminal Justice
- Peace in Societies
- Education: Advancing Understanding, Improving Outcomes



Research Success

We also secure funding at a local level with peer reviewed funding streams for example HSC Research and Development Office, DHSSPS and charitable bodies. School research is informing thinking and contributes to policy making at local, national and international levels. The School hosts the Pioneering Research Programme, the Centre for Evidence and Social Innovation.

Current PhD Student Research

New Social Movement Theory and the Reparations Movement in Northern Ireland

Autism, Sexuality, and Gender: Challenging Behaviour?

Comparing Outcomes for Children in Statutory and Independent Foster Care in Northern Ireland

Police Response to Domestic Violence involving Children

Autism Spectrum Disorder and Sexual Offending: Developing Good Practice in Assessments and Interventions with Young People

FEES

UK/EU Fees: £TBC
International Fees: £17,460 per year
go.qub.ac.uk/pgfunding

Applicants interested in this thematic area should apply separately through 'Sociology PhD' or 'Social Work PhD' as required.

APPLY NOW

go.qub.ac.uk/pgapply

CONTACT

ssesw@qub.ac.uk

ABOUT BELFAST AND NORTHERN IRELAND

Belfast is a fun city on the current 'must-see' destination lists. It is also the safest region in the UK (UK British Crime Surveys 2018-19). Awash with enthusiasm, culture and that famous Irish friendliness, students can also explore:

- Beautiful scenery and outdoor adventures such as the Giant's Causeway or hiking in the Mourne Mountains.
- Titanic Belfast is the World's Best Visitor Attraction (World Travel Awards 2016).
- Game of Thrones' film location and activity tours.
- Great entertainment and nights out; a buzzing arts and social scene from festivals, theatre and international events to historic pubs, stylish bars and brilliant shopping.
- Northern Ireland: happiest place in the UK (Lloyds Bank Happiness Index 2020). Belfast has the lowest student rent in the UK (NatWest Student Living Index 2020).
- The rest of the UK, Ireland and Europe with accessible airport and transport links to most major cities.



**BELFAST VOTED
NUMBER 1 REGION**
IN THE WORLD TO VISIT IN 2018
(Lonely Planet, 2017)



**NORTHERN IRELAND IS THE
HAPPIEST PLACE IN THE UK**
(Lloyds Bank Happiness Index 2020)



**LOWEST STUDENT COST
OF LIVING IN THE UK**
(Which? University 2018)



**TITANIC BELFAST MUSEUM
WORLD'S BEST VISITOR
ATTRACTION**
(World Travel Awards 2016)



**GAME OF THRONES
FILM LOCATION AND
ACTIVITY TOURS**



**MOURNE
MOUNTAINS**



Information is correct at time of print and is subject to change (December 2020). For current information, please visit go.qub.ac.uk/courses



**QUEEN'S
UNIVERSITY
BELFAST**

SCHOOL OF
SOCIAL SCIENCES,
EDUCATION AND
SOCIAL WORK

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